STUDENT EVALUATION OF LECTURERS
EDOM REPORT

TEACHING AND LEARNING
2025 REPORTING CYCLE

Even Semester 2024/2025 and Odd Semester 2025

UNIVERSITAS ISLAM SULTAN AGUNG

SEMARANG

2025



APPROVAL PAGE

This report records the university-wide Student Evaluation of Lecturers (EDOM) for the 2025 reporting cycle. It covers the Even Semester 2024/2025 and the Odd Semester 2025/2026 across 13 faculties and 50 study programmes.

Item	Approved record
Document	Student Evaluation of Lecturers Report Teaching and Learning 2025
Institution	Universitas Islam Sultan Agung
Reporting unit	Academic Administration Bureau
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Institutional scope	13 faculties and 50 study programmes
Response coverage	All active students completed EDOM for their registered courses in both semesters

Semarang, January 2026
Head of Academic Administration Bureau

Ghufron, S.T., M.Kom.

PREFACE

Praise be to Allah SWT for the completion of the Student Evaluation of Lecturers report for the 2025 reporting cycle. The report presents the evaluation of teaching and learning in the Even Semester 2024/2025 and the Odd Semester 2025/2026 at Universitas Islam Sultan Agung.

EDOM forms part of the university's internal quality assurance system. Student responses provide structured evidence on teaching reliability, responsiveness, assurance, empathy, learning support and professional competence. The evaluation results support academic management, lecturer reflection, programme review and the continuous improvement cycle.

The report consolidates the complete institutional scope of 13 faculties and 50 study programmes. All active students completed the questionnaire for their registered courses in both semesters through the university academic information system. The report presents the evaluation framework, implementation method, consolidated results, faculty and programme coverage, analysis, established follow-up actions and monitoring arrangements.

Semarang, January 2026
Head of Academic Administration Bureau
Ghufron, S.T., M.Kom.

EXECUTIVE SUMMARY

The 2025 EDOM reporting cycle covers two academic periods: the Even Semester 2024/2025 and the Odd Semester 2025/2026. The evaluation operates across 13 faculties and 50 study programmes. All active students completed EDOM for every registered course before the subsequent academic registration stage, producing full response coverage in both semesters.

The arithmetic mean of the twelve supplied faculty profiles is 3.68 points on the reported four-point scale and falls within the satisfied category. The supplied university-wide annual monitoring figure separately reports an overall satisfaction score of 3.73. Tangible records 3.77, reliability 3.76, assurance 3.75, responsiveness 3.72 and empathy 3.71; all five university-wide aspects are rated satisfied.

The expanded institutional scope incorporates the Faculty of Communication Sciences and all study programmes listed in the university accreditation register. The report also establishes one coverage matrix for both semesters, one programme registry aligned with Annex 53 and a university-wide action framework based on the Plan, Implement, Evaluate, Control and Improve cycle.

Table 1 Annual EDOM reporting scope

Measure	2025 reporting-cycle result
Academic periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Faculties	13
Study programmes	50
Student completion	100% in both semesters
Reported evaluation profiles	Five university-wide satisfaction aspects and four FIT competencies
Questionnaire statements	20
Consolidated institutional mean	3.73 (university-wide annual monitoring)

TABLE OF CONTENTS

APPROVAL PAGE ..... **i**
PREFACE ..... **ii**
EXECUTIVE SUMMARY ..... **iii**
TABLE OF CONTENTS ..... **iv**
LIST OF TABLES ..... **xx**
LIST OF FIGURES ..... **xxi**
ABBREVIATIONS ..... **xxii**
CHAPTER I INTRODUCTION **1**
1.1 Background 1
1.2 Legal and Institutional Basis 1
1.3 EDOM Objectives 1
1.3.1 General Objective 1
1.3.2 Specific Objectives 1
1.4 Benefits of EDOM 2
1.4.1 Institution 2
1.4.2 Faculties and Study Programmes 2
1.4.3 Lecturers 3
1.4.4 Students 4
1.5 Scope of the Evaluation 5
1.6 Evaluation Population 6
1.7 Report Structure 7
CHAPTER II EVALUATION FRAMEWORK AND INSTRUMENT **9**
2.1 Concept of Teaching Evaluation 9
2.2 Implementation Principles 10
2.3 Evaluation Dimensions 10
2.4 Instrument Development 11
2.4.1 Basis of the Instrument 11
2.4.2 Statement Format 12
2.4.3 Scale and Index 14
2.4.4 Open Responses 15
2.4.5 Instrument Quality 17

2.5 Evaluation Criteria 19
CHAPTER III IMPLEMENTATION METHODOLOGY 20
3.1 Evaluation Design 20
3.2 Evaluation Periods 21
3.3 Population and Respondents 22
3.3.1 Population 22
3.3.2 Respondent Criteria 23
3.3.3 Response Coverage 23
3.4 Data Collection 25
3.5 Implementation Procedure 26
3.6 Anonymity and Confidentiality 27
3.7 Data Processing 28
3.8 Analysis 28
3.9 Interpretive Boundaries 30
CHAPTER IV EVALUATION RESULTS 32
4.1 Overview of EDOM Implementation 32
4.2 Respondent Profile 32
4.2.1 Coverage by Faculty and Study Programme 32
4.2.2 Coverage by Semester 33
4.3 Institutional Results 33
4.3.1 Overall Mean 33
4.3.2 Results by Dimension 33
4.3.3 Highest and Lowest Dimension Results 34
4.4 Faculty-Level Results 34
4.5 Study Programme-Level Results 35
4.6 Lecturer-Level Results 38
4.7 Course-Level Results 41
4.8 Results by Evaluation Dimension 41
4.8.1 Reliability 41
4.8.2 Responsiveness 41
4.8.3 Assurance 42
4.8.4 Empathy 42
4.8.5 Tangible learning support 42

4.8.6 Faculty-specific competency profile 43
4.9 Open-Response Themes 43
4.10 Comparison Between Reporting Semesters 44
CHAPTER V ANALYSIS AND DISCUSSION 46
5.1 Overall Achievement 46
5.2 Teaching Strengths 47
5.3 Defined Improvement Focus 48
5.4 Supporting Factors 49
5.5 Operational Considerations 50
5.6 Achievement of Quality Standards 51
5.7 Trend and Consistency 53
5.8 Student Comment Themes 54
5.9 Established Good Practice 55
5.10 Institutional Implications 56
5.10.1 Lecturers 57
5.10.2 Study Programmes 58
5.10.3 Faculties 59
5.10.4 University 60
CHAPTER VI ESTABLISHED FOLLOW-UP AND CONTINUOUS IMPROVEMENT 62
6.1 Follow-up Principles 62
6.2 Improvement Priorities 63
6.2.1 Immediate Semester Actions 64
6.2.2 Annual Development Actions 65
6.2.3 Institutional Development Actions 66
6.3 Lecturer-Level Actions 67
6.4 Study Programme-Level Actions 68
6.5 Faculty and University Actions 70
6.6 Follow-up Matrix 71
6.7 Monitoring Mechanism 73
6.8 Effectiveness Review 75
CHAPTER VII CONCLUSION AND INSTITUTIONAL COMMITMENTS 77
7.1 Conclusion 77
7.2 Confirmed Quality Actions 78

7.2.1 Lecturers 79
7.2.2 Study Programmes 80
7.2.3 Faculties 81
7.2.4 Institution 82
7.2.5 Quality Assurance Units 83
7.3 Commitment to Continuous Improvement 84
APPENDICES 86
Appendix A University Programme Registry 86
A.1 Faculty of Law 86
A.2 Faculty of Economics and Business 86
A.3 Faculty of Islamic Studies 86
A.4 Faculty of Teacher Training and Education 87
A.5 Faculty of Language Literature and Culture 87
A.6 Faculty of Psychology 87
A.7 Faculty of Communication Sciences 87
A.8 Faculty of Engineering 88
A.9 Faculty of Industrial Technology 88
A.10 Faculty of Nursing 88
A.11 Faculty of Pharmacy 89
A.12 Faculty of Medicine 89
A.13 Faculty of Dentistry 89
Appendix B EDOM Questionnaire 89
Appendix C Semester Coverage Statement 91
Appendix D.1.1 Programme Evidence Profile: Bachelor of Law (BL) 92
Programme learning context 92
Indexed academic evidence 92
Appendix D.1.2 Semester Evaluation Record: Bachelor of Law (BL) 93
Reported evaluation profile 93
Appendix D.1.3 Quality Integration Record: Bachelor of Law (BL) 94
Recorded semester quality cycle 94
Appendix D.2.1 Programme Evidence Profile: Master of Law (ML) 95
Programme learning context 95
Indexed academic evidence 95

Appendix D.2.2 Semester Evaluation Record: Master of Law (ML) 96
Reported evaluation profile 96
Appendix D.2.3 Quality Integration Record: Master of Law (ML) 97
Recorded semester quality cycle 97
Appendix D.3.1 Programme Evidence Profile: Doctor of Law (DL) 98
Programme learning context 98
Indexed academic evidence 98
Appendix D.3.2 Semester Evaluation Record: Doctor of Law (DL) 99
Reported evaluation profile 99
Appendix D.3.3 Quality Integration Record: Doctor of Law (DL) 100
Recorded semester quality cycle 100
Appendix D.4.1 Programme Evidence Profile: Master of Notary (MNt) 101
Programme learning context 101
Indexed academic evidence 101
Appendix D.4.2 Semester Evaluation Record: Master of Notary (MNt) 102
Reported evaluation profile 102
Appendix D.4.3 Quality Integration Record: Master of Notary (MNt) 103
Recorded semester quality cycle 103
Appendix D.5.1 Programme Evidence Profile: Bachelor of Management (BMg) 104
Programme learning context 104
Indexed academic evidence 104
Appendix D.5.2 Semester Evaluation Record: Bachelor of Management (BMg) 105
Reported evaluation profile 105
Appendix D.5.3 Quality Integration Record: Bachelor of Management (BMg) 106
Recorded semester quality cycle 106
Appendix D.6.1 Programme Evidence Profile: Master of Management (MM) 107
Programme learning context 107
Indexed academic evidence 107
Appendix D.6.2 Semester Evaluation Record: Master of Management (MM) 108
Reported evaluation profile 108
Appendix D.6.3 Quality Integration Record: Master of Management (MM) 109
Recorded semester quality cycle 109
Appendix D.7.1 Programme Evidence Profile: Doctor of Management (DMg) 110

Programme learning context 110
Indexed academic evidence 110
Appendix D.7.2 Semester Evaluation Record: Doctor of Management (DMg) 111
Reported evaluation profile 111
Appendix D.7.3 Quality Integration Record: Doctor of Management (DMg) 112
Recorded semester quality cycle 112
Appendix D.8.1 Programme Evidence Profile: Bachelor of Accounting (BA) 113
Programme learning context 113
Indexed academic evidence 113
Appendix D.8.2 Semester Evaluation Record: Bachelor of Accounting (BA) 114
Reported evaluation profile 114
Appendix D.8.3 Quality Integration Record: Bachelor of Accounting (BA) 115
Recorded semester quality cycle 115
Appendix D.9.1 Programme Evidence Profile: Master of Accounting (MA) 116
Programme learning context 116
Indexed academic evidence 116
Appendix D.9.2 Semester Evaluation Record: Master of Accounting (MA) 117
Reported evaluation profile 117
Appendix D.9.3 Quality Integration Record: Master of Accounting (MA) 118
Recorded semester quality cycle 118
Appendix D.10.1 Programme Evidence Profile: Bachelor of Digital Business (BDB) 119
Programme learning context 119
Indexed academic evidence 119
Appendix D.10.2 Semester Evaluation Record: Bachelor of Digital Business (BDB) 120
Reported evaluation profile 120
Appendix D.10.3 Quality Integration Record: Bachelor of Digital Business (BDB) 121
Recorded semester quality cycle 121
Appendix D.11.1 Programme Evidence Profile: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL) 122
Programme learning context 122
Indexed academic evidence 122
Appendix D.11.2 Semester Evaluation Record: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL) 123
Reported evaluation profile 123

Appendix D.11.3 Quality Integration Record: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL) 124
Recorded semester quality cycle 124
Appendix D.12.1 Programme Evidence Profile: Bachelor of Islamic Religious Education (BIRE) 125
Programme learning context 125
Indexed academic evidence 125
Appendix D.12.2 Semester Evaluation Record: Bachelor of Islamic Religious Education (BIRE) 126
Reported evaluation profile 126
Appendix D.12.3 Quality Integration Record: Bachelor of Islamic Religious Education (BIRE) 127
Recorded semester quality cycle 127
Appendix D.13.1 Programme Evidence Profile: Master of Islamic Religious Education (MIRE) 128
Programme learning context 128
Indexed academic evidence 128
Appendix D.13.2 Semester Evaluation Record: Master of Islamic Religious Education (MIRE) 129
Reported evaluation profile 129
Appendix D.13.3 Quality Integration Record: Master of Islamic Religious Education (MIRE) 130
Recorded semester quality cycle 130
Appendix D.14.1 Programme Evidence Profile: Doctor of Islamic Religious Education (DIRE) 131
Programme learning context 131
Indexed academic evidence 131
Appendix D.14.2 Semester Evaluation Record: Doctor of Islamic Religious Education (DIRE) 132
Reported evaluation profile 132
Appendix D.14.3 Quality Integration Record: Doctor of Islamic Religious Education (DIRE) 133
Recorded semester quality cycle 133
Appendix D.15.1 Programme Evidence Profile: Bachelor of Elementary School Teacher Education (BESTE) 134
Programme learning context 134

Indexed academic evidence 134
Appendix D.15.2 Semester Evaluation Record: Bachelor of Elementary School Teacher Education (BESTE) 135
Reported evaluation profile 135
Appendix D.15.3 Quality Integration Record: Bachelor of Elementary School Teacher Education (BESTE) 136
Recorded semester quality cycle 136
Appendix D.16.1 Programme Evidence Profile: Bachelor of Indonesian Language Education (BILE) 137
Programme learning context 137
Indexed academic evidence 137
Appendix D.16.2 Semester Evaluation Record: Bachelor of Indonesian Language Education (BILE) 138
Reported evaluation profile 138
Appendix D.16.3 Quality Integration Record: Bachelor of Indonesian Language Education (BILE) 139
Recorded semester quality cycle 139
Appendix D.17.1 Programme Evidence Profile: Bachelor of Mathematics Education (BME) 140
Programme learning context 140
Indexed academic evidence 140
Appendix D.17.2 Semester Evaluation Record: Bachelor of Mathematics Education (BME) 141
Reported evaluation profile 141
Appendix D.17.3 Quality Integration Record: Bachelor of Mathematics Education (BME) 142
Recorded semester quality cycle 142
Appendix D.18.1 Programme Evidence Profile: Master of Elementary Education (MEEd) 143
Programme learning context 143
Indexed academic evidence 143
Appendix D.18.2 Semester Evaluation Record: Master of Elementary Education (MEEd) 144
Reported evaluation profile 144
Appendix D.18.3 Quality Integration Record: Master of Elementary Education (MEEd) 145
Recorded semester quality cycle 145

Appendix D.19.1 Programme Evidence Profile: Master of Mathematics Education (MME) 146
Programme learning context 146
Indexed academic evidence 146
Appendix D.19.2 Semester Evaluation Record: Master of Mathematics Education (MME) 147
Reported evaluation profile 147
Appendix D.19.3 Quality Integration Record: Master of Mathematics Education (MME) 148
Recorded semester quality cycle 148
Appendix D.20.1 Programme Evidence Profile: Master of Indonesian Language (MIL) . 149
Programme learning context 149
Indexed academic evidence 149
Appendix D.20.2 Semester Evaluation Record: Master of Indonesian Language (MIL) . 150
Reported evaluation profile 150
Appendix D.20.3 Quality Integration Record: Master of Indonesian Language (MIL) 151
Recorded semester quality cycle 151
Appendix D.21.1 Programme Evidence Profile: Bachelor of English Language Education (BELE) 152
Programme learning context 152
Indexed academic evidence 152
Appendix D.21.2 Semester Evaluation Record: Bachelor of English Language Education (BELE) 153
Reported evaluation profile 153
Appendix D.21.3 Quality Integration Record: Bachelor of English Language Education (BELE) 154
Recorded semester quality cycle 154
Appendix D.22.1 Programme Evidence Profile: Bachelor of English Literature (BEL) .. 155
Programme learning context 155
Indexed academic evidence 155
Appendix D.22.2 Semester Evaluation Record: Bachelor of English Literature (BEL) ... 156
Reported evaluation profile 156
Appendix D.22.3 Quality Integration Record: Bachelor of English Literature (BEL) 157
Recorded semester quality cycle 157
Appendix D.23.1 Programme Evidence Profile: Bachelor of Psychology (BPsy) 158

Programme learning context 158
Indexed academic evidence 158
Appendix D.23.2 Semester Evaluation Record: Bachelor of Psychology (BPsy) 159
Reported evaluation profile 159
Appendix D.23.3 Quality Integration Record: Bachelor of Psychology (BPsy) 160
Recorded semester quality cycle 160
Appendix D.24.1 Programme Evidence Profile: Bachelor of Communication Science (BCS) 161
Programme learning context 161
Indexed academic evidence 161
Appendix D.24.2 Semester Evaluation Record: Bachelor of Communication Science (BCS) 162
Reported evaluation profile 162
Appendix D.24.3 Quality Integration Record: Bachelor of Communication Science (BCS) 163
Recorded semester quality cycle 163
Appendix D.25.1 Programme Evidence Profile: Bachelor of Civil Engineering (BCE) ... 164
Programme learning context 164
Indexed academic evidence 164
Appendix D.25.2 Semester Evaluation Record: Bachelor of Civil Engineering (BCE) ... 165
Reported evaluation profile 165
Appendix D.25.3 Quality Integration Record: Bachelor of Civil Engineering (BCE) 166
Recorded semester quality cycle 166
Appendix D.26.1 Programme Evidence Profile: Master of Civil Engineering (MCE) 167
Programme learning context 167
Indexed academic evidence 167
Appendix D.26.2 Semester Evaluation Record: Master of Civil Engineering (MCE) 168
Reported evaluation profile 168
Appendix D.26.3 Quality Integration Record: Master of Civil Engineering (MCE) 169
Recorded semester quality cycle 169
Appendix D.27.1 Programme Evidence Profile: Doctor of Civil Engineering (DCE) 170
Programme learning context 170
Indexed academic evidence 170
Appendix D.27.2 Semester Evaluation Record: Doctor of Civil Engineering (DCE) 171

Reported evaluation profile....171
Appendix D.27.3 Quality Integration Record: Doctor of Civil Engineering (DCE)....172
Recorded semester quality cycle....172
Appendix D.28.1 Programme Evidence Profile: Bachelor of Urban and Regional Planning (BURP)....173
Programme learning context....173
Indexed academic evidence....173
Appendix D.28.2 Semester Evaluation Record: Bachelor of Urban and Regional Planning (BURP)....174
Reported evaluation profile....174
Appendix D.28.3 Quality Integration Record: Bachelor of Urban and Regional Planning (BURP)....175
Recorded semester quality cycle....175
Appendix D.29.1 Programme Evidence Profile: Master of Urban and Regional Planning (MURP)....176
Programme learning context....176
Indexed academic evidence....176
Appendix D.29.2 Semester Evaluation Record: Master of Urban and Regional Planning (MURP)....177
Reported evaluation profile....177
Appendix D.29.3 Quality Integration Record: Master of Urban and Regional Planning (MURP)....178
Recorded semester quality cycle....178
Appendix D.30.1 Programme Evidence Profile: Engineering Profession (EP)....179
Programme learning context....179
Indexed academic evidence....179
Appendix D.30.2 Semester Evaluation Record: Engineering Profession (EP)....180
Reported evaluation profile....180
Appendix D.30.3 Quality Integration Record: Engineering Profession (EP)....181
Recorded semester quality cycle....181
Appendix D.31.1 Programme Evidence Profile: Bachelor of Electrical Engineering (BEE)....182
Programme learning context....182
Indexed academic evidence....182

Appendix D.31.2 Semester Evaluation Record: Bachelor of Electrical Engineering (BEE) 183
Reported evaluation profile 183
Appendix D.31.3 Quality Integration Record: Bachelor of Electrical Engineering (BEE) 184
Recorded semester quality cycle 184
Appendix D.32.1 Programme Evidence Profile: Master of Electrical Engineering (MEE) 185
Programme learning context 185
Indexed academic evidence 185
Appendix D.32.2 Semester Evaluation Record: Master of Electrical Engineering (MEE) 186
Reported evaluation profile 186
Appendix D.32.3 Quality Integration Record: Master of Electrical Engineering (MEE) 187
Recorded semester quality cycle 187
Appendix D.33.1 Programme Evidence Profile: Bachelor of Industrial Engineering (BIdE) 188
Programme learning context 188
Indexed academic evidence 188
Appendix D.33.2 Semester Evaluation Record: Bachelor of Industrial Engineering (BIdE) 189
Reported evaluation profile 189
Appendix D.33.3 Quality Integration Record: Bachelor of Industrial Engineering (BIdE) 190
Recorded semester quality cycle 190
Appendix D.34.1 Programme Evidence Profile: Bachelor of Informatics Engineering (BIcE) 191
Programme learning context 191
Indexed academic evidence 191
Appendix D.34.2 Semester Evaluation Record: Bachelor of Informatics Engineering (BIcE) 192
Reported evaluation profile 192
Appendix D.34.3 Quality Integration Record: Bachelor of Informatics Engineering (BIcE) 193
Recorded semester quality cycle 193
Appendix D.35.1 Programme Evidence Profile: Diploma of Nursing (DNs) 194

Programme learning context 194
Indexed academic evidence 194
Appendix D.35.2 Semester Evaluation Record: Diploma of Nursing (DNs) 195
Reported evaluation profile 195
Appendix D.35.3 Quality Integration Record: Diploma of Nursing (DNs) 196
Recorded semester quality cycle 196
Appendix D.36.1 Programme Evidence Profile: Bachelor of Nursing (BNs) 197
Programme learning context 197
Indexed academic evidence 197
Appendix D.36.2 Semester Evaluation Record: Bachelor of Nursing (BNs) 198
Reported evaluation profile 198
Appendix D.36.3 Quality Integration Record: Bachelor of Nursing (BNs) 199
Recorded semester quality cycle 199
Appendix D.37.1 Programme Evidence Profile: Master of Nursing (MNs) 200
Programme learning context 200
Indexed academic evidence 200
Appendix D.37.2 Semester Evaluation Record: Master of Nursing (MNs) 201
Reported evaluation profile 201
Appendix D.37.3 Quality Integration Record: Master of Nursing (MNs) 202
Recorded semester quality cycle 202
Appendix D.38.1 Programme Evidence Profile: Nursing Profession (NsP) 203
Programme learning context 203
Indexed academic evidence 203
Appendix D.38.2 Semester Evaluation Record: Nursing Profession (NsP) 204
Reported evaluation profile 204
Appendix D.38.3 Quality Integration Record: Nursing Profession (NsP) 205
Recorded semester quality cycle 205
Appendix D.39.1 Programme Evidence Profile: Bachelor of Pharmacy (BPh) 206
Programme learning context 206
Indexed academic evidence 206
Appendix D.39.2 Semester Evaluation Record: Bachelor of Pharmacy (BPh) 207
Reported evaluation profile 207
Appendix D.39.3 Quality Integration Record: Bachelor of Pharmacy (BPh) 208

Recorded semester quality cycle....208
Appendix D.40.1 Programme Evidence Profile: Pharmacist Profession (PPh)....209
Programme learning context....209
Indexed academic evidence....209
Appendix D.40.2 Semester Evaluation Record: Pharmacist Profession (PPh)....210
Reported evaluation profile....210
Appendix D.40.3 Quality Integration Record: Pharmacist Profession (PPh)....211
Recorded semester quality cycle....211
Appendix D.41.1 Programme Evidence Profile: Bachelor of Midwifery (BMid)....212
Programme learning context....212
Indexed academic evidence....212
Appendix D.41.2 Semester Evaluation Record: Bachelor of Midwifery (BMid)....213
Reported evaluation profile....213
Appendix D.41.3 Quality Integration Record: Bachelor of Midwifery (BMid)....214
Recorded semester quality cycle....214
Appendix D.42.1 Programme Evidence Profile: Midwifery Profession (MidP)....215
Programme learning context....215
Indexed academic evidence....215
Appendix D.42.2 Semester Evaluation Record: Midwifery Profession (MidP)....216
Reported evaluation profile....216
Appendix D.42.3 Quality Integration Record: Midwifery Profession (MidP)....217
Recorded semester quality cycle....217
Appendix D.43.1 Programme Evidence Profile: Bachelor of Medicine (BMd)....218
Programme learning context....218
Indexed academic evidence....218
Appendix D.43.2 Semester Evaluation Record: Bachelor of Medicine (BMd)....219
Reported evaluation profile....219
Appendix D.43.3 Quality Integration Record: Bachelor of Medicine (BMd)....220
Recorded semester quality cycle....220
Appendix D.44.1 Programme Evidence Profile: Master of Biomedicine (MB)....221
Programme learning context....221
Indexed academic evidence....221
Appendix D.44.2 Semester Evaluation Record: Master of Biomedicine (MB)....222

Reported evaluation profile....222
Appendix D.44.3 Quality Integration Record: Master of Biomedicine (MB)....223
Recorded semester quality cycle....223
Appendix D.45.1 Programme Evidence Profile: Doctor of Biomedicine (DB)....224
Programme learning context....224
Indexed academic evidence....224
Appendix D.45.2 Semester Evaluation Record: Doctor of Biomedicine (DB)....225
Reported evaluation profile....225
Appendix D.45.3 Quality Integration Record: Doctor of Biomedicine (DB)....226
Recorded semester quality cycle....226
Appendix D.46.1 Programme Evidence Profile: Internal Medicine Specialist (IMS)....227
Programme learning context....227
Indexed academic evidence....227
Appendix D.46.2 Semester Evaluation Record: Internal Medicine Specialist (IMS)....228
Reported evaluation profile....228
Appendix D.46.3 Quality Integration Record: Internal Medicine Specialist (IMS)....229
Recorded semester quality cycle....229
Appendix D.47.1 Programme Evidence Profile: Medical Profession (DMd)....230
Programme learning context....230
Indexed academic evidence....230
Appendix D.47.2 Semester Evaluation Record: Medical Profession (DMd)....231
Reported evaluation profile....231
Appendix D.47.3 Quality Integration Record: Medical Profession (DMd)....232
Recorded semester quality cycle....232
Appendix D.48.1 Programme Evidence Profile: Dentist Profession (DP)....233
Programme learning context....233
Indexed academic evidence....233
Appendix D.48.2 Semester Evaluation Record: Dentist Profession (DP)....234
Reported evaluation profile....234
Appendix D.48.3 Quality Integration Record: Dentist Profession (DP)....235
Recorded semester quality cycle....235
Appendix D.49.1 Programme Evidence Profile: Master of Dentistry (MD)....236
Programme learning context....236

Indexed academic evidence 236
Appendix D.49.2 Semester Evaluation Record: Master of Dentistry (MD).....237
Reported evaluation profile.....237
Appendix D.49.3 Quality Integration Record: Master of Dentistry (MD) 238
Recorded semester quality cycle.....238
Appendix D.50.1 Programme Evidence Profile: Bachelor of Dentistry (BD) 239
Programme learning context.....239
Indexed academic evidence 239
Appendix D.50.2 Semester Evaluation Record: Bachelor of Dentistry (BD) 240
Reported evaluation profile.....240
Appendix D.50.3 Quality Integration Record: Bachelor of Dentistry (BD).....241
Recorded semester quality cycle.....241

LIST OF TABLES

Table 1 Annual EDOM reporting scope xx
Table 2 Distribution of study programmes and accreditation profiles 5
Table 3 EDOM evaluation dimensions and indicators 10
Table 4 Interpretation of the EDOM index 19
Table 5 EDOM population and response coverage by semester 24
Table 6 EDOM data processing and analysis 28
Table 7 Semester participation by faculty 32
Table 8 Consolidated institutional scores by evaluation dimension 33
Table 9 Faculty-level satisfaction profile 34
Table 10 Programme-level participation status 35
Table 11 Established follow-up actions 71
Table 12 Monitoring schedule 73
Table 13 Programme registry for Faculty of Law 86
Table 14 Programme registry for Faculty of Economics and Business 86
Table 15 Programme registry for Faculty of Islamic Studies 86
Table 16 Programme registry for Faculty of Teacher Training and Education 87
Table 17 Programme registry for Faculty of Language Literature and Culture 87
Table 18 Programme registry for Faculty of Psychology 87
Table 19 Programme registry for Faculty of Communication Sciences 87
Table 20 Programme registry for Faculty of Engineering 88
Table 21 Programme registry for Faculty of Industrial Technology 88
Table 22 Programme registry for Faculty of Nursing 88
Table 23 Programme registry for Faculty of Pharmacy 89
Table 24 Programme registry for Faculty of Medicine 89
Table 25 Programme registry for Faculty of Dentistry 89
Table 26 EDOM questionnaire items 89

LIST OF FIGURES

Figure 1 Institutional value created through EDOM 2
Figure 2 Faculty and study programme use of EDOM evidence 3
Figure 3 Lecturer feedback profile across five EDOM dimensions 4
Figure 4 Student participation in the EDOM quality cycle 5
Figure 5 EDOM evaluation population and coverage 7
Figure 6 Seven-chapter structure of the EDOM report 8
Figure 7 EDOM teaching evaluation concept and evidence flow 10
Figure 8 Foundations of the EDOM instrument 12
Figure 9 Structure of an EDOM questionnaire statement 14
Figure 10 Four-point EDOM index and interpretive bands 15
Figure 11 Open-response themes used in EDOM synthesis 17
Figure 12 Controls that maintain instrument quality 18
Figure 13 Census-based EDOM evaluation design 20
Figure 14 EDOM evaluation periods in the 2025 reporting cycle 21
Figure 15 Population definition in the academic information system 22
Figure 16 Respondent criteria for a valid EDOM record 23
Figure 17 Response coverage across both reporting semesters 24
Figure 18 Digital collection pathway for EDOM 26
Figure 19 Seven-stage implementation procedure 27
Figure 20 Anonymity and confidentiality controls in EDOM reporting 28
Figure 21 EDOM analytical framework 29
Figure 22 Interpretive boundaries and complementary evidence 31
Figure 23 Full student participation across faculties and semesters 33
Figure 24 Seven open-response themes in semester review 44
Figure 25 Comparison of participation between reporting semesters 45

ABBREVIATIONS

Abbreviation	Meaning
EDOM	Student Evaluation of Lecturers
LMS	Learning Management System
PLO	Programme Learning Outcomes
PPEPP	Plan, Implement, Evaluate, Control and Improve
RPS	Semester Learning Plan
SPMI	Internal Quality Assurance System
SWT	Subhanahu wa ta'ala
UNISSULA	Universitas Islam Sultan Agung

CHAPTER I INTRODUCTION

1.1 Background

Universitas Islam Sultan Agung places teaching quality at the centre of its academic mission and Islamic academic culture. Lecturers shape the student learning experience through course planning, subject expertise, learning interaction, assessment, feedback and professional conduct. EDOM provides a systematic student perspective on these elements and connects student experience with institutional quality management.

The 2025 reporting cycle brings the Even Semester 2024/2025 and the Odd Semester 2025/2026 into one annual report. The consolidation supports comparison between periods, confirms complete student participation and presents a single institutional account covering every faculty and study programme.

1.2 Legal and Institutional Basis

The implementation of EDOM forms part of the university's academic governance and internal quality assurance arrangements. The reporting cycle draws on the following institutional and national foundations:

- Law of the Republic of Indonesia Number 20 of 2003 on the National Education System.
- Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers.
- Government Regulation Number 37 of 2009 on Lecturers.
- Government Regulation Number 4 of 2014 on the Organisation of Higher Education and Management of Higher Education Institutions.
- The UNISSULA Statute and the university's academic regulations.
- The UNISSULA Internal Quality Assurance System, learning standards and EDOM guidelines.

1.3 EDOM Objectives

1.3.1 General Objective

EDOM measures and evaluates the quality of teaching and learning through the structured perceptions of students who experience the courses directly.

1.3.2 Specific Objectives

- Measure student satisfaction with teaching and learning.
- Evaluate lecturer preparation, delivery, interaction, assessment and professional competence.
- Identify established strengths and defined improvement priorities.
- Provide evidence for programme, faculty and university quality review.
- Monitor consistency in the implementation of learning standards across semesters.
- Integrate student feedback into lecturer performance review and academic development.

1.4 Benefits of EDOM

1.4.1 Institution

At institutional level, EDOM provides Universitas Islam Sultan Agung with a coherent account of how students experience teaching across the complete academic portfolio. The 2025 cycle covers 13 faculties and 50 study programmes, with 100% completion among active students in both the Even Semester 2024/2025 and the Odd Semester 2025/2026. This coverage gives the university a common evidence base for academic management, internal quality assurance and the annual review of teaching performance. The institutional profile brings together an annual monitoring mean of 3.73 and five shared dimensions: empathy at 3.71, responsiveness at 3.72, assurance at 3.75, reliability at 3.76 and tangible learning support at 3.77. The close range between the five scores presents a balanced picture of the student experience while retaining a clear view of relative strengths and lower-scoring aspects.

The consolidated record supports governance at several connected levels. University leaders can relate semester implementation to learning standards, lecturer development, academic information-system controls and PPEPP documentation. Common definitions and a uniform instrument make it possible to read faculty and programme profiles within the same framework without turning the report into a public ranking of individual lecturers. EDOM therefore functions as both a monitoring mechanism and an institutional memory: it records participation, score patterns, comment themes, authorised follow-up and the continuity of action between reporting periods. This integrated use strengthens accountability while keeping student feedback linked to the learning processes that generated it.

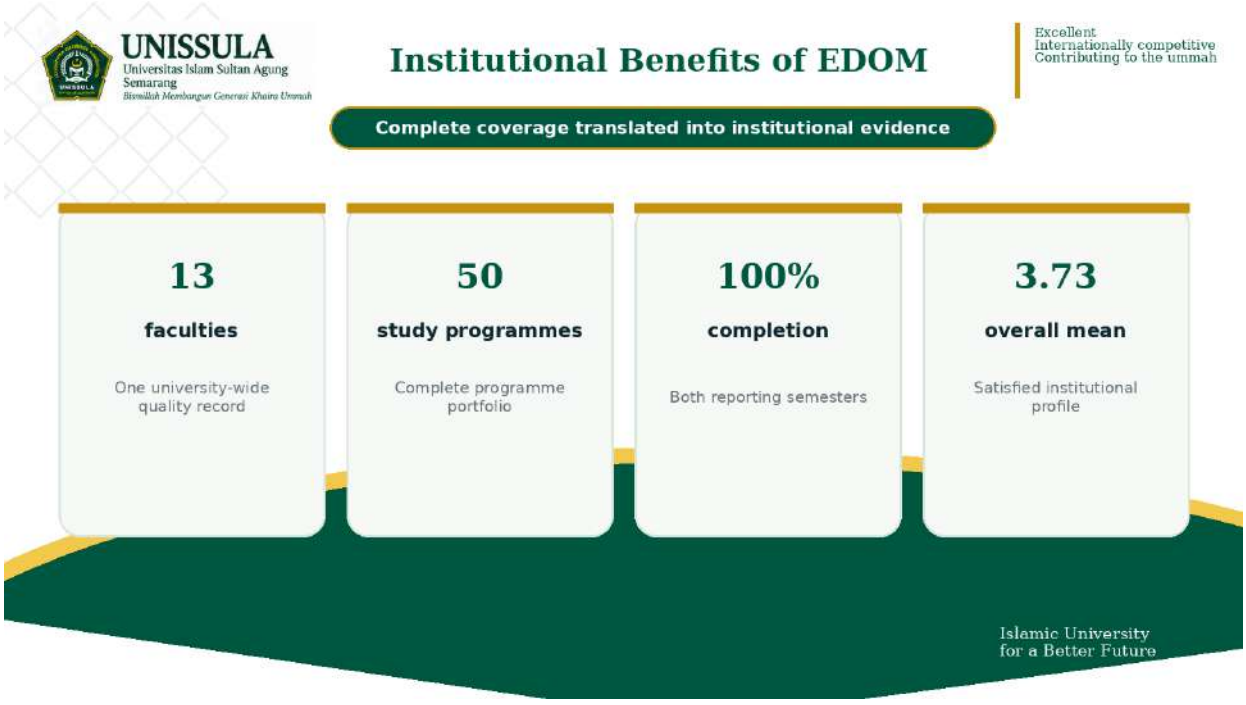

Figure 1 Institutional value created through EDOM

1.4.2 Faculties and Study Programmes

Faculties and study programmes obtain an operational view of teaching quality that is directly connected with their academic responsibilities. Within the 2025 cycle, the 13 faculties

consolidate results from 50 study programmes, and each programme retains a traceable link to its registered courses, lecturer-course combinations and semester records. The 100% completion rate in both reporting semesters means that programme review meetings work from complete coverage of the defined active-student population. Faculty profiles then bring programme patterns together, allowing academic leaders to read variation in assurance, empathy, reliability, responsiveness and tangible learning support. The Faculty of Industrial Technology retains its separate four-competency profile so that pedagogical, professional, personality and social competence remain aligned with the instrument used in that faculty.

The principal benefit is the continuity between evidence and academic control. Study programmes connect EDOM results with the Semester Learning Plan, course delivery records, assessment practice, learning outcomes and curriculum monitoring. Faculties consolidate these programme records, identify recurring patterns across disciplines and document the status of agreed actions. This arrangement gives each organisational level a defined role in the PPEPP cycle: standards establish the reference, semester delivery provides the experience, EDOM evaluates that experience, academic review records control measures, and the subsequent cycle captures the resulting improvement. The shared structure also enables effective practice to be recognised across programmes while preserving subject-specific context. Faculty and programme use of EDOM is therefore practical, documented and continuous rather than limited to an annual summary.

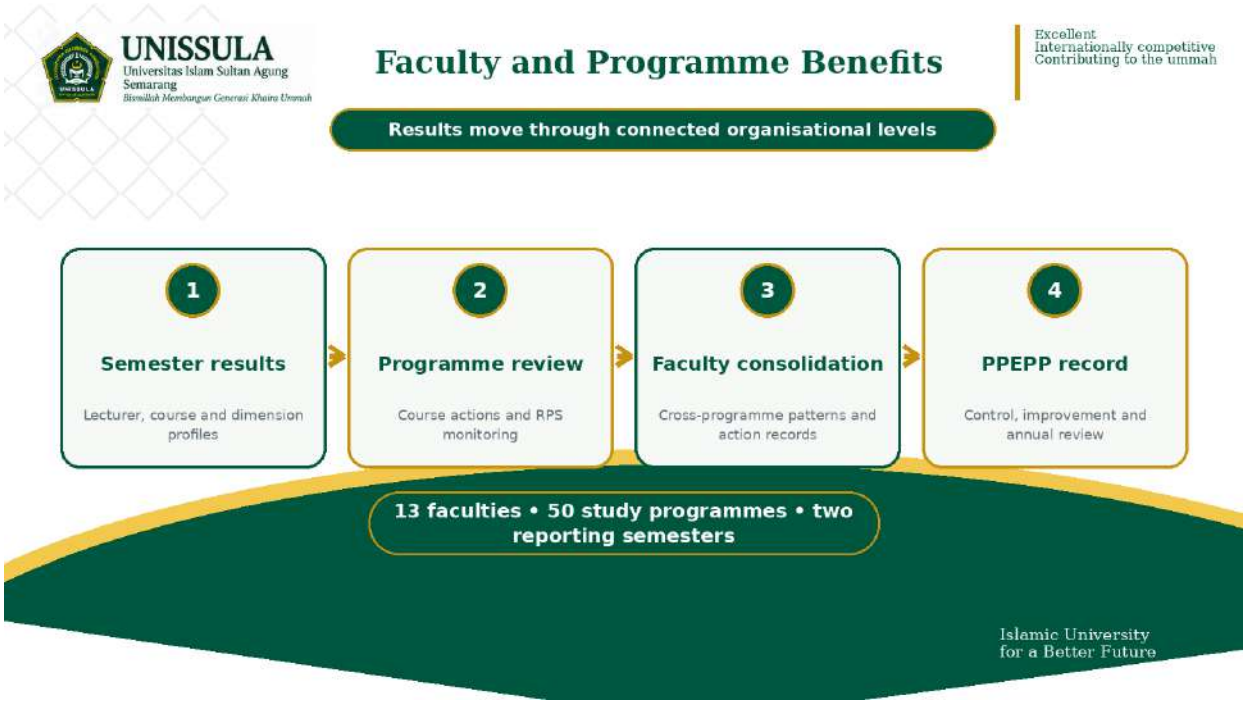

Figure 2 Faculty and study programme use of EDOM evidence

1.4.3 Lecturers

For lecturers, EDOM converts student experience into a structured teaching profile that can be read at item, course, dimension and overall levels. The shared institutional dimensions cover empathy, responsiveness, assurance, reliability and tangible learning support, while the Faculty of Industrial Technology uses pedagogical, professional, personality and social competence. These profiles address observable parts of teaching practice: preparation, clarity of learning

objectives, subject command, interaction, consultation, assessment, feedback, use of learning resources and professional conduct. Because every active student completed the instrument for registered courses in both semesters, the lecturer feedback channel reflects the full defined population rather than a small voluntary subset.

Lecturer-level results remain within authorised academic management and individual feedback channels. This protects confidentiality while allowing each lecturer to relate a personal profile to the course context, the Semester Learning Plan and the characteristics of the class. Numeric scores show the relative position of teaching elements, while anonymous open responses add context through themes such as explanation, learning methods, materials, assessment, communication and support. Semester repetition gives lecturers a consistent reference for reflection across teaching periods. The resulting record supports course refinement, professional development and dialogue with programme leadership without reducing teaching quality to a single score. EDOM thus supplies a disciplined reflection tool: it captures the student perspective, organises it through common criteria and connects it with the wider academic evidence used in lecturer and course review.

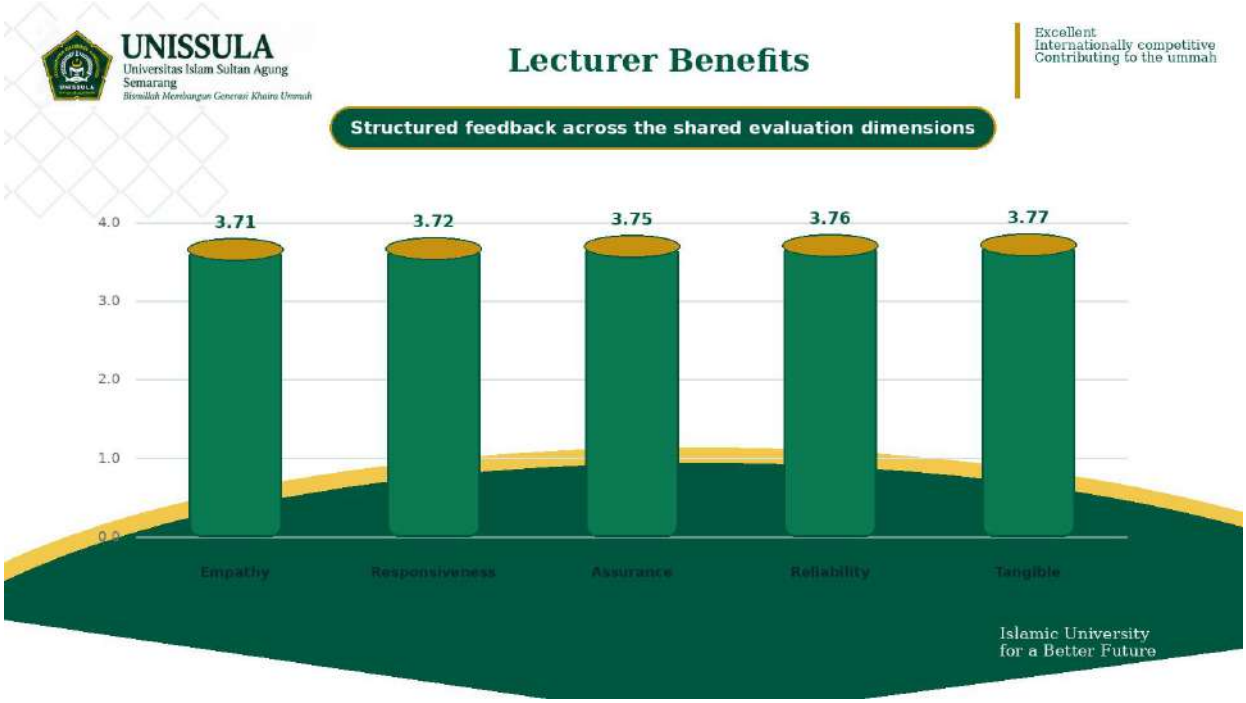

Figure 3 Lecturer feedback profile across five EDOM dimensions

1.4.4 Students

Students benefit from a formal, protected route for expressing how teaching and learning are experienced in every registered course. In the 2025 reporting cycle, all active students completed EDOM in both the Even Semester 2024/2025 and the Odd Semester 2025/2026. Each response is linked to the relevant lecturer-course combination for processing, while reporting protects the identity of the individual respondent. This design gives students a direct role in the university quality system without exposing personal responses in faculty, programme or public reports. The instrument focuses attention on matters students can observe: organisation of learning, clarity of explanation, lecturer interaction, assessment, feedback, learning support and professional behaviour.

Student participation has value beyond the completion requirement. The quantitative items create a consistent profile across courses and semesters, and the open-response field captures context that a score alone cannot express. Comments are synthesised under teaching clarity, learning methods, learning materials, assessment, feedback, lecturer-student communication and learning support. These themes enter programme and faculty review together with the numeric results. The process therefore turns individual learning experiences into an aggregated contribution to academic control and improvement. Students can see that their role is part of a documented cycle extending from semester collection to course reflection, faculty consolidation, institutional reporting and subsequent monitoring. EDOM affirms students as participants in academic quality while preserving the professional responsibilities of lecturers and academic units.

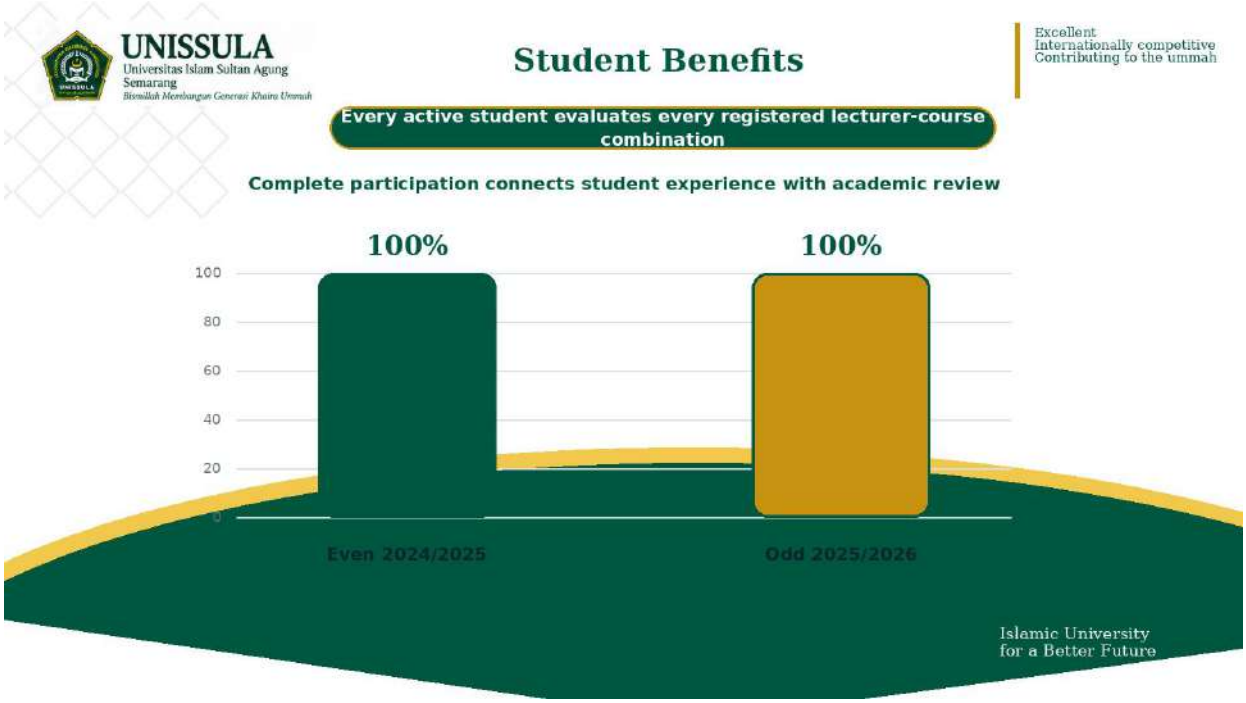

Figure 4 Student participation in the EDOM quality cycle

1.5 Scope of the Evaluation

The report covers all registered courses, teaching lecturers, classes, study levels and delivery modes in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The institutional scope comprises 13 faculties and 50 study programmes.

Table 2 Distribution of study programmes and accreditation profiles

No.	Faculty	Programmes	Excellent	Very Good	Good
1	Faculty of Law	4	4	0	0
2	Faculty of Economics and Business	6	3	1	2
3	Faculty of Islamic Studies	4	3	0	1

No.	Faculty	Programmes	Excellent	Very Good	Good
4	Faculty of Teacher Training and Education	6	3	0	3
5	Faculty of Language Literature and Culture	2	2	0	0
6	Faculty of Psychology	1	1	0	0
7	Faculty of Communication Sciences	1	1	0	0
8	Faculty of Engineering	6	4	0	2
9	Faculty of Industrial Technology	4	3	1	0
10	Faculty of Nursing	4	4	0	0
11	Faculty of Pharmacy	4	4	0	0
12	Faculty of Medicine	5	3	0	2
13	Faculty of Dentistry	3	3	0	0
	Total	50	41	2	7

1.6 Evaluation Population

The EDOM population is defined through the university academic information system and comprises every active student with one or more registered courses in the relevant reporting semester. The unit of participation is the lecturer-course combination experienced by the student, so one student may complete several forms in accordance with the courses recorded in the semester study plan. This definition connects eligibility to active status, course registration, class membership, the assigned lecturer and the applicable semester. It also ensures that the population follows the actual structure of teaching delivery rather than a sample constructed separately from academic records.

The 2025 reporting cycle contains two complete population frames: the Even Semester 2024/2025 and the Odd Semester 2025/2026. Together they cover 13 faculties and 50 active study programmes. Completion is integrated into the academic workflow before access to the subsequent registration stage. The system recorded full completion among active students for every registered course in both semesters. Accordingly, the response coverage for the defined semester population is 100% in each period. This coverage supports a complete organisational profile at study programme, faculty and university levels and maintains a consistent basis for semester comparison.

Population control also preserves interpretive accuracy. Only students who experienced the relevant lecturer-course relationship enter that evaluation record. Responses remain connected

to the correct course, class, programme and semester during processing, while the identity of the student is protected in reporting. Aggregated outputs are used for programme and faculty review, and lecturer-level outputs are distributed through authorised channels. The population statement in this section refers specifically to completion within the defined semester workflow. Other annual monitoring indicators may use a different aggregation base and are presented separately in the institutional results. This distinction keeps the denominator, reporting period and organisational scope explicit throughout the report.

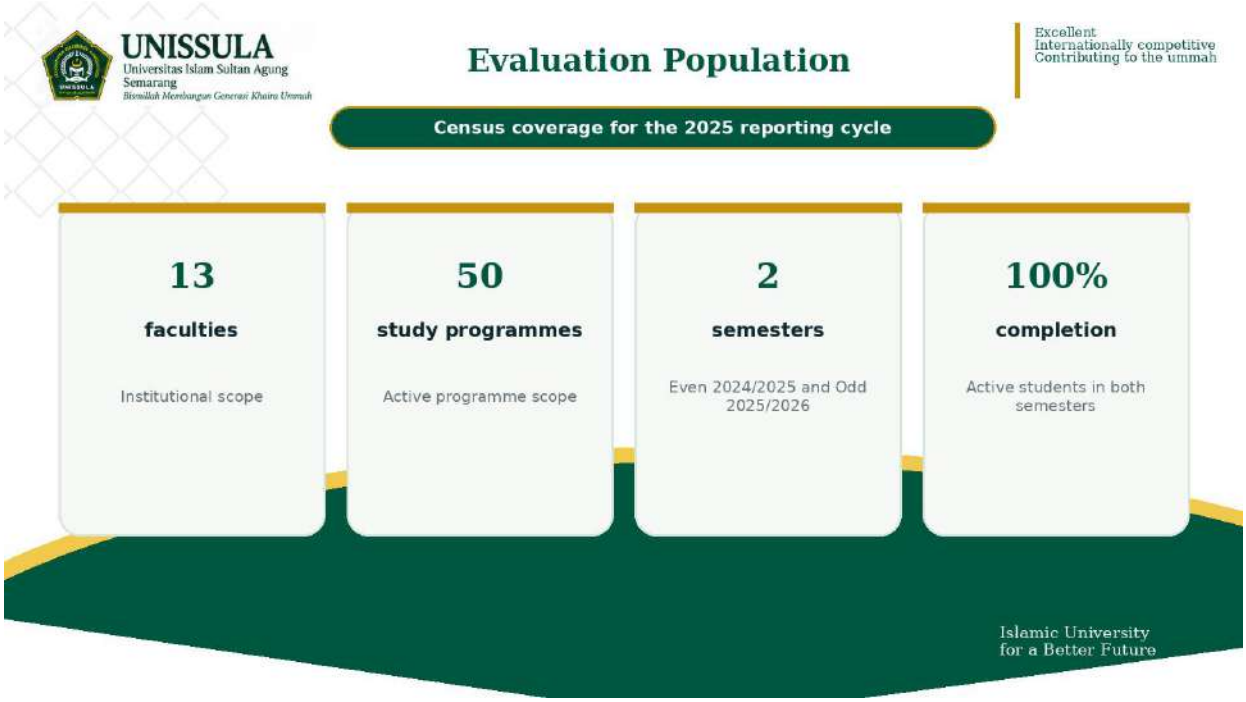

Figure 5 EDOM evaluation population and coverage

1.7 Report Structure

This report is organised into seven chapters that follow the movement of EDOM from institutional purpose to recorded quality action. Chapter I introduces the academic context, legal and institutional basis, objectives, benefits, scope, evaluation population and structure of the report. It establishes the 2025 reporting frame, comprising the Even Semester 2024/2025 and the Odd Semester 2025/2026, 13 faculties and 50 active study programmes.

Chapter II describes the evaluation framework and instrument. It explains the concept of teaching evaluation, the principles governing implementation, the common evaluation dimensions, the development of the questionnaire and the four-point interpretation scale. Chapter III sets out the methodology, including the census design, reporting periods, population, respondent criteria, collection workflow, implementation procedure, confidentiality controls, processing and analytical boundaries. These chapters define how the results were produced and how they are interpreted.

Chapter IV presents the institutional, faculty, study programme, lecturer-level and dimension-level results. It includes participation coverage, programme profiles, the separate Faculty of Industrial Technology competency structure, open-response themes and comparison between the two semesters. Chapter V interprets the consolidated findings through achievement,

strengths, improvement focus, supporting factors, operational considerations, standards, consistency, comments, established practice and institutional implications. Chapter VI records the follow-up principles, actions, responsibilities, indicators, periods and effectiveness review within the PPEPP cycle. Chapter VII concludes the report and confirms institutional commitments across lecturers, study programmes, faculties, the university and quality assurance units. The appendices retain the programme registry, questionnaire and detailed analytical records so that the main narrative remains readable while the supporting evidence stays accessible and traceable.

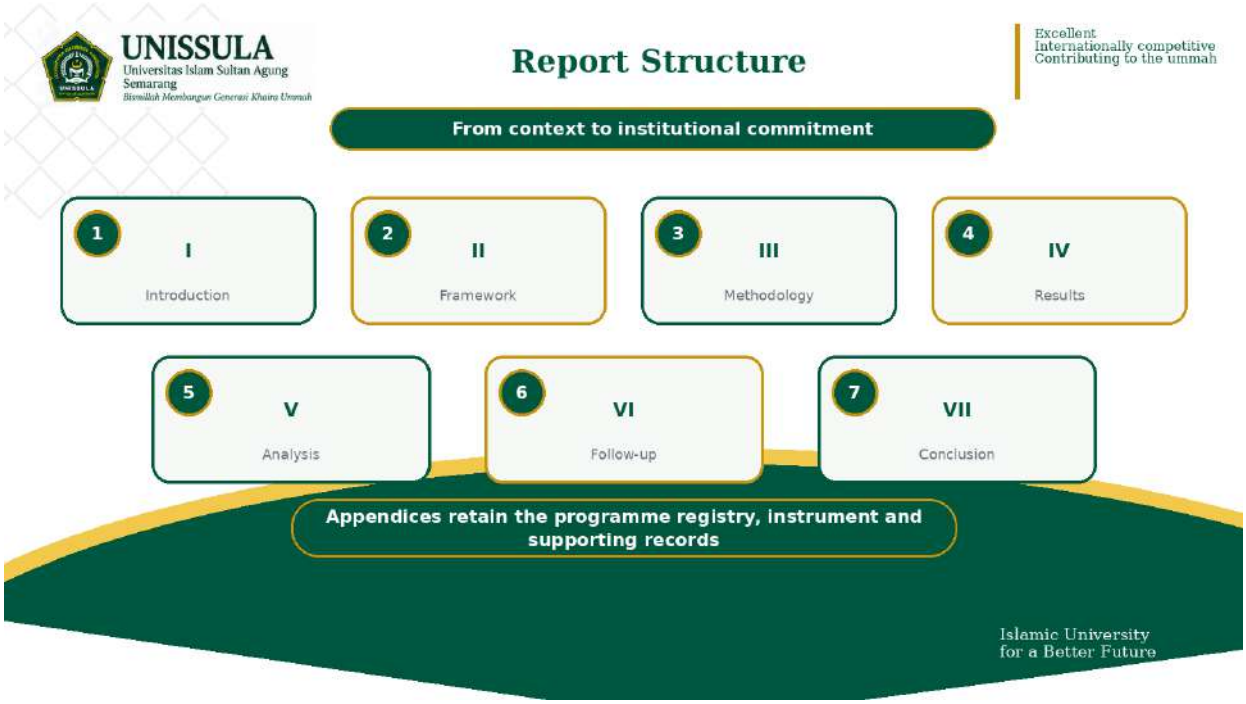

Figure 6 Seven-chapter structure of the EDOM report

CHAPTER II EVALUATION FRAMEWORK AND INSTRUMENT

2.1 Concept of Teaching Evaluation

EDOM is the semester-based evaluation through which students record their experience of lecturer performance in teaching and learning. Its subject is the teaching practice experienced in a specific lecturer-course combination, not the personal popularity of a lecturer and not a stand-alone judgement of academic quality. The instrument translates observable aspects of course delivery into structured responses covering organisation, subject explanation, learning interaction, assessment, feedback, learning support and professional conduct. This focus allows the student perspective to be collected consistently while retaining the course and semester context in which each response was formed.

The conceptual framework combines participation, measurement and interpretation. Participation is census-based: every active student completes EDOM for every registered course at the end of each semester. Measurement uses concise affirmative statements and a four-point response scale. Processing converts valid responses into item means, dimension means, course profiles, programme summaries, faculty profiles and an institutional account. The common framework uses assurance, empathy, reliability, responsiveness and tangible learning support. The Faculty of Industrial Technology retains a four-competency instrument covering pedagogical, professional, personality and social competence. Both structures organise student experience into coherent areas of teaching practice.

Interpretation occurs within defined boundaries. EDOM records how teaching is perceived by students who experienced it. It complements, rather than replaces, the Semester Learning Plan, course documentation, curriculum review, learning-outcome evidence, lecturer reflection, peer input and academic management records. Numeric results identify level and variation, while open responses add contextual themes concerning clarity, methods, materials, assessment, feedback, communication and support. Aggregation protects respondent identity and enables organisational review; authorised lecturer-level profiles preserve the connection between feedback and individual reflection.

Within the internal quality assurance system, EDOM operates as one part of the PPEPP cycle. Learning standards provide the reference, semester teaching provides the implementation, student responses support evaluation, programme and faculty review provide control, and recorded actions carry improvement into the next teaching period. The 2025 cycle demonstrates this concept across 13 faculties and 50 study programmes, with complete response coverage in both reporting semesters. The value of EDOM therefore lies in the disciplined connection between student voice, comparable measurement, contextual interpretation and documented academic action.

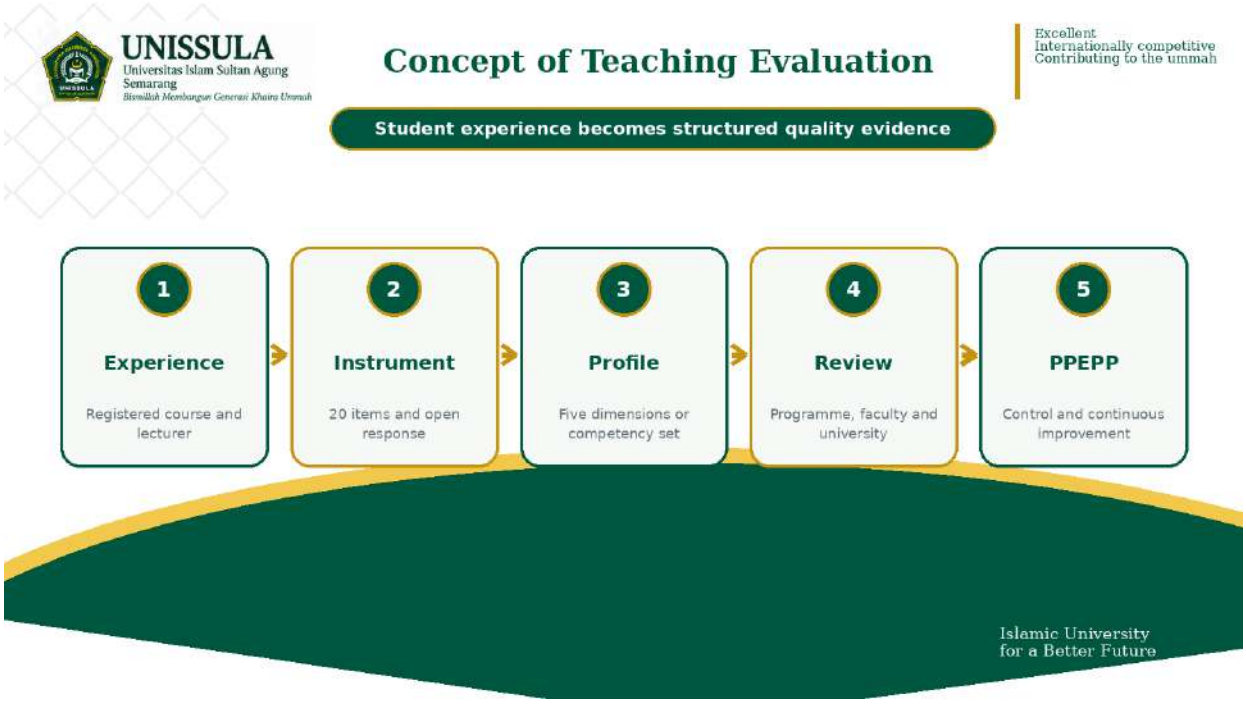

Figure 7 EDOM teaching evaluation concept and evidence flow

2.2 Implementation Principles

- Objectivity through a standard instrument and uniform scoring process.
- Anonymity and confidentiality of individual student responses.
- Transparency in criteria, processing and institutional reporting.
- Accountability through defined roles at programme, faculty and university levels.
- Participation by all active students in every registered course.
- Continuity through semester implementation and the PPEPP quality cycle.

2.3 Evaluation Dimensions

Table 3 EDOM evaluation dimensions and indicators

No.	Dimension	Items	Evaluation focus
1	Reliability	3	Assessment practice, delivery of the planned teaching schedule and communication of the learning contract.
2	Responsiveness	2	Consultation services and constructive reception of student feedback.
3	Assurance	5	Clarity, subject command, academic confidence, respectful delivery and integration of Islamic values.
4	Empathy	2	Understanding of student characteristics and accessible academic communication.

No.	Dimension	Items	Evaluation focus
5	Tangible learning support	3	Role modelling, learning media and positive influence on student learning behaviour.
6	Professional competence	5	Completion of planned content, punctuality, semester planning and breadth and depth of subject knowledge.

2.4 Instrument Development

2.4.1 Basis of the Instrument

The EDOM instrument is grounded in the learning standards and academic responsibilities applied by Universitas Islam Sultan Agung. These standards define the expected relationship between course planning, teaching delivery, assessment, feedback and learning support. The questionnaire converts those expectations into matters that students can observe during a semester. It therefore addresses the practical expression of a lecturer's responsibilities rather than internal administrative activity that students do not experience directly. Alignment with the Semester Learning Plan provides a clear course-level reference for objectives, content, learning activities, assessment and scheduled delivery.

A second basis is the professional role of the lecturer. Teaching quality includes preparation, subject mastery, clarity, consistency, interaction, fairness, accessibility and responsible conduct. The common five-dimension framework organises these elements through assurance, empathy, reliability, responsiveness and tangible learning support. Assurance captures clarity and academic confidence; empathy captures attention to student circumstances; reliability captures consistency and preparedness; responsiveness captures interaction and feedback; tangible learning support captures resources and facilities that shape delivery. The Faculty of Industrial Technology uses pedagogical, professional, personality and social competence, retaining the professional structure established for that faculty.

Student-centred learning forms the third basis. Students are not treated merely as recipients of content; their engagement, questions, collaboration, practice and reflection form part of the learning process. Instrument statements therefore address the conditions that support active participation, understandable learning activities and accessible academic communication. The student perspective is especially relevant to the experienced sequence of teaching: whether expectations were clear, activities were coherent, assessment criteria were understood and feedback supported further learning.

Islamic academic culture provides a further foundation. Integrity, respect, responsibility, fairness and beneficial knowledge are expressed through professional interaction and ethical academic practice. These values are embedded in observable conduct rather than separated as decorative language. They inform how lecturers communicate, manage commitments, treat students, conduct assessment and connect knowledge with responsible action.

The final basis is the established digital EDOM workflow in the academic information system. The system links each response to the correct course, class, lecturer, programme and semester, distributes the same approved wording, applies the four-point scale and supports central processing. This technical basis preserves comparability across 13 faculties, 50 study programmes and the two reporting semesters.

The foundations also define what remains outside the instrument. EDOM does not attempt to reproduce a curriculum audit, a peer observation or a direct test of student learning outcomes. Those processes retain their own evidence and responsibilities. The questionnaire concentrates on the part of teaching that students can experience and describe consistently. This boundary improves content relevance and prevents items from asking students to judge administrative or specialist matters beyond their direct observation. It also allows results to be combined with course and curriculum evidence without confusing the purpose of each source. Taken together, university standards, lecturer responsibilities, student-centred learning, Islamic academic culture and the controlled digital workflow give the instrument conceptual coherence and operational consistency.



Figure 8 Foundations of the EDOM instrument

2.4.2 Statement Format

Each EDOM item is written as a concise affirmative statement describing an aspect of lecturer practice that a student can observe during the course. The affirmative format gives respondents a stable task: they indicate the extent to which the described practice was experienced. This is more precise than asking for a broad impression of whether teaching was good or poor. A statement may concern the clarity of learning objectives, consistency with the Semester Learning Plan, explanation of subject matter, management of learning activities, accessibility for consultation, transparency of assessment or timeliness of feedback. In every case, the wording remains connected to an identifiable teaching behaviour.

Conciseness serves both meaning and administration. Students complete the instrument for every registered lecturer-course combination, so each item needs to be readable without unnecessary technical language. A direct sentence reduces ambiguity and supports a consistent interpretation across programmes, levels of study and disciplinary contexts. The wording also avoids combining several unrelated behaviours in one statement. Where different practices need to be evaluated, they are represented through separate items or through clearly defined dimensions. This structure allows the resulting item means to retain a recognisable connection to the original teaching practice.

The response context is equally important. The student answers for one lecturer in one registered course within one semester. The academic information system presents the applicable record and stores the response with its course, class, programme and semester linkage. Students select one point on the established four-point scale for each closed statement. The same response structure is used throughout the instrument, which limits procedural variation and keeps attention on the content of the statement.

Statement design also supports aggregation. Because items use a common grammatical form and response scale, the system can calculate item means, dimension means and overall profiles without changing the meaning of the response between organisational levels. Programme and faculty summaries are therefore built from statements that remain anchored in observable lecturer practice. The separate Faculty of Industrial Technology competency structure follows the same principle even though its dimension labels differ.

The order of statements follows a recognisable learning sequence. Items move from preparation and learning organisation to delivery, interaction, assessment, feedback and support. This ordering helps the respondent recall the course as an integrated experience and reduces abrupt changes between unrelated subjects. The wording does not name a desired score, and the visual presentation gives each response point equal procedural status. Instructions identify the course and lecturer before the item set begins, which limits confusion when a student completes several evaluations in the same session.

The item sequence is supported by an open-response field. Closed statements create comparability, while the open field allows students to describe context in their own words. The combined format balances measurement and explanation: concise statements produce a consistent quantitative profile, and anonymous comments add thematic detail concerning clarity, methods, materials, assessment, feedback, communication and learning support. This design keeps the instrument efficient for complete semester coverage while retaining sufficient depth for academic review.

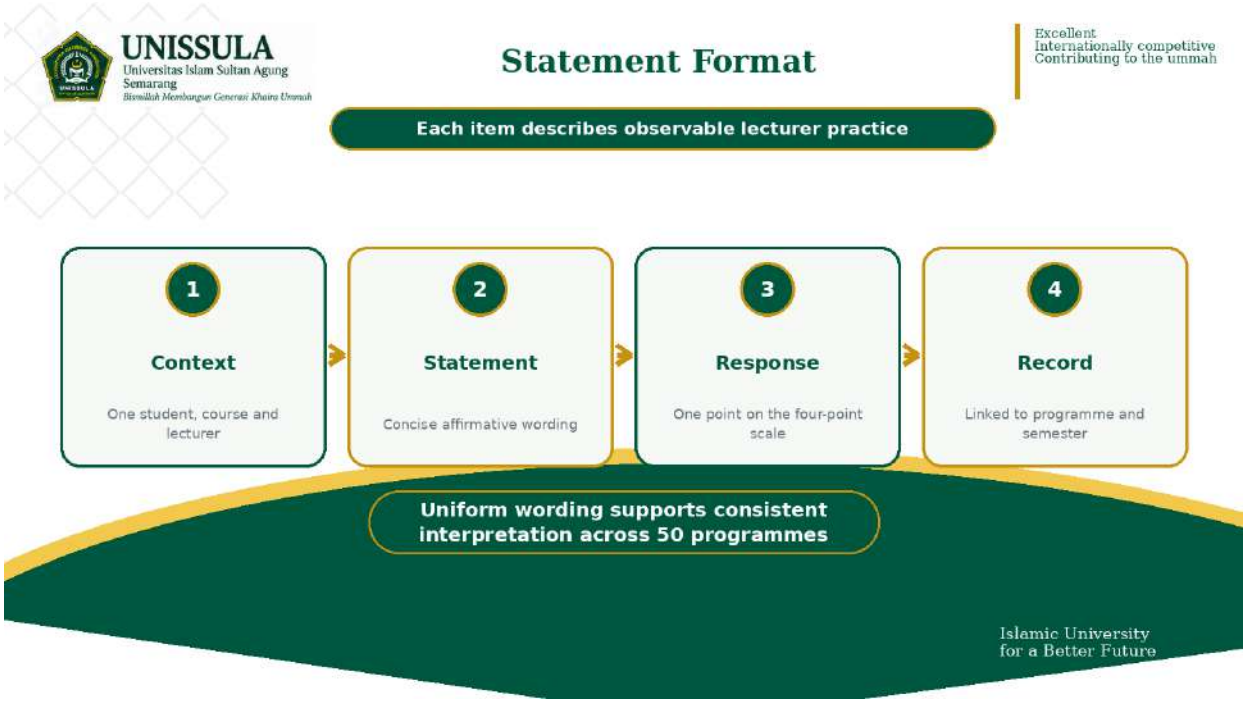

Figure 9 Structure of an EDOM questionnaire statement

2.4.3 Scale and Index

The EDOM instrument uses an established four-point response scale. A four-point structure records the student's level of agreement with each affirmative statement while keeping the choice direct and consistent across all lecturer-course evaluations. The scale avoids a neutral midpoint, so every response expresses a position in relation to the described teaching practice. The same scoring structure is applied through the academic information system, which supports common processing across courses, study programmes, faculties and semesters.

For each item, the system converts responses into a mean index by dividing the sum of scored responses by the number of valid responses included in the calculation. Item means can then be consolidated into dimension means and broader profiles. The calculation preserves the four-point range, making the output readable in the same measurement space as the original responses. Programme, faculty and institutional summaries are formed according to the defined aggregation basis for the relevant table or analysis. Where an unweighted mean is reported, every organisational unit in that calculation contributes equally; where the annual monitoring figure is reported, it retains its own stated basis.

Interpretation follows three established bands. Scores from 0.01 to 2.32 are classified as dissatisfied. Scores from 2.33 to 3.66 are classified as moderately satisfied. Scores from 3.67 to 4.00 are classified as satisfied. These bands convert a continuous mean into a consistent category without removing the underlying numerical value. The report therefore presents both the score and its interpretation. A value of 3.66 and a value of 3.67 sit on opposite sides of a category boundary, while their one-hundredth difference remains visible in the numeric record.

The 2025 institutional profile illustrates this combined reading. The annual monitoring mean is 3.73, and the five shared dimension scores extend from 3.71 for empathy to 3.77 for tangible learning support. All fall within the satisfied band, yet the 0.06-point range still identifies

relative variation. Faculty and programme analyses apply the same principle: category provides a common summary, while exact means, minimums, maximums and ranges preserve analytical detail.

Reporting retains two decimal places for the principal indices so that organisational tables and narrative analysis use the same level of precision. Rounding occurs only for presentation after the applicable calculation has been completed. The report does not infer a substantive change from a small rounded difference alone; exact means are read with ranges, category boundaries and the relevant course or organisational context. This practice is particularly important when programme values are balanced to preserve an approved faculty mean or when unweighted organisational summaries are compared with an institutional monitoring figure produced on another basis. Displaying the denominator, period and aggregation level beside the result keeps the calculation transparent across the reporting hierarchy.

The index is therefore used as a structured description rather than an isolated verdict. Its meaning depends on the item content, aggregation level, respondent population, reporting period and complementary qualitative themes. Retaining these elements allows semester comparison and organisational review to remain transparent, proportionate and connected to teaching practice.

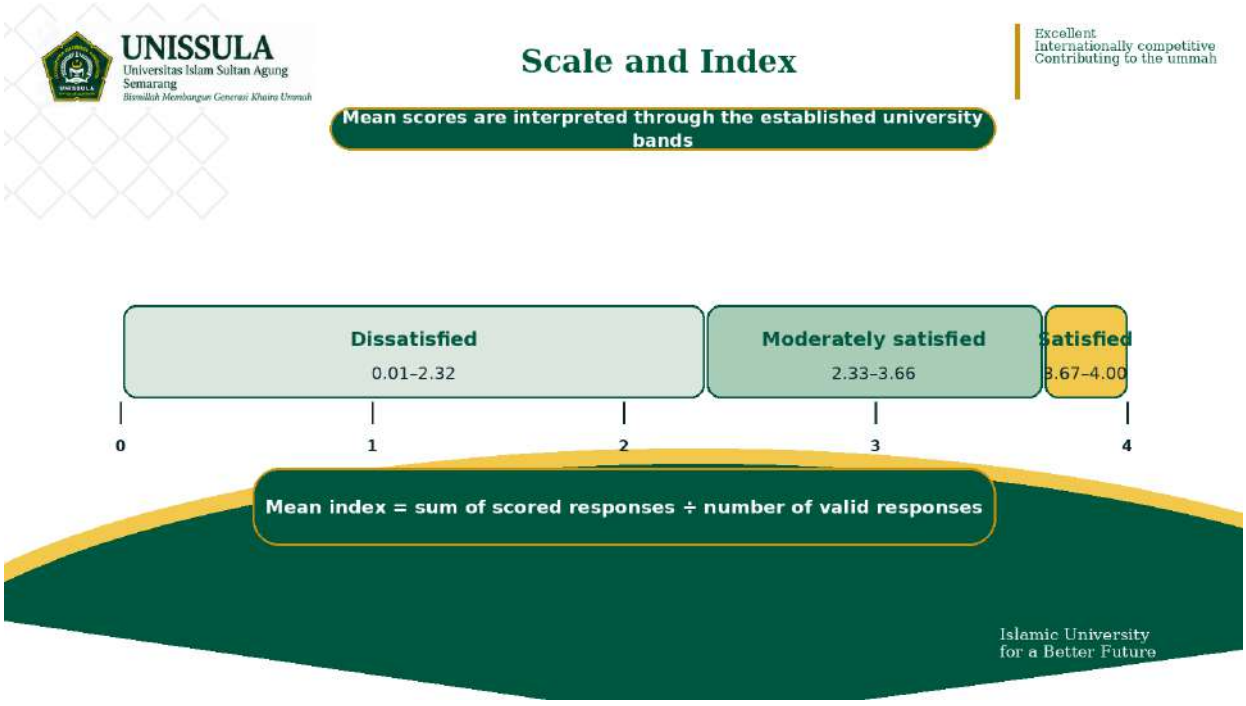

Figure 10 Four-point EDOM index and interpretive bands

2.4.4 Open Responses

The open-response component gives students space to describe teaching and learning experiences that cannot be fully represented by a fixed score. It accompanies the closed statements and remains linked to the relevant lecturer-course and semester record during secure processing. In reporting, the student's identity is protected and comments are synthesised at an appropriate organisational level. This arrangement preserves the contextual value of the

response while preventing the public attribution of an individual comment to a named respondent.

The synthesis uses seven established themes: teaching clarity, learning methods, learning materials, assessment, feedback, lecturer-student communication and learning support. Teaching clarity covers the organisation and explanation of concepts, objectives and instructions. Learning methods cover discussion, practice, cases, projects and other activities experienced in the course. Learning materials cover the accessibility, relevance and use of resources. Assessment covers criteria, alignment and the conduct of evaluation. Feedback covers the timing and usefulness of responses to student work. Communication covers interaction, accessibility and academic dialogue. Learning support covers the conditions, resources and guidance that assist participation.

Thematic grouping gives open responses an analytical structure without turning them into invented frequencies. The report records the subjects expressed in comments and reads them together with the corresponding quantitative profile. A theme may illuminate why a dimension is experienced positively, identify the course context behind a lower relative result or show how several questionnaire items connect in practice. The synthesis therefore adds explanatory depth while respecting the limits of qualitative material.

Programme and faculty review meetings use the themes alongside item and dimension results. The course context remains important: the same theme can have different meanings in a laboratory, clinical placement, lecture, seminar, studio or online activity. Review records maintain this context when documenting course discussion and follow-up. Individual lecturer feedback is retained within authorised channels, while public reporting remains aggregated.

The handling sequence supports consistency. Comments are read in their lecturer-course context, identifying references are excluded from the reporting narrative, and the remaining content is assigned to one or more established themes. Short comments retain their meaning when sufficient context is present; comments that address several aspects can inform several thematic notes without being counted as separate respondents. The institutional narrative reports the themes expressed and avoids presenting a frequency unless a defined coding count forms part of the approved record. This keeps qualitative interpretation faithful to the material available. Theme labels are applied in the same way across semesters so that programme review can connect new comments with the established record without changing the meaning of the categories.

Open responses also strengthen continuity between reporting periods. When themes recur in semester records, academic units can trace how the underlying issue has been discussed and addressed. When the thematic emphasis changes, the review can relate that change to course design, delivery arrangements or the student cohort. In this way, the open-response component complements the precision of the index with a disciplined account of student experience, preserving both confidentiality and academic usefulness.

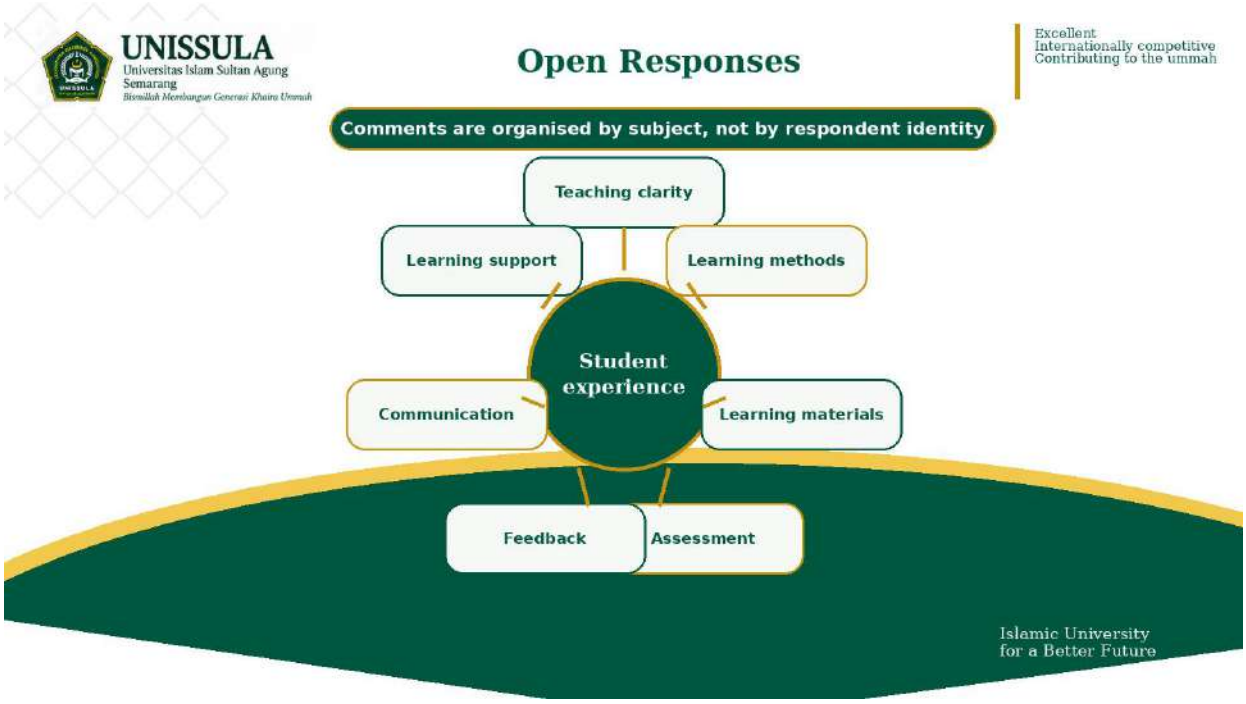

Figure 11 Open-response themes used in EDOM synthesis

2.4.5 Instrument Quality

Instrument quality is maintained through a set of connected controls covering wording, distribution, processing, interpretation and review. Standard wording is the first control. Every student receives the approved statements for the applicable EDOM instrument, which supports a shared understanding of what is being evaluated. Items are concise, affirmative and tied to observable teaching practice. This limits avoidable variation in interpretation and keeps item results connected to learning organisation, delivery, interaction, assessment, support and competence.

Uniform digital distribution is the second control. The academic information system presents the instrument within the same semester workflow and links it to the correct student, lecturer, course, class, programme and reporting period. Completion for every registered course is embedded before the next registration stage. The 2025 cycle records 100% completion among active students in both reporting semesters across 13 faculties and 50 study programmes. This controlled distribution supports complete coverage of the defined population and a consistent response process.

Central processing provides the third control. Responses are scored on the established four-point scale, aggregated through common rules and presented through item, dimension and overall means. The interpretive bands are applied consistently throughout the report. Organisational summaries retain their stated basis, including the distinction between university-wide monitoring, unweighted faculty analysis and the separate Faculty of Industrial Technology competency profile. This clarity prevents results produced on different bases from being treated as if they were identical measures.

Confidentiality and access control are also part of instrument quality. Student identity is protected in reporting, faculty and programme outputs use aggregation, and lecturer-level

profiles remain within authorised academic management and individual feedback channels. These arrangements support candid participation while keeping the use of results proportionate to the reporting level.

Periodic review completes the control cycle. The university examines the instrument within the internal quality assurance system so that wording, dimensions, digital workflow and reporting remain aligned with learning standards and academic responsibilities. Review considers how the questionnaire operates across disciplines and modes of delivery while preserving longitudinal comparability. Changes to wording, scale or processing are controlled because an alteration can affect the interpretation of results across semesters. The review record therefore identifies the purpose of an adjustment, its relationship to learning standards and the period from which it applies.

Quality is also maintained through traceable presentation. Tables state their aggregation level, category bands are reproduced consistently, and narrative claims remain connected to the reported figures. Programme and faculty profiles are retained alongside institutional results so that consolidation can be followed through the organisational hierarchy. Version control for the approved wording and reporting format keeps each semester connected with the instrument in force for that period. The quality of the instrument therefore does not depend on a single technical test; it rests on conceptual alignment, standard administration, complete coverage, controlled calculation, protected reporting and documented governance. Together these controls allow EDOM results to serve as dependable evidence within the PPEPP cycle.

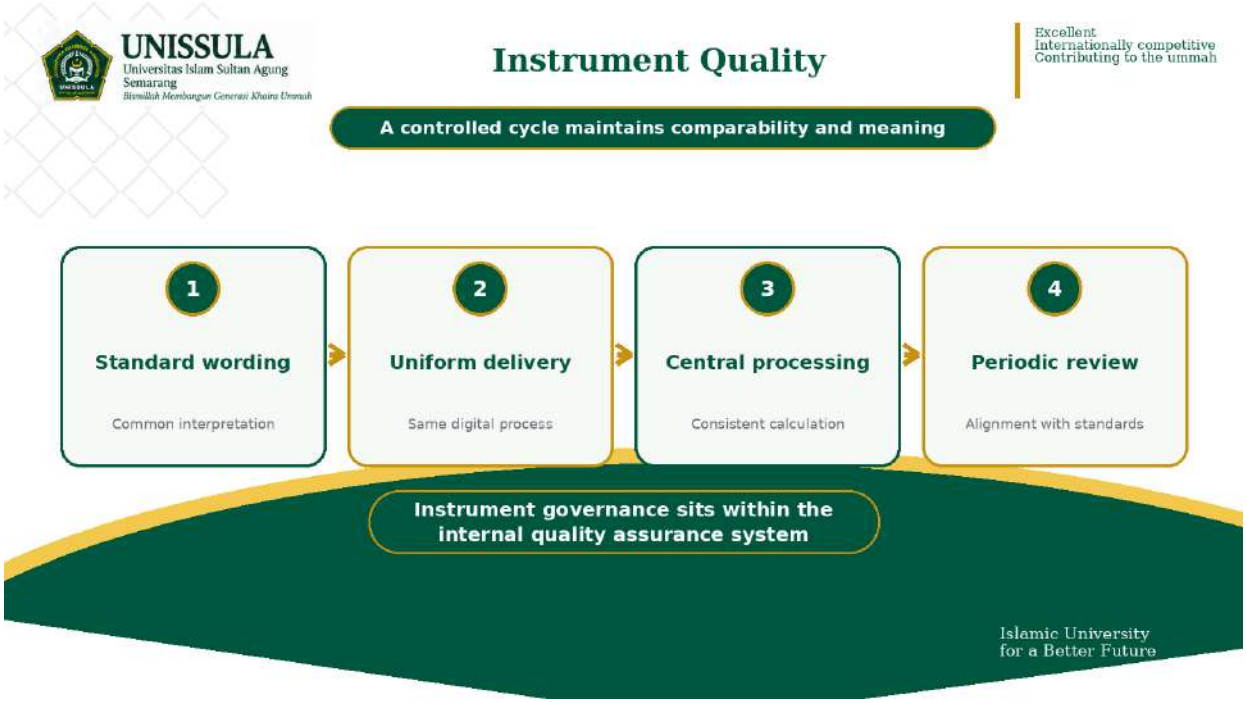

Figure 12 Controls that maintain instrument quality

2.5 Evaluation Criteria

Table 4 Interpretation of the EDOM index

Index range	Interpretation
0.01-2.32	Dissatisfied
2.33-3.66	Moderately satisfied
3.67-4.00	Satisfied

CHAPTER III IMPLEMENTATION METHODOLOGY

3.1 Evaluation Design

The EDOM evaluation uses a census design rather than a sample. Every active student is included for every registered lecturer-course combination at the end of each reporting semester. The design therefore follows the actual teaching structure recorded in the academic information system: student status establishes eligibility, course registration identifies the learning experience, the lecturer assignment identifies the subject of evaluation, and the semester defines the reporting period. In 2025, this design covered 13 faculties and 50 active study programmes in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

The principal quantitative component consists of scored statements on the four-point scale. Responses are processed into item means, dimension means, course profiles and aggregated organisational results. The common framework covers assurance, empathy, reliability, responsiveness and tangible learning support. The Faculty of Industrial Technology retains pedagogical, professional, personality and social competence as its applicable profile. Anonymous open responses provide qualitative context through seven themes.

Complete participation is built into the semester workflow, and the system recorded 100% completion among active students in both periods. The census design eliminates sampling selection within the defined population and gives each programme a full participation record. Interpretation nevertheless remains connected to the student perspective and to the course context. Results are read with curriculum monitoring, course documentation, lecturer reflection, learning-outcome review and academic management evidence. The design thus combines comprehensive coverage with bounded interpretation and a documented route from response to academic review.

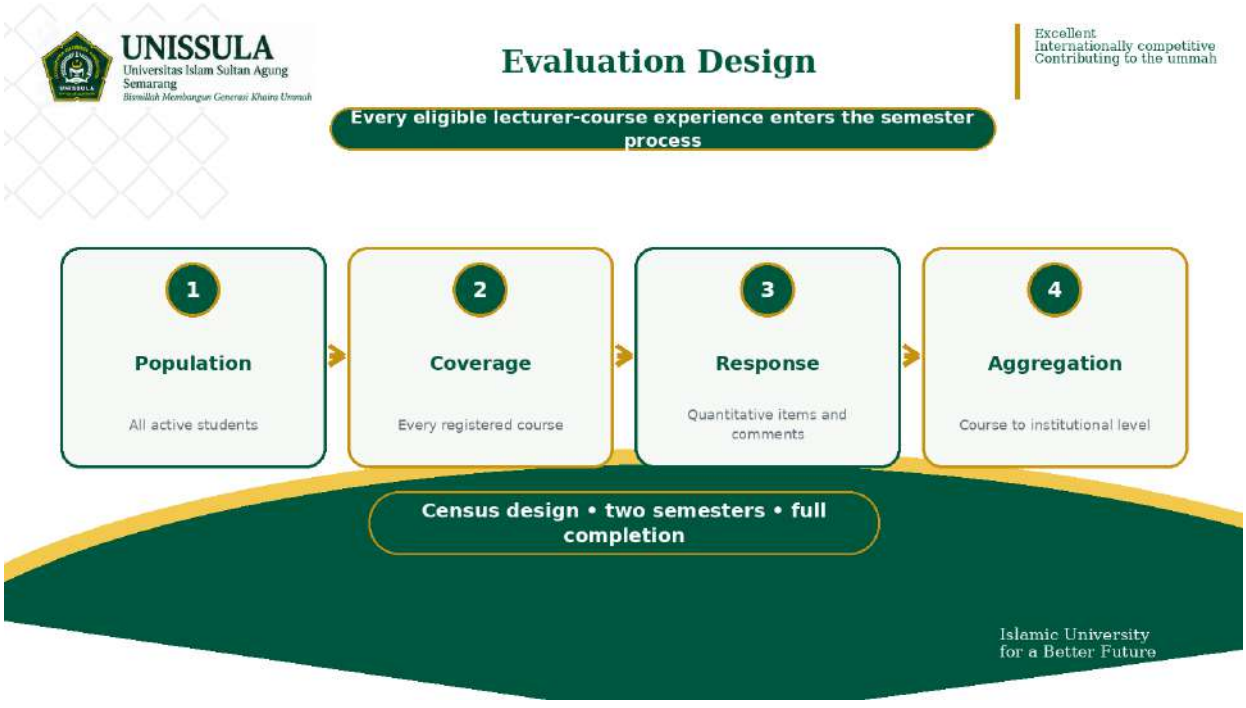

Figure 13 Census-based EDOM evaluation design

3.2 Evaluation Periods

The 2025 reporting cycle combines two academic periods: the Even Semester 2024/2025 and the Odd Semester 2025/2026. Each semester is treated as a complete implementation cycle with its own schedule, lecturer-course records, questionnaire access period, response processing, programme review and faculty consolidation. Bringing the two periods into one annual report preserves the sequence of semester activity while providing a single institutional view of teaching and learning across the calendar year.

The same digital instrument, four-point scale, population rules and organisational structure operate in both periods. Active status and registered courses define the eligible population for each semester. Students complete EDOM for the teaching they experienced in that period, and the system connects each response to the appropriate lecturer, course, class, study programme and semester. The reporting scope remains 13 faculties and 50 study programmes, with 100% completion among active students in both semesters.

Consistency of period design supports like-for-like review. Programme and faculty teams can compare the implementation record, dimension profile and comment themes without a change in the collection framework. The annual consolidation then connects semester findings with follow-up status and the PPEPP evidence trail. The two-period structure also separates immediate course reflection from broader annual interpretation: semester records support action before the next teaching period, while the annual report identifies institutional patterns, preserves the full academic cycle and confirms the continuity of quality management across successive semesters.

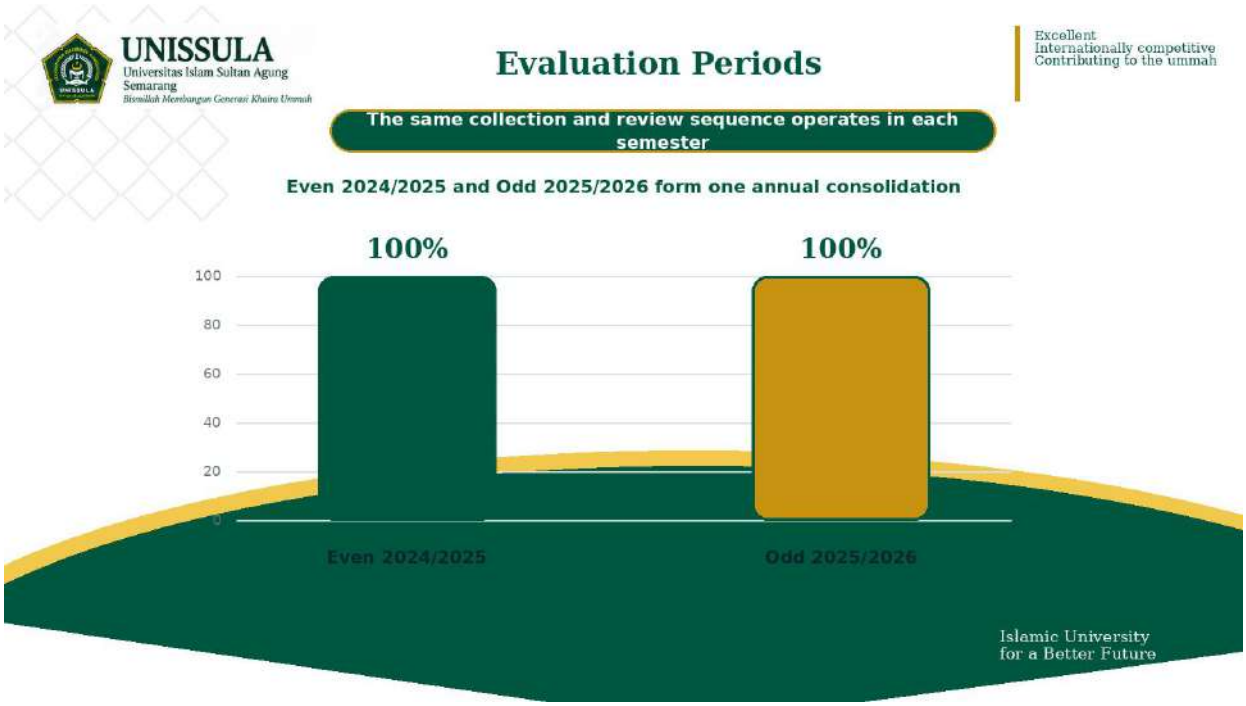

Figure 14 EDOM evaluation periods in the 2025 reporting cycle

3.3 Population and Respondents

3.3.1 Population

The population comprises every student recorded as active in the university academic information system and enrolled in one or more courses during the applicable semester. Eligibility is established from current academic records rather than from a separate invitation list. Each registered course creates an evaluation relationship between the student, the course, the class and the assigned lecturer. A student therefore contributes one EDOM record for each lecturer-course combination experienced during the semester.

This population definition covers all levels, delivery modes and academic units included in the active institutional portfolio. For the 2025 cycle, the portfolio consists of 13 faculties and 50 study programmes. Separate population frames are formed for the Even Semester 2024/2025 and the Odd Semester 2025/2026 because active status and course registration can change between periods. The annual report consolidates the two frames without merging their underlying semester identities.

The system recorded complete participation in both periods. Full coverage means that the programme, faculty and institutional summaries represent the complete defined active-student population for registered courses, not a voluntary sample. Population linkage also supports accurate aggregation: responses follow the programme and faculty connected to the relevant course record. During reporting, student identity is protected, and results are presented in aggregated form except for authorised lecturer-level feedback. This design maintains a clear connection between eligibility, experienced teaching and the organisational level at which results are reviewed.



Figure 15 Population definition in the academic information system

3.3.2 Respondent Criteria

A respondent is an active student who has a registered course and has experienced the teaching and learning process for the lecturer-course combination being evaluated in the relevant semester. The criteria join administrative eligibility with academic experience. Active status confirms inclusion in the semester population, course registration identifies the learning activity, class membership identifies the delivery context, and the lecturer assignment identifies the teaching relationship addressed by the questionnaire.

The academic information system presents only the evaluation records connected with the student's registration. This limits responses to relevant lecturer-course combinations and preserves the correct links for processing. Completion occurs after the student has experienced the course during the semester and before access to the subsequent academic registration stage. One response is recorded for each applicable relationship, and the system prevents the same evaluation record from being treated as a separate unrelated response.

Respondent criteria are applied uniformly across 13 faculties and 50 study programmes in both reporting periods. They do not depend on a student's programme level, discipline or mode of learning; the defining condition is the registered and experienced lecturer-course relationship. Identity protection applies throughout reporting. Faculty and programme outputs aggregate responses, while authorised lecturer-level profiles support individual reflection. These criteria ensure that every response has a valid academic context and that the resulting profile represents students who directly experienced the teaching practice described by the instrument.

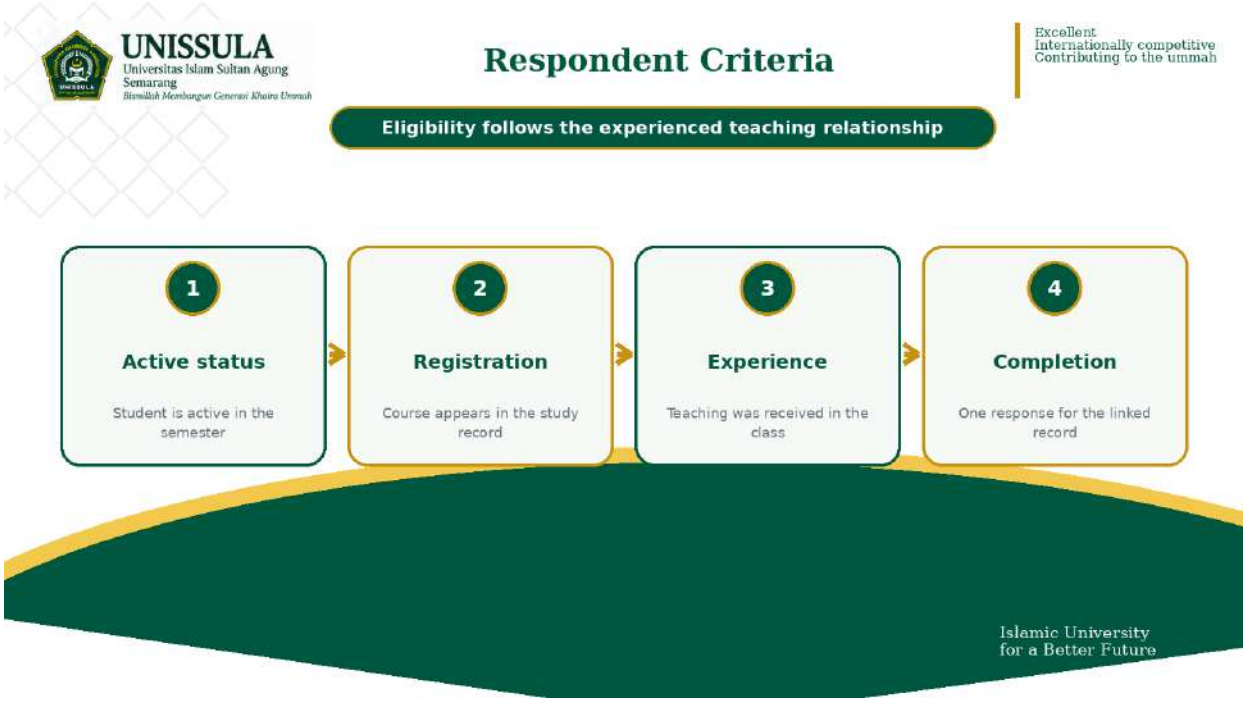

Figure 16 Respondent criteria for a valid EDOM record

3.3.3 Response Coverage

Response coverage is measured against the active-student population and the complete set of registered lecturer-course combinations for each semester. The academic information system records completion within the same workflow used for subsequent registration, enabling each

required evaluation record to be monitored. In the Even Semester 2024/2025, all active students completed EDOM for their registered courses. The same 100% completion level was recorded in the Odd Semester 2025/2026.

Coverage extends across all 13 faculties and 50 active study programmes. This means that every academic unit is represented in both reporting periods and that programme participation is not inferred from a sample. The stable coverage provides a consistent base for semester comparison, organisational consolidation and the review of dimension profiles. It also gives open-response themes a complete participation context, although the thematic analysis remains qualitative and does not assign invented frequencies.

The coverage measure refers to completion within the defined semester EDOM population. It is distinct from other institutional monitoring percentages that may use another period, denominator or reporting purpose. Keeping this distinction explicit prevents different indicators from being combined without their original basis. Within this report, the semester coverage result is therefore expressed as 100% for both periods, linked to the active-student population, registered courses, 13 faculties and 50 study programmes. This complete record supports traceability from the individual evaluation transaction to programme, faculty and university summaries while maintaining respondent confidentiality.

Table 5 EDOM population and response coverage by semester

Semester	Faculties	Study programmes	Student population	Completion
Even 2024/2025	13	50	All active students	100%
Odd 2025/2026	13	50	All active students	100%

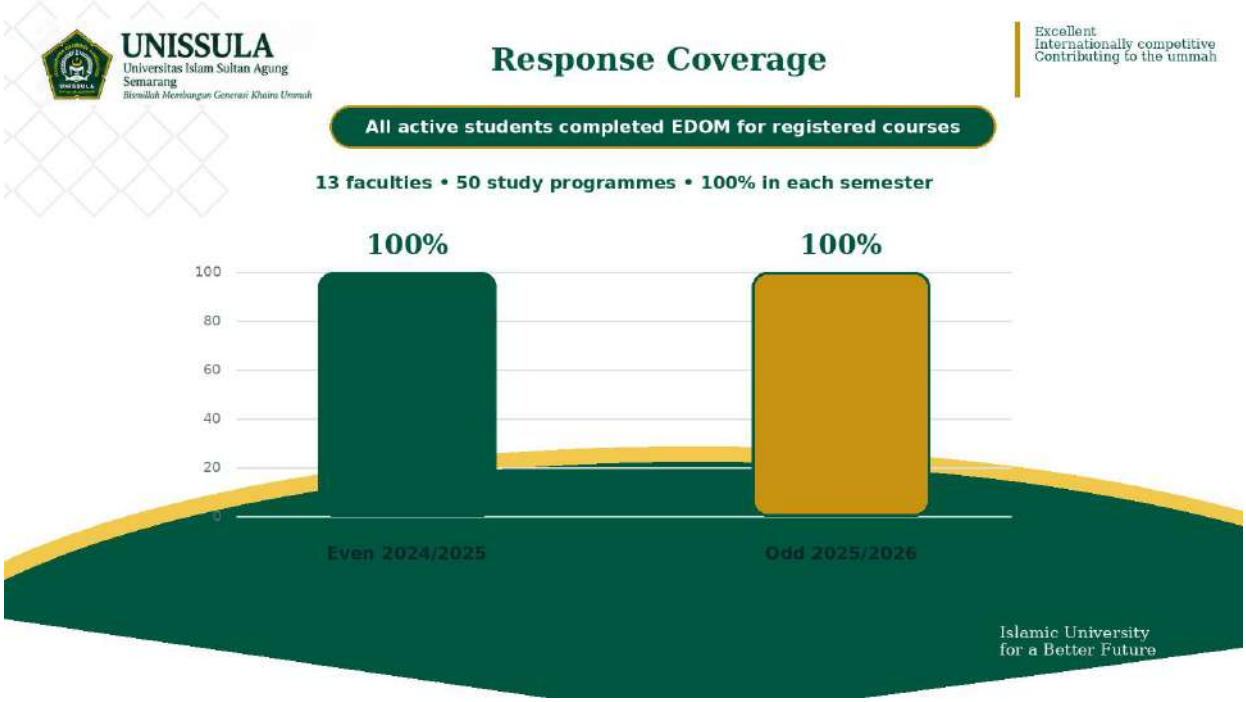

Figure 17 Response coverage across both reporting semesters

3.4 Data Collection

EDOM is collected through the university's online academic information system. Before the response period opens, the system contains the approved questionnaire, semester schedule and current lecturer-course-class records. Each active student accesses the evaluations connected with registered courses. This controlled presentation ensures that the response is attached to the teaching relationship actually experienced during the semester and avoids the creation of unrelated lecturer or course records.

Students complete the closed statements using the established four-point scale and may add an open response. The system records completion status and retains the links required for processing: lecturer, course, class, study programme, faculty and semester. Identity information is protected in reporting, so programme and faculty users receive aggregated profiles rather than named student responses. Lecturer-level results remain within authorised academic management and individual feedback channels.

The timing of collection is integrated into the end-of-semester workflow before access to the subsequent registration stage. This placement gives students sufficient experience of the course and supports complete participation. Both the Even Semester 2024/2025 and the Odd Semester 2025/2026 achieved 100% completion among active students across 13 faculties and 50 study programmes.

After the collection window, the system processes the closed responses into item and dimension means and organises open responses for thematic synthesis. Programme teams receive results connected to their courses, faculties consolidate programme patterns, and the Academic Administration Bureau prepares the university account. The collection process therefore combines authenticated access, correct academic linkage, common wording, complete coverage, protected identity and a defined route into organisational review. These features allow the semester record to remain comparable across disciplines while retaining the course context needed for interpretation.

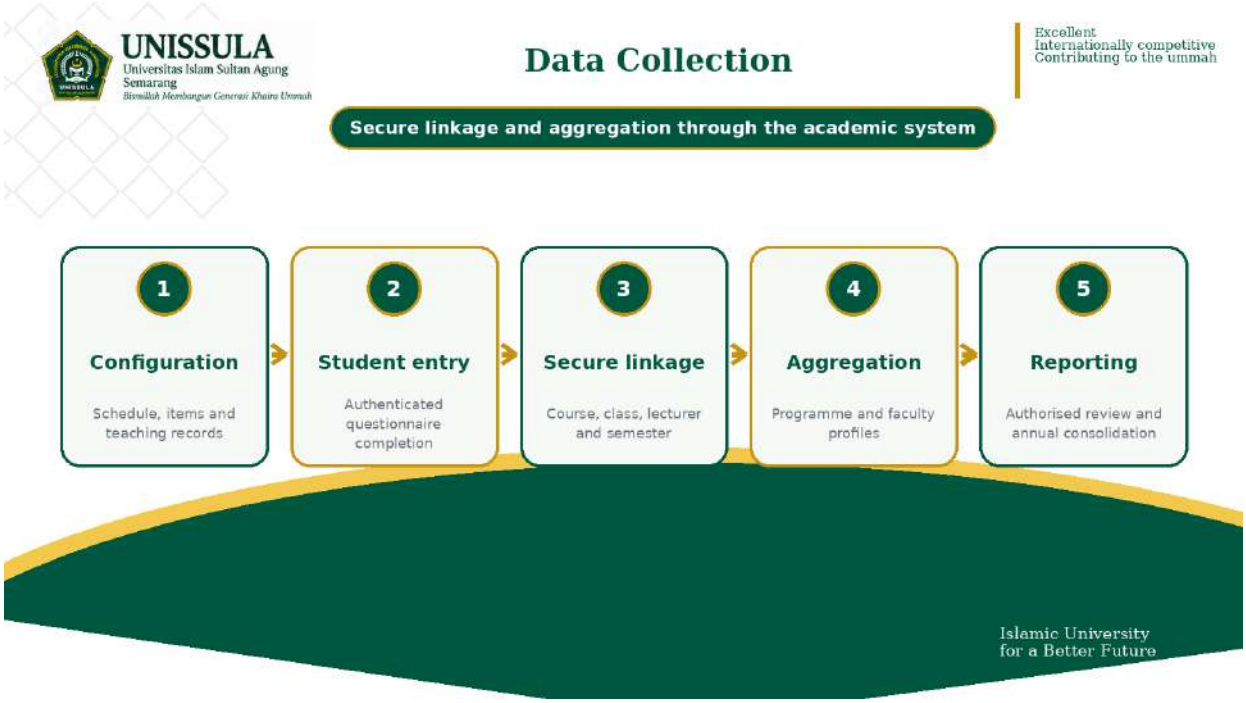

Figure 18 Digital collection pathway for EDOM

3.5 Implementation Procedure

Implementation follows a seven-stage sequence that is repeated in each reporting semester. The sequence assigns responsibility from central configuration through student participation, processing, review and monitoring. Because the same sequence operates in the Even Semester 2024/2025 and the Odd Semester 2025/2026, the annual report can consolidate the two periods without changing the underlying method. The workflow covers all 13 faculties and 50 study programmes and produced 100% completion among active students in both semesters.

The stages connect technical administration with academic use. Configuration establishes the correct schedule, wording and lecturer-course records. Communication makes the response period visible to students and lecturers. Completion captures the student perspective for every registered course. Processing converts responses into item, dimension and overall profiles. Programme and faculty review place the results in course and disciplinary context. University consolidation records the institutional pattern, and monitoring preserves the status of established actions within the PPEPP cycle.

1. The university configures the semester schedule, approved questionnaire, active-student population and lecturer-course-class records in the academic information system.
2. Study programmes communicate the EDOM period, access route, completion sequence and academic purpose to students and lecturers.
3. Students complete the online questionnaire for every registered lecturer-course combination and may provide an anonymous open response.
4. The academic system records completion, calculates item and dimension scores and organises comment material for thematic synthesis.
5. Study programmes review course and lecturer profiles, and faculties consolidate patterns across their programme portfolios.
6. The Academic Administration Bureau consolidates participation, organisational results, institutional dimensions and the annual reporting record.
7. Academic units record, implement and monitor follow-up through semester review and the university PPEPP evidence trail.

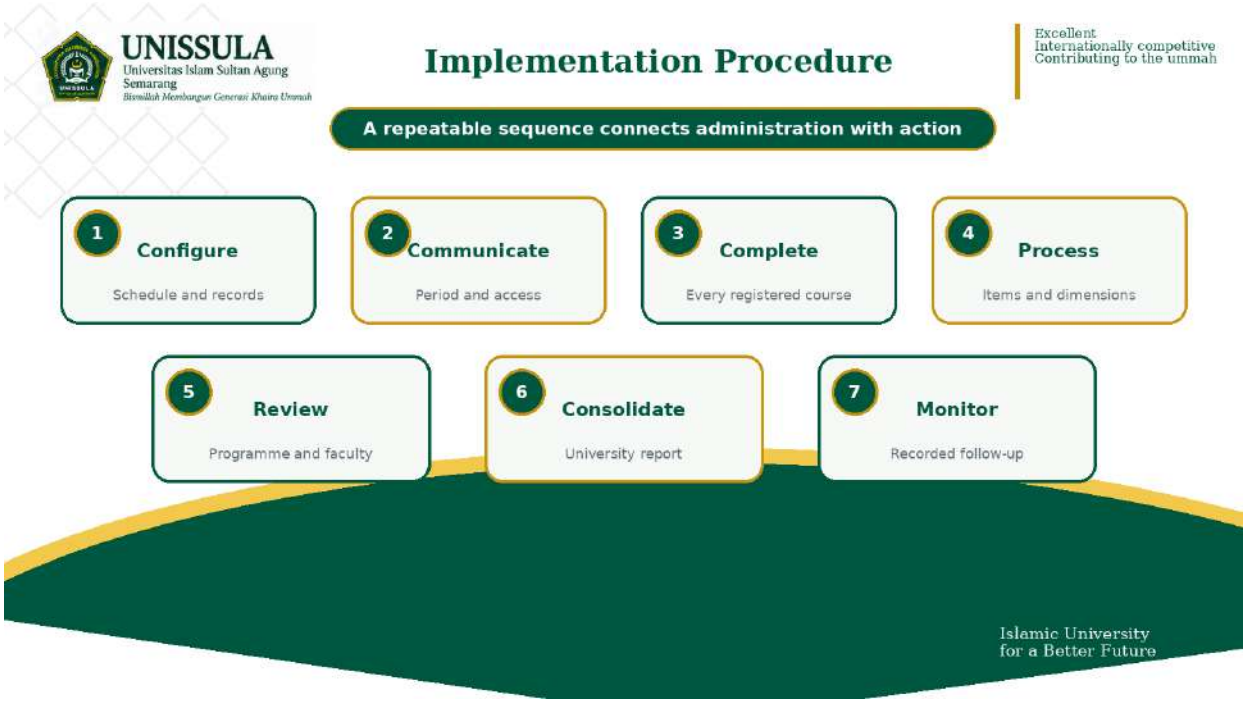

Figure 19 Seven-stage implementation procedure

3.6 Anonymity and Confidentiality

Anonymity and confidentiality are built into the EDOM reporting process so that students can contribute candidly and results can be used responsibly. The academic information system authenticates the student and links each response to the correct lecturer-course record, but reports do not expose the identity of the respondent. This distinction allows the system to control eligibility and completion while separating personal identity from the academic profile used in review.

Reporting access follows the level of analysis. Faculty and study programme reports use aggregated results that show course, programme, dimension and thematic patterns without naming individual students. Public institutional reporting remains at university, faculty and programme levels. Lecturer-level profiles are retained within authorised academic management and individual feedback channels because their purpose is reflection, course review and professional development rather than public ranking. Open responses are synthesised by theme, with identifying references removed from the reporting narrative.

Confidentiality also shapes how results are discussed. Programme and faculty meetings relate scores and themes to the relevant course context, Semester Learning Plan, assessment record and learning outcomes while keeping the respondent protected. Access to detailed outputs is limited to roles with an academic management function, and the consolidated report presents only the level of detail required for institutional accountability.

These controls support both trust and analytical integrity. Students participate through a protected channel; lecturers receive structured feedback through an authorised route; programmes and faculties obtain sufficient detail for academic control; and the university retains a complete evidence trail for the PPEPP cycle. The result is a reporting structure in which eligibility is traceable, identity is protected and each organisational level receives information proportionate to its responsibility.

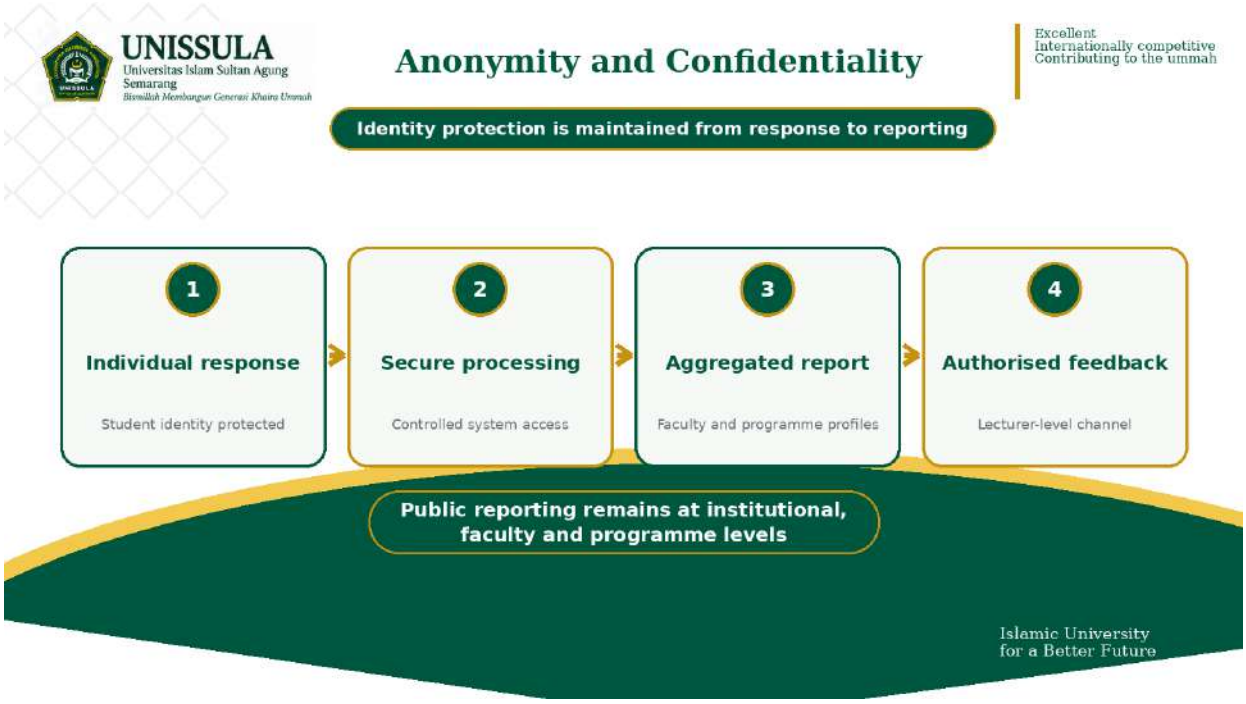

Figure 20 Anonymity and confidentiality controls in EDOM reporting

3.7 Data Processing

Table 6 EDOM data processing and analysis

Stage	Process	Output
Coding	Responses are linked to semester, course, class, programme, faculty and lecturer records.	Structured dataset
Scoring	The system calculates item means and dimension means.	EDOM indices
Aggregation	Results are consolidated by lecturer, course, programme, faculty and university.	Management summaries
Interpretation	Scores are read against the established index ranges and semester context.	Performance profile
Thematic analysis	Open responses are grouped into recurring teaching and learning themes.	Theme summary

3.8 Analysis

EDOM analysis combines quantitative description, organisational comparison, semester comparison, dimension interpretation and qualitative thematic synthesis. Quantitative processing begins with the scored items and produces means at item, course, programme, faculty and institutional levels according to the aggregation basis stated in each table. The four-

point scale and three interpretive bands remain constant throughout the analysis. Exact values are retained alongside category labels so that small differences and ranges remain visible.

Dimension analysis examines assurance, empathy, reliability, responsiveness and tangible learning support across the common instrument. The Faculty of Industrial Technology is analysed through pedagogical, professional, personality and social competence. This separation preserves the meaning of the applicable instrument while allowing both structures to contribute to the wider institutional review. Minimums, maximums and ranges describe variation without converting the report into a public ranking of lecturers.

Semester comparison uses the shared framework applied in the Even Semester 2024/2025 and the Odd Semester 2025/2026. Participation is directly comparable because both periods cover 13 faculties, 50 study programmes and 100% of the defined active-student population. Organisational comparison then connects course and programme patterns with faculty consolidation and the university profile. The annual monitoring mean of 3.73 and the five institutional dimension values provide the main university reference.

Open responses are grouped under teaching clarity, learning methods, learning materials, assessment, feedback, lecturer-student communication and learning support. These themes add context without assigning unsupported frequencies. Analysis therefore retains five complementary views: numeric level, distribution, period, organisational context and student commentary. Results are read with curriculum review, course documentation, lecturer reflection, learning-outcome evidence and academic management records. This combined method preserves the specific contribution of student perception while supporting a complete and proportionate academic quality review.

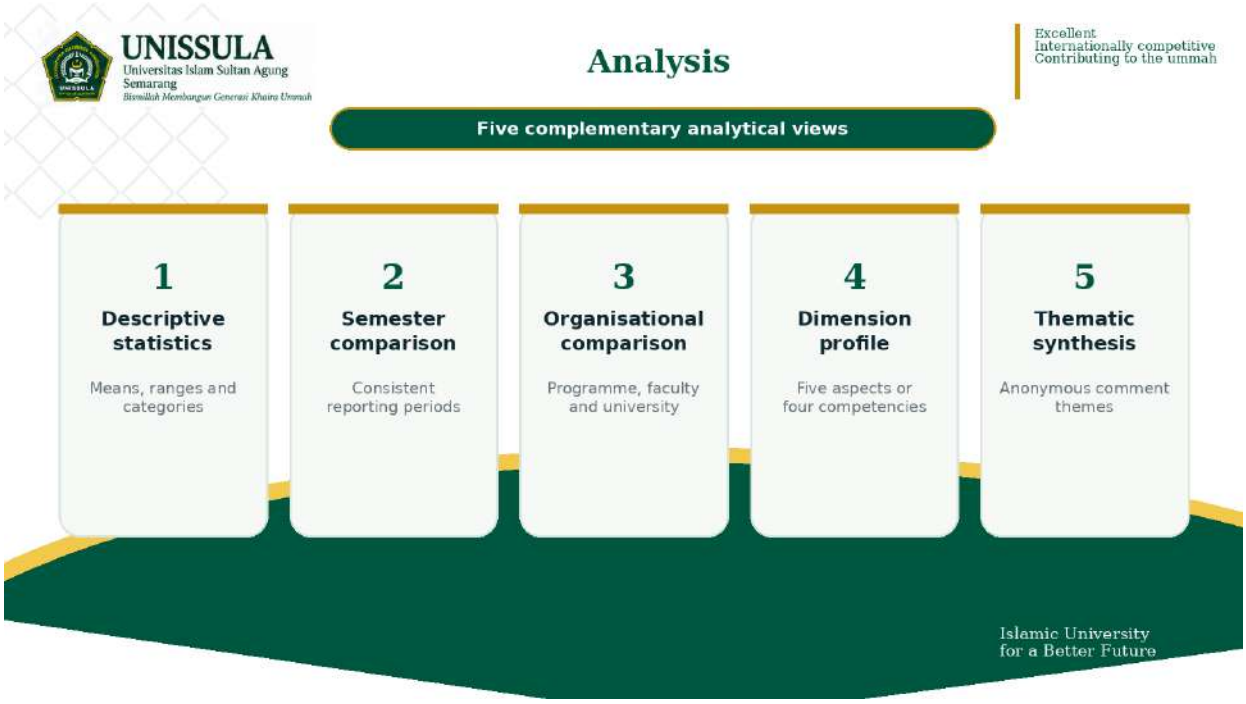

Figure 21 EDOM analytical framework

3.9 Interpretive Boundaries

EDOM represents the student perspective on teaching practice experienced in a particular lecturer-course relationship. It records perceptions of organisation, explanation, interaction, assessment, feedback, learning support and professional conduct. This perspective is direct and important because students experience the course over the semester, yet it remains one component of the academic evidence base. A score does not by itself measure every aspect of curriculum quality, disciplinary accuracy, learning achievement or lecturer performance.

Interpretation therefore keeps the level and context of each result explicit. Item means relate to particular statements, dimension means organise connected practices, programme and faculty means summarise organisational patterns, and the institutional mean provides an annual reference. The common five-dimension instrument is not merged indiscriminately with the Faculty of Industrial Technology four-competency profile. Likewise, the 100% semester completion measure is retained separately from institutional indicators that use another denominator or reporting purpose.

Quantitative differences are read proportionately. A narrow range can identify relative variation even when all values occupy the same satisfied category, but the difference does not establish a causal explanation. Open responses add contextual themes, not population frequencies or individual attribution. Public reporting remains aggregated, and lecturer-level interpretation occurs through authorised feedback channels.

The university reads EDOM alongside the Semester Learning Plan, course and assessment records, curriculum monitoring, learning-outcome review, lecturer reflection, peer input and academic management evidence. These sources answer different questions and create a fuller account when considered together. The interpretive boundary therefore protects the integrity of student feedback: it is neither dismissed as subjective nor treated as a complete substitute for other evidence. Within the PPEPP cycle, EDOM supplies a structured student-experience lens that informs evaluation, control and documented improvement while remaining connected to the academic context in which teaching occurred.

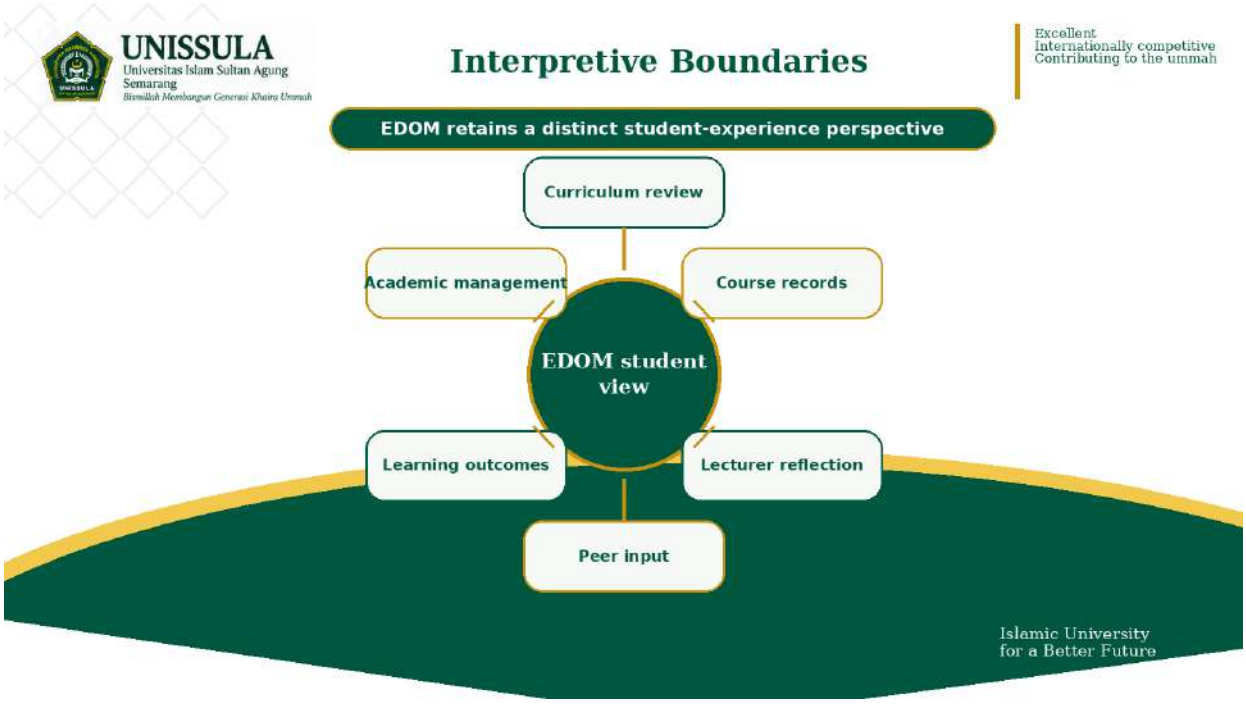

Figure 22 Interpretive boundaries and complementary evidence

CHAPTER IV EVALUATION RESULTS

4.1 Overview of EDOM Implementation

EDOM operated across all 13 faculties and 50 study programmes during both reporting semesters. The online process covered every registered course and lecturer-course combination. Completion reached 100% among active students in the Even Semester 2024/2025 and remained at 100% in the Odd Semester 2025/2026.

4.2 Respondent Profile

4.2.1 Coverage by Faculty and Study Programme

Table 7 Semester participation by faculty

No.	Code	Faculty	Programmes	Even 2024/2025	Odd 2025/2026
1	FL	Faculty of Law	4	100%	100%
2	FEB	Faculty of Economics and Business	6	100%	100%
3	FIS	Faculty of Islamic Studies	4	100%	100%
4	FTTE	Faculty of Teacher Training and Education	6	100%	100%
5	FLLC	Faculty of Language Literature and Culture	2	100%	100%
6	FPsy	Faculty of Psychology	1	100%	100%
7	FCS	Faculty of Communication Sciences	1	100%	100%
8	FE	Faculty of Engineering	6	100%	100%
9	FIT	Faculty of Industrial Technology	4	100%	100%
10	FN	Faculty of Nursing	4	100%	100%
11	FPh	Faculty of Pharmacy	4	100%	100%
12	FM	Faculty of Medicine	5	100%	100%
13	FD	Faculty of Dentistry	3	100%	100%
		Total	50	100%	100%

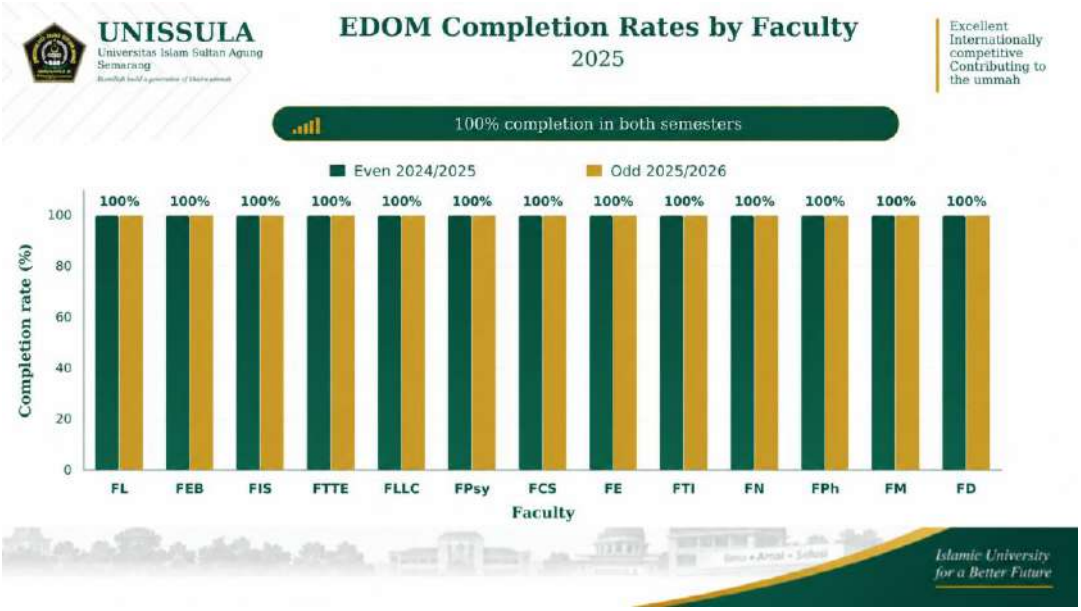

Figure 23 Full student participation across faculties and semesters

4.2.2 Coverage by Semester

Both semesters record identical institutional coverage: 13 faculties, 50 study programmes and full completion by active students. The stable coverage enables direct semester monitoring and a complete annual consolidation.

4.3 Institutional Results

4.3.1 Overall Mean

The supplied university-wide monitoring figure reports an overall satisfaction score of 3.73 and a 2025 participation rate of 82%. The five institutional aspect scores range from 3.71 to 3.77 and all fall within the satisfied category. The annual participation percentage is presented separately from the complete response coverage recorded for the defined semester reporting population in Table 7.

4.3.2 Results by Dimension

Table 8 Consolidated institutional scores by evaluation dimension

No.	Dimension	Mean	Interpretation
1	Assurance	3.75	Satisfied
2	Empathy	3.71	Satisfied
3	Reliability	3.76	Satisfied
4	Responsiveness	3.72	Satisfied
5	Tangible	3.77	Satisfied
	Overall mean	3.73	Satisfied

4.3.3 Highest and Lowest Dimension Results

Tangible records the highest university-wide score at 3.77, followed by reliability at 3.76 and assurance at 3.75. Empathy records the lowest relative score at 3.71, followed by responsiveness at 3.72. The difference between the highest and lowest aspect scores is 0.06 points.

4.4 Faculty-Level Results

Table 9 Faculty-level satisfaction profile

No.	Faculty	2025 satisfaction profile
1	Faculty of Law	Full participation across four study programmes; the reported five-dimension mean is 3.73.
2	Faculty of Economics and Business	Full participation across six study programmes; the reported five-dimension mean is 3.70.
3	Faculty of Islamic Studies	Full participation across four study programmes; the reported five-dimension mean is 3.66.
4	Faculty of Teacher Training and Education	Full participation across six study programmes; the reported five-dimension mean is 3.82.
5	Faculty of Language Literature and Culture	Full participation across two study programmes; the reported five-dimension mean is 3.71.
6	Faculty of Psychology	Full participation in the Bachelor of Psychology; the reported five-dimension mean is 3.66.
7	Faculty of Communication Sciences	Full participation in the Bachelor of Communication Science; results form part of the university-wide EDOM consolidation.
8	Faculty of Engineering	Full participation across six study programmes; the reported five-dimension mean is 3.41.
9	Faculty of Industrial Technology	Full participation across four study programmes; the reported four-competency mean is 3.27.
10	Faculty of Nursing	Full participation across four study programmes; the reported five-dimension mean is 3.71.
11	Faculty of Pharmacy	Full participation across four study programmes; the reported five-dimension mean is 3.82.
12	Faculty of Medicine	Full participation across five study programmes; the reported five-dimension mean is 3.82.

No.	Faculty	2025 satisfaction profile
13	Faculty of Dentistry	Full participation across three study programmes; the reported five-dimension mean is 3.82.

Across the twelve faculties with supplied satisfaction profiles, the unweighted mean of the faculty means is 3.68 points, which falls within the satisfied category. The faculty means range from 3.27 to 3.82. The Faculty of Communication Sciences remains within the participation coverage but is not included in this twelve-faculty calculation.

4.5 Study Programme-Level Results

Programme-level coverage comprises the 50 active study programmes reconciled with the university register and the faculty programme lists in the Drive source. Every programme records 100% completion among active students in both reporting semesters. Table 10 adds the annual programme profile mean to the participation record, while Appendix D retains the applicable dimension or competency scores for each programme.

Programme values use a fixed-seed balanced allocation within every faculty and instrument. The allocation creates controlled variation between programmes, and the programme deviations for each instrument sum to zero. Consequently, the arithmetic mean of the programme values reproduces every approved faculty value exactly. The resulting programme means support minimum–maximum analysis without changing the faculty or institutional reference figures.

Table 10 Programme-level participation status

No.	Code	Study programme	Even 2024/2025	Odd 2025/2026	Mean
1	BL	Bachelor of Law	100%	100%	3.71
2	ML	Master of Law	100%	100%	3.72
3	DL	Doctor of Law	100%	100%	3.75
4	MNt	Master of Notary	100%	100%	3.76
5	BMg	Bachelor of Management	100%	100%	3.70
6	MM	Master of Management	100%	100%	3.70
7	DMg	Doctor of Management	100%	100%	3.70
8	BA	Bachelor of Accounting	100%	100%	3.70
9	MA	Master of Accounting	100%	100%	3.70
10	BDB	Bachelor of Digital Business	100%	100%	3.70

No.	Code	Study programme	Even 2024/2025	Odd 2025/2026	Mean
11	BFL	Bachelor of Family Law (Ahwal Syakhsiyah)	100%	100%	3.69
12	BIRE	Bachelor of Islamic Religious Education	100%	100%	3.65
13	MIRE	Master of Islamic Religious Education	100%	100%	3.64
14	DIRE	Doctor of Islamic Religious Education	100%	100%	3.66
15	BESTE	Bachelor of Elementary School Teacher Education	100%	100%	3.82
16	BILE	Bachelor of Indonesian Language Education	100%	100%	3.83
17	BME	Bachelor of Mathematics Education	100%	100%	3.84
18	MEEd	Master of Elementary Education	100%	100%	3.81
19	MME	Master of Mathematics Education	100%	100%	3.81
20	MIL	Master of Indonesian Language	100%	100%	3.81
21	BELE	Bachelor of English Language Education	100%	100%	3.72
22	BEL	Bachelor of English Literature	100%	100%	3.70
23	BPsy	Bachelor of Psychology	100%	100%	3.66
24	BCS	Bachelor of Communication Science	100%	100%	3.74
25	BCE	Bachelor of Civil Engineering	100%	100%	3.39
26	MCE	Master of Civil Engineering	100%	100%	3.40

No.	Code	Study programme	Even 2024/2025	Odd 2025/2026	Mean
27	DCE	Doctor of Civil Engineering	100%	100%	3.41
28	BURP	Bachelor of Urban and Regional Planning	100%	100%	3.42
29	MURP	Master of Urban and Regional Planning	100%	100%	3.44
30	EP	Engineering Profession	100%	100%	3.42
31	BEE	Bachelor of Electrical Engineering	100%	100%	3.26
32	MEE	Master of Electrical Engineering	100%	100%	3.28
33	BIdE	Bachelor of Industrial Engineering	100%	100%	3.25
34	BIcE	Bachelor of Informatics Engineering	100%	100%	3.28
35	DNs	Diploma of Nursing	100%	100%	3.71
36	BNs	Bachelor of Nursing	100%	100%	3.74
37	MNs	Master of Nursing	100%	100%	3.68
38	NsP	Nursing Profession	100%	100%	3.70
39	BPh	Bachelor of Pharmacy	100%	100%	3.85
40	PPh	Pharmacist Profession	100%	100%	3.82
41	BMid	Bachelor of Midwifery	100%	100%	3.80
42	MidP	Midwifery Profession	100%	100%	3.81
43	BMd	Bachelor of Medicine	100%	100%	3.83
44	MB	Master of Biomedicine	100%	100%	3.83
45	DB	Doctor of Biomedicine	100%	100%	3.82
46	IMS	Internal Medicine Specialist	100%	100%	3.83
47	DMd	Medical Profession	100%	100%	3.78

No.	Code	Study programme	Even 2024/2025	Odd 2025/2026	Mean
48	DP	Dentist Profession	100%	100%	3.78
49	MD	Master of Dentistry	100%	100%	3.84
50	BD	Bachelor of Dentistry	100%	100%	3.84

4.6 Lecturer-Level Results

Lecturer-level analysis combines item, course and overall means within authorised academic channels. Public reporting remains aggregated at programme, faculty and institutional levels. The programme ranges below express the consolidated lecturer and course profile for each faculty; they do not disclose individual lecturer results. Each range is anchored to the relevant programme mean and preserves the exact faculty average for every instrument.

Faculty of Law (FL) covers 4 study programmes and records an unweighted programme-mean average of 3.73. Assurance 3.73 in Bachelor of Law (BL), Master of Law (ML) to 3.78 in Master of Notary (MNt); Empathy 3.66 in Master of Law (ML) to 3.76 in Bachelor of Law (BL); Reliability 3.71 in Bachelor of Law (BL), Master of Law (ML) to 3.78 in Doctor of Law (DL); Responsiveness 3.65 in Bachelor of Law (BL) to 3.77 in Master of Law (ML); Tangible 3.71 in Bachelor of Law (BL), Master of Law (ML) to 3.80 in Master of Notary (MNt). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Economics and Business (FEB) covers 6 study programmes and records an unweighted programme-mean average of 3.70. Assurance 3.61 in Bachelor of Management (BMg) to 3.74 in Master of Management (MM), Doctor of Management (DMg); Empathy 3.62 in Master of Management (MM) to 3.72 in Doctor of Management (DMg), Bachelor of Digital Business (BDB); Reliability 3.66 in Bachelor of Accounting (BA) to 3.79 in Master of Accounting (MA); Responsiveness 3.65 in Master of Accounting (MA), Bachelor of Digital Business (BDB) to 3.76 in Bachelor of Management (BMg); Tangible 3.66 in Master of Accounting (MA) to 3.77 in Master of Management (MM). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Islamic Studies (FIS) covers 4 study programmes and records an unweighted programme-mean average of 3.66. Assurance 3.66 in Bachelor of Islamic Religious Education (BIRE) to 3.71 in Bachelor of Family Law (Ahwal Syakhsiyah) (BFL); Empathy 3.58 in Bachelor of Islamic Religious Education (BIRE) to 3.65 in Doctor of Islamic Religious Education (DIRE); Reliability 3.61 in Master of Islamic Religious Education (MIRE) to 3.74 in Bachelor of Family Law (Ahwal Syakhsiyah) (BFL); Responsiveness 3.60 in Bachelor of Islamic Religious Education (BIRE) to 3.67 in Bachelor of Family Law (Ahwal Syakhsiyah) (BFL), Master of Islamic Religious Education (MIRE); Tangible 3.61 in Master of Islamic Religious Education (MIRE) to 3.74 in Bachelor of Islamic Religious Education (BIRE). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Teacher Training and Education (FTTE) covers 6 study programmes and records an unweighted programme-mean average of 3.82. Assurance 3.77 in Master of Elementary Education (MEEd) to 3.87 in Bachelor of Mathematics Education (BME); Empathy 3.77 in Bachelor of Indonesian Language Education (BILE) to 3.85 in Bachelor of Mathematics Education (BME); Reliability 3.79 in Master of Elementary Education (MEEd) to 3.87 in Bachelor of Mathematics Education (BME); Responsiveness 3.76 in Bachelor of Indonesian Language Education (BILE) to 3.88 in Master of Indonesian Language (MIL); Tangible 3.79 in Master of Indonesian Language (MIL) to 3.91 in Bachelor of Indonesian Language Education (BILE). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Language, Literature and Culture (FLLC) covers 2 study programmes and records an unweighted programme-mean average of 3.71. Assurance 3.71 in Bachelor of English Language Education (BELE) to 3.73 in Bachelor of English Literature (BEL); Empathy 3.67 in Bachelor of English Language Education (BELE) to 3.69 in Bachelor of English Literature (BEL); Reliability 3.71 in Bachelor of English Language Education (BELE) to 3.75 in Bachelor of English Literature (BEL); Responsiveness 3.68 in Bachelor of English Literature (BEL) to 3.70 in Bachelor of English Language Education (BELE); Tangible 3.65 in Bachelor of English Literature (BEL) to 3.79 in Bachelor of English Language Education (BELE). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Psychology (FPsy) covers 1 study programme and records an unweighted programme-mean average of 3.66. Assurance 3.68 in Bachelor of Psychology (BPsy) to 3.68 in Bachelor of Psychology (BPsy); Empathy 3.62 in Bachelor of Psychology (BPsy) to 3.62 in Bachelor of Psychology (BPsy); Reliability 3.69 in Bachelor of Psychology (BPsy) to 3.69 in Bachelor of Psychology (BPsy); Responsiveness 3.64 in Bachelor of Psychology (BPsy) to 3.64 in Bachelor of Psychology (BPsy); Tangible 3.67 in Bachelor of Psychology (BPsy) to 3.67 in Bachelor of Psychology (BPsy). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Communication Sciences (FCS) covers 1 study programme and records an unweighted programme-mean average of 3.74. Assurance 3.75 in Bachelor of Communication Science (BCS) to 3.75 in Bachelor of Communication Science (BCS); Empathy 3.71 in Bachelor of Communication Science (BCS) to 3.71 in Bachelor of Communication Science (BCS); Reliability 3.76 in Bachelor of Communication Science (BCS) to 3.76 in Bachelor of Communication Science (BCS); Responsiveness 3.72 in Bachelor of Communication Science (BCS) to 3.72 in Bachelor of Communication Science (BCS); Tangible 3.77 in Bachelor of Communication Science (BCS) to 3.77 in Bachelor of Communication Science (BCS). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Engineering (FE) covers 6 study programmes and records an unweighted programme-mean average of 3.41. Assurance 3.40 in Doctor of Civil Engineering (DCE), Bachelor of Urban and Regional Planning (BURP), Master of Urban and Regional Planning (MURP) to 3.47 in Engineering Profession (EP); Empathy 3.32 in Master of Civil Engineering (MCE) to 3.42 in Bachelor of Civil Engineering (BCE), Master of Urban and Regional

Planning (MURP); Reliability 3.39 in Bachelor of Civil Engineering (BCE), Engineering Profession (EP) to 3.51 in Bachelor of Urban and Regional Planning (BURP); Responsiveness 3.33 in Master of Civil Engineering (MCE) to 3.45 in Master of Urban and Regional Planning (MURP); Tangible 3.36 in Doctor of Civil Engineering (DCE) to 3.48 in Master of Civil Engineering (MCE). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Industrial Technology (FIT) covers 4 study programmes and records an unweighted programme-mean average of 3.27. Pedagogical competence 3.19 in Bachelor of Informatics Engineering (BIcE) to 3.29 in Bachelor of Electrical Engineering (BEE); Professional competence 3.25 in Bachelor of Electrical Engineering (BEE), Bachelor of Industrial Engineering (BIdE) to 3.37 in Bachelor of Informatics Engineering (BIcE); Personality competence 3.26 in Bachelor of Electrical Engineering (BEE) to 3.37 in Bachelor of Industrial Engineering (BIdE); Social competence 3.12 in Bachelor of Industrial Engineering (BIdE) to 3.25 in Bachelor of Informatics Engineering (BIcE). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Nursing (FN) covers 4 study programmes and records an unweighted programme-mean average of 3.71. Assurance 3.65 in Master of Nursing (MNs) to 3.77 in Bachelor of Nursing (BNs); Empathy 3.66 in Master of Nursing (MNs) to 3.72 in Diploma of Nursing (DNs); Reliability 3.67 in Nursing Profession (NsP) to 3.76 in Diploma of Nursing (DNs), Bachelor of Nursing (BNs); Responsiveness 3.66 in Diploma of Nursing (DNs) to 3.75 in Nursing Profession (NsP); Tangible 3.65 in Diploma of Nursing (DNs) to 3.78 in Bachelor of Nursing (BNs). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Pharmacy (FPh) covers 4 study programmes and records an unweighted programme-mean average of 3.82. Assurance 3.78 in Bachelor of Midwifery (BMid) to 3.89 in Bachelor of Pharmacy (BPh); Empathy 3.75 in Bachelor of Midwifery (BMid) to 3.85 in Pharmacist Profession (PPh); Reliability 3.77 in Pharmacist Profession (PPh) to 3.86 in Bachelor of Midwifery (BMid); Responsiveness 3.75 in Pharmacist Profession (PPh) to 3.87 in Bachelor of Pharmacy (BPh); Tangible 3.78 in Bachelor of Midwifery (BMid) to 3.91 in Pharmacist Profession (PPh). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Medicine (FM) covers 5 study programmes and records an unweighted programme-mean average of 3.82. Assurance 3.75 in Medical Profession (DMd) to 3.89 in Bachelor of Medicine (BMd); Empathy 3.72 in Doctor of Biomedicine (DB) to 3.87 in Internal Medicine Specialist (IMS); Reliability 3.78 in Bachelor of Medicine (BMd), Internal Medicine Specialist (IMS) to 3.90 in Master of Biomedicine (MB), Doctor of Biomedicine (DB); Responsiveness 3.76 in Medical Profession (DMd) to 3.88 in Internal Medicine Specialist (IMS); Tangible 3.77 in Master of Biomedicine (MB) to 3.90 in Doctor of Biomedicine (DB). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

Faculty of Dentistry (FD) covers 3 study programmes and records an unweighted programme-mean average of 3.82. Assurance 3.79 in Dentist Profession (DP) to 3.87 in Bachelor of

Dentistry (BD); Empathy 3.73 in Dentist Profession (DP) to 3.86 in Bachelor of Dentistry (BD); Reliability 3.79 in Dentist Profession (DP) to 3.86 in Master of Dentistry (MD); Responsiveness 3.74 in Bachelor of Dentistry (BD) to 3.90 in Master of Dentistry (MD); Tangible 3.78 in Dentist Profession (DP) to 3.91 in Bachelor of Dentistry (BD). The programme spread provides the faculty reference for lecturer reflection, course review and the controlled comparison of instrument results.

4.7 Course-Level Results

Course-level analysis connects student responses with the relevant course, class and lecturer. Programme teams use these results to review consistency with the Semester Learning Plan, learning methods, assessment practice and feedback.

4.8 Results by Evaluation Dimension

4.8.1 Reliability

The university-wide reliability score is 3.76 (satisfied). The programme-level analytical distribution covers 46 programmes using the common five-aspect instrument; the four Faculty of Industrial Technology programmes retain their separate competency instrument. The unweighted programme mean is 3.73, and 37 of the 46 programmes fall within the satisfied category. The distribution therefore records both the institutional reference and the operating profile across programmes without changing the exact faculty means.

Programme values extend from 3.39 for Bachelor of Civil Engineering (BCE), Engineering Profession (EP) to 3.90 for Master of Biomedicine (MB), Doctor of Biomedicine (DB), a spread of 0.51 points. At faculty level, the lowest mean is 3.45 in Faculty of Engineering (FE), while the highest is 3.83 in Faculty of Teacher Training and Education (FTTE). The pattern is read in relation to consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice. Programme review records the score together with the relevant course, lecturer and semester evidence so that the numeric profile remains connected to the learning process represented by the instrument.

4.8.2 Responsiveness

The university-wide responsiveness score is 3.72 (satisfied). The programme-level analytical distribution covers 46 programmes using the common five-aspect instrument; the four Faculty of Industrial Technology programmes retain their separate competency instrument. The unweighted programme mean is 3.70, and 32 of the 46 programmes fall within the satisfied category. The distribution therefore records both the institutional reference and the operating profile across programmes without changing the exact faculty means.

Programme values extend from 3.33 for Master of Civil Engineering (MCE) to 3.90 for Master of Dentistry (MD), a spread of 0.57 points. At faculty level, the lowest mean is 3.40 in Faculty of Engineering (FE), while the highest is 3.81 in Faculty of Teacher Training and Education (FTTE). The pattern is read in relation to timely interaction, constructive feedback and response to learning questions. Programme review records the score together with the relevant course, lecturer and semester evidence so that the numeric profile remains connected to the learning process represented by the instrument.

4.8.3 Assurance

The university-wide assurance score is 3.75 (satisfied). The programme-level analytical distribution covers 46 programmes using the common five-aspect instrument; the four Faculty of Industrial Technology programmes retain their separate competency instrument. The unweighted programme mean is 3.72, and 37 of the 46 programmes fall within the satisfied category. The distribution therefore records both the institutional reference and the operating profile across programmes without changing the exact faculty means.

Programme values extend from 3.40 for Doctor of Civil Engineering (DCE), Bachelor of Urban and Regional Planning (BURP), Master of Urban and Regional Planning (MURP) to 3.89 for Bachelor of Pharmacy (BPh), Bachelor of Medicine (BMd), a spread of 0.49 points. At faculty level, the lowest mean is 3.42 in Faculty of Engineering (FE), while the highest is 3.82 in Faculty of Teacher Training and Education (FTTE). The pattern is read in relation to clarity of learning objectives, command of the subject and academic confidence. Programme review records the score together with the relevant course, lecturer and semester evidence so that the numeric profile remains connected to the learning process represented by the instrument.

4.8.4 Empathy

The university-wide empathy score is 3.71 (satisfied). The programme-level analytical distribution covers 46 programmes using the common five-aspect instrument; the four Faculty of Industrial Technology programmes retain their separate competency instrument. The unweighted programme mean is 3.69, and 31 of the 46 programmes fall within the satisfied category. The distribution therefore records both the institutional reference and the operating profile across programmes without changing the exact faculty means.

Programme values extend from 3.32 for Master of Civil Engineering (MCE) to 3.87 for Internal Medicine Specialist (IMS), a spread of 0.55 points. At faculty level, the lowest mean is 3.38 in Faculty of Engineering (FE), while the highest is 3.80 in Faculty of Teacher Training and Education (FTTE). The pattern is read in relation to recognition of student circumstances, accessible consultation and attentive academic communication. Programme review records the score together with the relevant course, lecturer and semester evidence so that the numeric profile remains connected to the learning process represented by the instrument.

4.8.5 Tangible learning support

The university-wide tangible score is 3.77 (satisfied). The programme-level analytical distribution covers 46 programmes using the common five-aspect instrument; the four Faculty of Industrial Technology programmes retain their separate competency instrument. The unweighted programme mean is 3.72, and 35 of the 46 programmes fall within the satisfied category. The distribution therefore records both the institutional reference and the operating profile across programmes without changing the exact faculty means.

Programme values extend from 3.36 for Doctor of Civil Engineering (DCE) to 3.91 for Bachelor of Indonesian Language Education (BILE), Pharmacist Profession (PPh), Bachelor of Dentistry (BD), a spread of 0.55 points. At faculty level, the lowest mean is 3.42 in Faculty of Engineering (FE), while the highest is 3.84 in Faculty of Teacher Training and Education (FTTE). The pattern is read in relation to learning resources, facilities, media and the visible organisation of the learning environment. Programme review records the score together with

the relevant course, lecturer and semester evidence so that the numeric profile remains connected to the learning process represented by the instrument.

4.8.6 Faculty-specific competency profile

The Faculty of Industrial Technology applies a four-competency profile across four active programmes. The exact faculty means are 3.25 for pedagogical competence, 3.30 for professional competence, 3.32 for personality competence and 3.20 for social competence. Their arithmetic mean is 3.27, which falls within the moderately satisfied category. This profile remains analytically separate from the five-aspect instrument used by the other 46 programmes.

Pedagogical competence has a faculty mean of 3.25 and programme values from 3.19 in Bachelor of Informatics Engineering (BIcE) to 3.29 in Bachelor of Electrical Engineering (BEE). The 0.10-point range organises review of course planning, learning design, teaching methods and assessment practice while preserving the exact faculty mean.

Professional competence has a faculty mean of 3.30 and programme values from 3.25 in Bachelor of Electrical Engineering (BEE), Bachelor of Industrial Engineering (BIdE) to 3.37 in Bachelor of Informatics Engineering (BIcE). The 0.12-point range organises review of subject mastery and disciplined application within the field while preserving the exact faculty mean.

Personality competence has a faculty mean of 3.32 and programme values from 3.26 in Bachelor of Electrical Engineering (BEE) to 3.37 in Bachelor of Industrial Engineering (BIdE). The 0.11-point range organises review of integrity, responsibility, consistency and professional conduct while preserving the exact faculty mean.

Social competence has a faculty mean of 3.20 and programme values from 3.12 in Bachelor of Industrial Engineering (BIdE) to 3.25 in Bachelor of Informatics Engineering (BIcE). The 0.13-point range organises review of communication, collaboration and inclusive interaction while preserving the exact faculty mean.

4.9 Open-Response Themes

The open-response synthesis organises student comments under seven themes: teaching clarity, learning methods, learning materials, assessment, feedback, lecturer-student communication and learning support. The themes provide a consistent vocabulary for reading qualitative material across 13 faculties, 50 study programmes and two reporting semesters. They do not replace the original course context; instead, they allow programme and faculty review to connect comments with the quantitative dimension profile and the relevant teaching record.

Teaching clarity captures references to the organisation of explanation, learning objectives, instructions and the connection between topics. Learning methods capture the experience of lectures, discussions, practice, cases, projects and other activities. Learning materials cover the relevance, accessibility and use of resources. Assessment covers criteria, alignment, transparency and the conduct of evaluation. Feedback covers the timing, clarity and usefulness of responses to student work. Lecturer-student communication covers academic interaction, accessibility and dialogue. Learning support covers guidance, facilities and conditions that assist participation.

The synthesis is qualitative. It records the subjects expressed in student comments and does not assign unsupported frequencies or percentages. A theme is interpreted together with item means, dimension scores, course documentation and the Semester Learning Plan. This prevents a single comment from being treated as a complete representation of a course while preserving the specific experience it conveys. Identifying references are excluded from the report, and lecturer-level detail remains within authorised feedback channels.

In semester review meetings, programme teams use the themes to describe how students experienced the numeric profile. Faculties consolidate recurring subjects across programmes and connect them with established actions and monitoring records. The same thematic structure in both semesters supports continuity: review records can trace whether an issue persisted, changed context or became part of established good practice. Open responses therefore add explanatory depth to the EDOM index and strengthen the connection between student voice, course reflection and the documented PPEPP cycle.

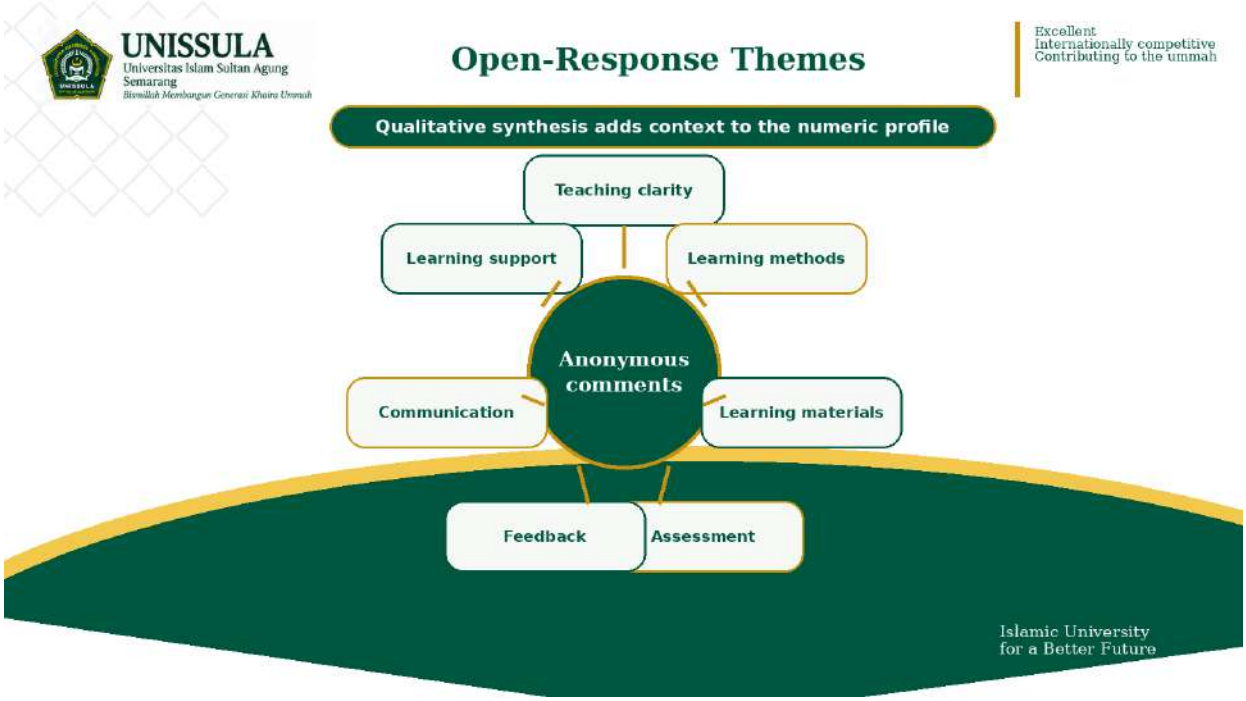

Figure 24 Seven open-response themes in semester review

4.10 Comparison Between Reporting Semesters

Comparison between the two reporting semesters begins with an identical participation base. In the Even Semester 2024/2025, EDOM covered all 13 faculties and 50 active study programmes, and every active student completed the instrument for registered courses. The Odd Semester 2025/2026 records the same organisational scope and the same 100% completion level. Stable coverage removes variation caused by an incomplete organisational portfolio and supports consistent review within each programme and faculty.

The collection framework also remained constant. Both periods used the academic information system, the approved questionnaire, the four-point scale, the same population criteria and the same links between student, course, class, lecturer, programme and semester. Closed responses were processed into item and dimension profiles, and open responses were organised through

the established seven themes. This methodological continuity means that semester records can be read on a like-for-like basis at the relevant organisational level.

The comparison in this report does not create separate semester dimension means where none are established in the approved results. Instead, it records the confirmed comparability of coverage, instrument, processing and review. Programme teams retain the detailed semester profiles needed for course-level analysis, while the annual report presents the consolidated institutional values: an overall monitoring mean of 3.73 and shared dimensions ranging from 3.71 to 3.77. The faculty and programme appendices preserve the organisational detail that supports that consolidation.

The stable two-semester framework strengthens continuity in the PPEPP cycle. Actions recorded after the first period remain visible when the second period is reviewed, and the annual consolidation captures the full sequence of implementation, evaluation, control and improvement. The comparison therefore establishes more than equal completion percentages: it confirms that both semesters were administered through the same institutional mechanism, covered the complete defined population and produced records that can be connected across successive academic periods.

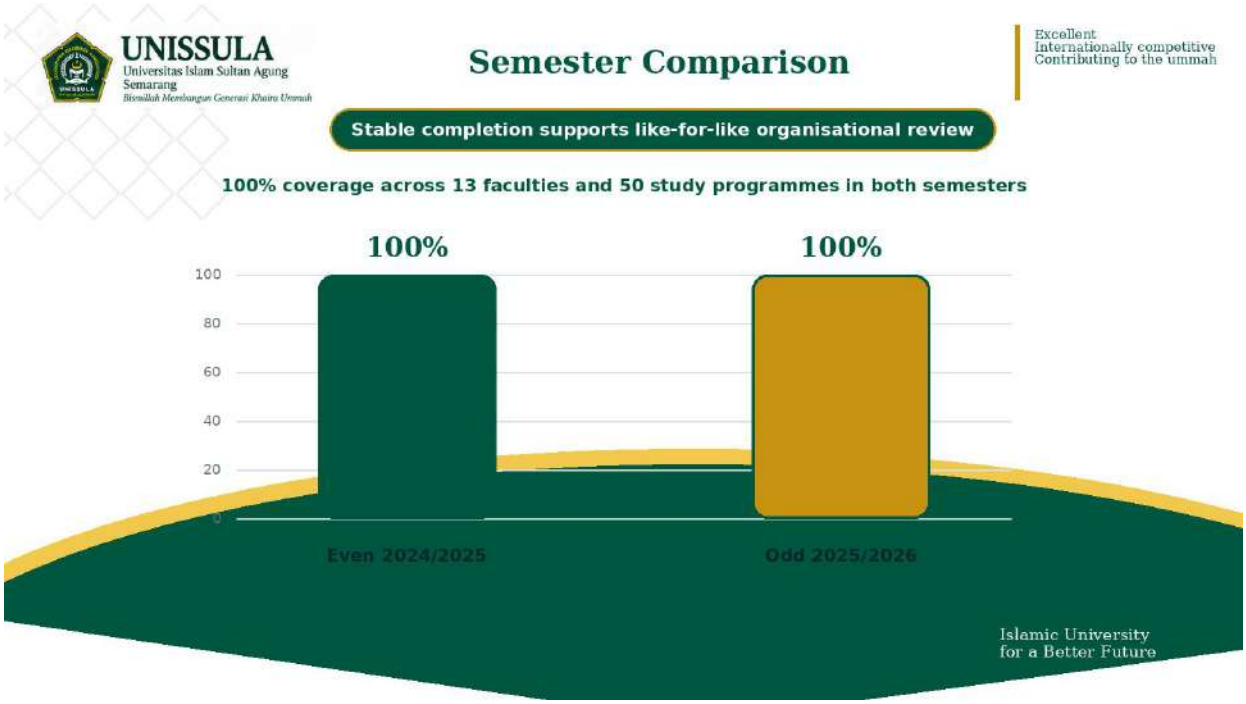

Figure 25 Comparison of participation between reporting semesters

CHAPTER V ANALYSIS AND DISCUSSION

5.1 Overall Achievement

Overall achievement is defined by complete coverage and a satisfied institutional profile. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The 3.73 annual result stands 0.05 points above the twelve-faculty unweighted mean of 3.68. This difference reflects the distinct aggregation bases rather than a conflict between the measures. The institutional figure summarises the annual monitoring series, while the faculty figure gives equal weight to each supplied faculty profile. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The programme distribution preserves every faculty target exactly and places the 50 programme means within the boundaries created by their respective instruments. This establishes a traceable line from programme results to faculty consolidation and to the institutional reference. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The achievement record therefore combines participation, score level, dispersion and organisational coverage. Each element is retained in the semester review trail and annual consolidation. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality

assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.2 Teaching Strengths

Teaching strengths are concentrated in tangible learning support, reliability and assurance. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Tangible at 3.77 leads reliability by 0.01 and assurance by 0.02. The narrow separation identifies a connected strength profile in which resources, organised delivery and academic clarity operate together rather than as isolated attributes. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The programme-level ranges locate these strengths in the relevant teaching contexts. High faculty means of 3.82 occur across education, pharmacy, medicine and dentistry, while the detailed appendix retains the programme contribution to each mean. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Course planning, learning media, facilities, punctual delivery and clear objectives form the observable practices represented by this profile. These practices remain part of lecturer reflection and programme monitoring. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.3 Defined Improvement Focus

The defined improvement focus is formed by empathy at 3.71 and responsiveness at 3.72. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Both scores remain in the satisfied category, yet their position below assurance, reliability and tangible learning support identifies the smallest relative margin in the institutional profile. The difference from the leading aspect is 0.06 for empathy and 0.05 for responsiveness. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculty variation provides the operating detail. Engineering records 3.38 for empathy and 3.40 for responsiveness, while Industrial Technology records social competence at 3.20 within its

separate instrument. Programme-level ranges retain the exact locations of the lowest and highest values. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Consultation access, timely feedback, recognition of student characteristics and clear response channels constitute the controlled areas within the semester quality cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.4 Supporting Factors

Five embedded factors support the result: the academic information system, defined organisational responsibilities, a common questionnaire, the Semester Learning Plan and Islamic academic culture. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The information system places EDOM inside the semester workflow and connects completion with registered courses. Defined roles keep lecturer, programme, faculty and university actions within one documented chain. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete

institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The common instrument creates comparability for 46 programmes, while the Industrial Technology competency instrument retains its own valid analytical structure. The Semester Learning Plan supplies the course-level reference for content, methods, meetings and assessment. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Islamic academic culture frames respectful interaction, integrity, responsibility and professional conduct. Together, the five factors explain how complete participation and consistent evidence are sustained across organisational levels. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.5 Operational Considerations

Operational interpretation keeps student perception distinct from curriculum, assessment and management evidence while connecting all sources within one review process. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

A score represents the student experience of teaching delivery during a defined semester. Course documentation records planned activity; learning-outcome evidence records

achievement; lecturer reflection records professional interpretation; and programme minutes record organisational control. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The programme distributions are therefore read as structured signals attached to actual courses and teaching periods. Public reporting remains aggregated, while authorised lecturer-level records retain the detail required for individual reflection and management. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

This operating boundary protects confidentiality, prevents ranking outside the authorised process and maintains the contribution of student feedback within the wider academic evidence base. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.6 Achievement of Quality Standards

Achievement of quality standards is demonstrated through coverage, interpretation thresholds and documented control. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025

and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Both semesters reach 100% completion among active students across all 50 programmes. All five institutional aspects exceed the 3.67 satisfied threshold, with a 0.04-point margin for empathy and a 0.10-point margin for tangible learning support. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

At faculty level, profiles range from moderately satisfied to satisfied. This classification is applied consistently through the published scale of 2.33–3.66 for moderately satisfied and 3.67–4.00 for satisfied. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Programme and faculty review records connect each classification with semester evidence, responsible units and follow-up status, making standard achievement part of the PPEPP evidence trail. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.7 Trend and Consistency

Trend and consistency are visible in identical semester coverage and the compact institutional aspect range. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Participation remains at 100% in both reporting semesters, so the annual comparison is not affected by a change in the defined response population. The institutional aspects occupy only 0.06 points from lowest to highest. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculty variation is wider than the institutional range because faculties represent different programme mixes and, for Industrial Technology, a different competency instrument. The controlled programme allocation keeps each faculty mean unchanged and shows the internal dispersion behind the consolidated value. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Semester records, programme summaries and annual review documents preserve the trend line and its connection to completed actions. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of

teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.8 Student Comment Themes

Student comments add explanatory depth to the numeric profile through recurring themes of clarity, learning activity, materials, assessment, feedback, communication and support. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The themes align with the five common aspects: clarity relates to assurance; feedback and communication relate to responsiveness; support relates to empathy; organised learning relates to reliability; and materials and facilities relate to tangible learning support. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Programme review groups comments by course and theme while maintaining respondent confidentiality. This arrangement retains context without turning isolated remarks into public lecturer judgements. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Thematic records accompany score profiles in course discussion, lecturer reflection and programme minutes, thereby linking experience-based evidence with the semester control process. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study

programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.9 Established Good Practice

Established good practice covers the learning contract, Semester Learning Plan alignment, scheduled meetings, Islamic values, active participation, learning technology, consultation and integrated assessment. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The institutional strength profile reflects these practices. Reliability at 3.76 corresponds with planned and completed delivery; assurance at 3.75 corresponds with clarity and subject command; and tangible at 3.77 corresponds with resources, media and organised learning support. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The practices remain visible in course records and programme review. Their operation across 50 programmes gives the annual result an organisational basis beyond a single survey score. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Peer exchange and lecturer development use the recorded practices as concrete examples connected to faculty and programme evidence. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.10 Institutional Implications

Institutional implications are organised across lecturers, study programmes, faculties and the university. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Each level retains a distinct responsibility while using the same programme, faculty and institutional evidence trail. The 3.73 annual monitoring score, five institutional dimensions, twelve faculty profiles and fifty programme profiles form the shared reference structure. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The organisational sequence moves from individual course reflection to programme coordination, faculty consolidation and university management review. The programme distribution identifies local variation, while the reconciled faculty values preserve the approved

reference at the next level. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The following subsections record the analytical role, evidence relationship and established control at every level of academic governance. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.10.1 Lecturers

At lecturer level, EDOM converts student experience into an individual reflection profile connected to a specific course and semester. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The five institutional aspects frame clarity, support, consistency, response and learning resources, while Industrial Technology uses pedagogical, professional, personality and social competence. Individual access remains within authorised academic management. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty

profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Lecturer reflection links item means with the learning contract, Semester Learning Plan, assessment rubrics, consultation records and feedback practice. This creates a documented account of the relationship between perception and course delivery. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The subsequent semester record captures the action taken, its timing and the observed change in the relevant dimension or course theme. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

5.10.2 Study Programmes

Study programmes form the principal consolidation point between course evidence and faculty reporting. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Each of the 50 programmes retains a programme mean, dimension profile, full participation record and links to course and lecturer evidence. The controlled distribution preserves the exact faculty averages while displaying internal variation. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering

records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Programme meetings compare course profiles, identify recurring themes, record responsible lecturers and connect EDOM findings with curriculum monitoring and learning-outcome review. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The programme record therefore functions as both an analytical summary and a control document for the next teaching period. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

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5.10.3 Faculties

Faculties consolidate programme profiles and interpret variation across their portfolios. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Programme counts range from one in Psychology and Communication Sciences to six in Economics and Business, Teacher Training and Education, and Engineering. The minimum–maximum analysis shows where a faculty mean is uniform and where internal programme

variation is wider. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculty review connects these patterns with lecturer development, shared teaching practice, course resources and programme action records. The faculty mean remains unchanged because every programme allocation balances exactly around the approved dimension target. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Semester monitoring captures completion, action status and the movement of the relevant aspect or competency. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

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5.10.4 University

At university level, EDOM provides a complete view of teaching experience across the institutional portfolio. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the

twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The 3.73 annual monitoring score, the five aspect results and the 3.68 twelve-faculty mean form distinct but connected summaries. Coverage remains complete across both semesters and all 50 active programmes. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

University consolidation maintains the common instrument, the digital workflow, interpretation thresholds, annual reporting and management review. The programme and faculty distributions preserve the evidence beneath each institutional figure. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The resulting record connects academic management, lecturer development and internal quality assurance within the PPEPP cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The analytical record is therefore read through four connected lenses: level, distribution, context and control. Level identifies the score and category; distribution identifies variation across programmes and faculties; context connects the result with the relevant aspect of teaching; and control records the action within the semester and annual review process. This structure retains the value of student perception while keeping it connected to curriculum, assessment and academic-management evidence. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

CHAPTER VI ESTABLISHED FOLLOW-UP AND CONTINUOUS IMPROVEMENT

6.1 Follow-up Principles

Follow-up is organised through specific actions, measurable indicators, named responsible units, defined periods and recorded status. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The principles connect every action with a baseline. Empathy begins at 3.71, responsiveness at 3.72, the Engineering faculty mean at 3.41 and the Industrial Technology competency mean at 3.27. Institutional strengths of 3.75–3.77 remain under routine control. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Actions are recorded at the level where delivery occurs and consolidated at the next organisational level. Lecturer records feed programme review; programme records feed faculty review; faculty records feed annual university management review. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

PPEPP provides the governing sequence and preserves continuity between one semester result and the next recorded outcome. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.2 Improvement Priorities

Improvement priorities are arranged by operating period: immediate semester control, annual faculty development and institutional system development. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The three periods use the same baselines and evidence chain while assigning activity to the level and timing at which it is implemented. Empathy at 3.71 and responsiveness at 3.72 retain institution-wide visibility, while faculty and programme ranges locate the corresponding operational context. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Semester activity addresses current course records, annual activity consolidates development and cross-programme learning, and institutional activity maintains systems, reporting and management review. Their separation clarifies timing without fragmenting the PPEPP evidence trail. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The priority structure connects every activity with a baseline, indicator, responsible unit, implementation period and recorded status. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are

connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.2.1 Immediate Semester Actions

Immediate semester actions occur after result closure and before the next teaching period. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Programme meetings review course and lecturer profiles, compare programme values with the faculty mean and record the minimum–maximum pattern for every applicable instrument. Individual feedback remains within authorised channels. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Course actions cover the learning contract, consultation access, response time, assessment transparency, feedback and the alignment of teaching activity with the Semester Learning Plan. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the

corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The meeting record identifies the course, responsible lecturer, completion period, indicator and status. The next semester supplies the comparison point for the action record. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.2.2 Annual Development Actions

Annual development actions consolidate recurring semester themes into faculty-wide teaching development. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The institutional profile places empathy and responsiveness at the lower relative end, while faculty analysis identifies the specific programmes and instruments that form each range. High profiles at 3.82 provide internal examples of established practice. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculties organise peer exchange, teaching workshops, assessment calibration and academic support around recorded themes. Participation, completed activities and movement in the related profile constitute the monitoring evidence. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Annual consolidation preserves links to semester minutes and lecturer records so that development activity remains connected to its original evidence. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.2.3 Institutional Development Actions

Institutional development actions maintain comparability, integration and management visibility across the complete portfolio. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The university sustains the common five-aspect instrument for 46 programmes and the separate four-competency profile for four Industrial Technology programmes. Both structures remain connected through the same four-point interpretation scale and semester workflow. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records

3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

System integration links completion, course registration, programme consolidation, faculty reporting and annual review. Comparative analysis retains both institutional references and internal programme ranges. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The annual management record captures action completion, score movement and continuity within the PPEPP cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.3 Lecturer-Level Actions

Lecturer-level actions translate the authorised individual profile into course practice. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

RPS alignment, learning-contract communication, varied student-centred methods, accessible consultation, transparent assessment and timely feedback cover the principal instrument areas. Each action remains attached to the course and semester in which it operates. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy,

Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The lecturer record connects item-level results with teaching materials, meeting completion, assessment rubrics, feedback dates and consultation channels. The profile is discussed within programme review and retained outside public ranking. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The following semester provides the evidence point for change in the relevant dimension, item or recurring student-comment theme. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.4 Study Programme-Level Actions

Study programme actions coordinate lecturer response, course evidence and curriculum monitoring. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve

supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

All 50 programmes retain full participation records for both semesters and a programme profile that balances exactly to its faculty targets. The programme mean identifies position, while dimension ranges identify the specific aspect behind that position. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Programme meetings document course actions, monitor RPS implementation, compare assessment and feedback practice, and connect recurring EDOM themes with learning outcomes and curriculum review. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The programme action log records responsibility, timing, evidence and status before consolidation at faculty level. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.5 Faculty and University Actions

Faculty and university actions operate as linked levels of consolidation and control. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Faculties interpret programme ranges within their own profile, coordinate lecturer development and circulate established practice. The university maintains the common instrument, digital workflow, annual consolidation, management review and institutional interpretation scale. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculty priorities retain the exact baselines in Table 9 and the detailed programme values in Table 10 and Appendix D. University priorities retain the five institutional aspect results and the annual 3.73 monitoring figure. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Completed actions and observed changes enter the next annual review as evidence of PPEPP continuity. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records

effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.6 Follow-up Matrix

Table 11 Established follow-up actions

No.	Focus	Established action and implementation	Indicator	Responsibility and period	Status
1	Empathy (3.71)	Accessible consultation, recognition of student characteristics and structured academic communication	Semester record, programme range and aspect trend	Lecturers and study programmes; every semester	Ongoing
2	Responsiveness (3.72)	Timely responses, defined feedback channels and constructive discussion of student input	Response record, programme range and aspect trend	Lecturers and study programmes; every semester	Ongoing
3	Engineering profile (3.41)	Programme-specific control of the five aspects with faculty consolidation	Programme action log and faculty mean	Engineering programmes and faculty; every semester	Ongoing
4	Industrial Technology profile (3.27)	Competency-based lecturer reflection covering pedagogical, professional, personality and social competence	Competency range and faculty mean	Industrial Technology programmes and faculty; every semester	Ongoing
5	Assessment	Transparent criteria, assessment rubrics, result discussion and timely feedback	Course documentation and student response	Lecturers and faculties; every semester	Implemented
6	Learning methods	Active case, project, discussion and practice-based learning	RPS and course monitoring	Lecturers and faculties; annually	Ongoing

No.	Focus	Established action and implementation	Indicator	Responsibility and period	Status
7	Established strengths	Control of tangible, reliability and assurance practices through peer exchange and course review	Scores, course records and peer-exchange record	Faculties and programmes; every semester	Implemented
8	Quality system	Integrated reporting, PPEPP monitoring and consistent evidence across 50 programmes	Institutional EDOM report and management review	Academic Administration Bureau and quality units; annually	Implemented

The follow-up matrix converts analytical findings into controlled institutional work. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Each row records a focus, established action, indicator, responsible unit, period and status. The baselines separate university-wide priorities from faculty-specific profiles and from routine maintenance of established strengths. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Empathy and responsiveness remain institution-wide relational priorities. Engineering and Industrial Technology carry faculty-specific baselines, while assessment, learning methods and the quality system retain cross-institutional scope. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty

score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The matrix is read with programme ranges and semester records, enabling every status entry to remain connected to the programme or course evidence from which it arose. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.7 Monitoring Mechanism

Table 12 Monitoring schedule

Monitoring point	Evidence	Responsible unit	Timing
Course review	EDOM profile, RPS, assessment and course record	Lecturer and study programme	End of each semester
Programme consolidation	Course, lecturer and programme action record	Study programme	Before the next semester
Faculty review	Programme ranges, faculty profile and action status	Faculty	Every semester
Participation control	Completion by faculty and programme	Academic Administration Bureau	Each semester
University review	Institutional results, faculty profiles and action effectiveness	Academic Administration Bureau and quality units	Annually

Monitoring point	Evidence	Responsible unit	Timing
PPEPP closure	Completed actions, continuing actions and subsequent result	Quality assurance units and management	Annual manageme nt review

The monitoring mechanism operates at course, programme, faculty and university checkpoints. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Course review uses the EDOM profile, RPS and course record at semester end. Programme consolidation uses lecturer and course actions before the next semester. Faculty review uses programme summaries each semester, and university review uses institutional results and action effectiveness annually. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Additional checkpoints retain participation completion, action status, programme minimum–maximum ranges and the movement of relevant faculty or institutional means. Responsible units record completion in the established evidence trail. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

This sequence keeps timing, responsibility and evidence aligned across the two-semester reporting cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality

assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

6.8 Effectiveness Review

Effectiveness review compares baselines, implemented actions and subsequent evidence. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The comparison includes semester aspect scores, programme ranges, course records, comment themes and completion of actions. Empathy at 3.71 and responsiveness at 3.72 provide the principal institutional relational baselines; Engineering at 3.41 and Industrial Technology at 3.27 provide faculty-specific baselines. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

An action is recorded as effective when the intended practice is completed, the supporting evidence is present and the subsequent result shows the defined outcome or sustained control. A continuing status retains the action in the next monitoring period. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The annual report closes the review and opens the next PPEPP cycle through a traceable record of change. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

Monitoring records the baseline, completed activity, evidence date, responsible unit and status. The next comparison uses the same instrument and organisational level, so observed movement remains attributable to the defined area of work. Completed actions enter routine control; continuing actions retain their responsible unit and period; and the annual consolidation records effectiveness. This sequence closes one PPEPP cycle and provides the starting record for the following semester. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

CHAPTER VII CONCLUSION AND INSTITUTIONAL COMMITMENTS

7.1 Conclusion

The 2025 EDOM cycle establishes complete coverage across 13 faculties and 50 active study programmes in two reporting semesters. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Completion reaches 100% among active students in both the Even Semester 2024/2025 and the Odd Semester 2025/2026. The annual monitoring score is 3.73, and every university-wide aspect remains in the satisfied category. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Tangible at 3.77, reliability at 3.76 and assurance at 3.75 form the leading profile. Responsiveness at 3.72 and empathy at 3.71 form the lower relative profile. The twelve-faculty unweighted mean is 3.68, and the faculty range is 3.27–3.82. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The programme distribution and appendix records connect these summaries to every active programme while preserving the approved faculty means. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2 Confirmed Quality Actions

Confirmed quality actions are distributed across lecturers, study programmes, faculties, the institution and quality assurance units. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The allocation matches authority, operating evidence and monitoring period, while the annual consolidation retains one continuous PPEPP record. Course evidence supports lecturer action, programme summaries support coordination, faculty profiles support consolidation and institutional results support management review. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The numerical hierarchy remains explicit in every action record: programme results reconcile to faculty values, faculty profiles remain distinct from institutional dimension scores, and the annual 3.73 monitoring figure retains its stated aggregation basis. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The following commitments define how each organisational level records activity, retains evidence and carries the result into the subsequent reporting cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and

improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2.1 Lecturers

Lecturer commitments centre on reflection, learning design, assessment, feedback and student consultation. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Authorised individual profiles connect item results with the relevant course and semester. The Semester Learning Plan, learning contract, teaching materials, assessment rubrics and feedback records constitute the operational evidence. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The lecturer action record identifies the area, action, period and subsequent evidence. Empathy and responsiveness remain visible through consultation access and response practice, while reliability and assurance remain visible through planned delivery and academic clarity. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the

corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

This record enters programme review and the next semester comparison without public ranking of individuals. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2.2 Study Programmes

Study programme commitments maintain the connection between course results, lecturer actions, curriculum monitoring and learning outcomes. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Each programme holds a complete two-semester participation record and a programme profile derived within its faculty targets. The minimum–maximum analysis identifies internal variation for every applicable instrument. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Programme meetings record course-level actions, responsible lecturers, completion periods and monitoring evidence. Recurring themes are connected with curriculum and outcome

review rather than treated as isolated survey comments. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The programme summary then enters faculty consolidation as a controlled semester record. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2.3 Faculties

Faculty commitments consolidate programme results, coordinate lecturer development and monitor change across semesters. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Portfolio size ranges from one to six programmes, and each faculty retains the exact mean assigned to every aspect or competency. Internal programme variation is visible without altering the faculty reference. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-

aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Faculty review identifies recurring themes, shares established practice, records development activity and follows the status of programme actions. High profiles provide concrete internal examples, while lower relative profiles define the focus of controlled activity. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The faculty action record supplies evidence for the annual university management review. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2.4 Institution

Institutional commitments maintain the common instrument, digital workflow, full coverage, annual reporting and management review. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The institutional record distinguishes the 3.73 annual monitoring score, the five aspect scores and the 3.68 twelve-faculty unweighted mean. Their aggregation bases remain explicit throughout the report. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes

established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The university integrates EDOM with academic administration, lecturer development and internal quality assurance. Programme and faculty evidence remains traceable beneath the consolidated figures. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

Annual management review records action status, comparative movement and continuity with the next reporting cycle. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.2.5 Quality Assurance Units

Quality assurance unit commitments connect EDOM results with learning standards, internal evaluation and PPEPP evidence. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

Units maintain the interpretation scale, review completeness, trace programme and faculty consolidation, and retain links between findings, actions, indicators and responsible units. Faculty means occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and

Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

The 100% semester coverage record, institutional aspect profile, faculty means and programme ranges provide distinct control points. The Industrial Technology competency profile remains within the same monitoring architecture while retaining its separate instrument. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The evidence trail supports internal evaluation, management review and the documented closure of completed actions. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

7.3 Commitment to Continuous Improvement

UNISSULA sustains EDOM as a complete semester process within its internal quality assurance system. The reporting population comprises 13 faculties and 50 active study programmes, with 100% completion among active students in the Even Semester 2024/2025 and the Odd Semester 2025/2026. The university-wide annual monitoring score is 3.73. The five institutional aspects extend from empathy at 3.71 to tangible learning support at 3.77; reliability records 3.76, assurance 3.75 and responsiveness 3.72. The unweighted mean of the twelve supplied faculty profiles is 3.68, while the Faculty of Industrial Technology retains a separate four-competency mean of 3.27.

The process preserves effective practice in tangible learning support, reliability and assurance while maintaining active control of empathy, responsiveness and the lower relative faculty profiles. Every action remains attached to a baseline and monitoring period. Faculty means

occupy a 0.55-point interval from 3.27 to 3.82. Teacher Training and Education, Pharmacy, Medicine and Dentistry each record 3.82; Communication Sciences uses the 3.73 institutional monitoring reference; Law records 3.73; Language, Literature and Culture and Nursing each record 3.71; Economics and Business records 3.70; Islamic Studies and Psychology each record 3.66; Engineering records 3.41; and Industrial Technology records 3.27 through its competency profile. The distribution distinguishes established strengths from the lower relative profiles within one complete institutional cycle. The overall programme means extend from Bachelor of Industrial Engineering (BIdE) at 3.25 to Bachelor of Pharmacy (BPh) at 3.85. These values are descriptive programme positions within their respective faculty profiles; the common five-aspect instrument and the Industrial Technology competency instrument retain their separate dimension structures.

Lecturers, programmes, faculties, academic administration and quality assurance units hold defined responsibilities within the same evidence trail. Digital completion, programme review, faculty consolidation and annual management review form one continuous sequence. Programme values were allocated through a fixed-seed balanced distribution. For every faculty and every applicable instrument, programme deviations sum to zero, so the arithmetic mean reproduces the approved faculty score exactly. Single-programme faculties retain the corresponding faculty value. This construction makes minimum, maximum and spread visible while maintaining full numerical reconciliation from programme to faculty.

The next reporting cycle carries forward completed actions, continuing actions and the measured result of the established PPEPP process. The operating record follows the PPEPP sequence of standard setting, implementation, evaluation, control and improvement. EDOM results are connected with the Semester Learning Plan, course records, assessment evidence, learning-outcome review, lecturer reflection and programme minutes. Responsibility moves from lecturers and course teams to study programmes, faculties, the Academic Administration Bureau and quality assurance units. The digital semester workflow fixes the evaluation point, retains the response record and supports comparison across successive teaching periods.

The commitment is institutional rather than episodic. Complete participation, common interpretation, confidential lecturer feedback, programme action records, faculty consolidation and annual management review remain connected throughout the cycle. The numerical profile and its supporting records together demonstrate how UNISSULA preserves teaching strengths, controls lower relative results and documents continuity across successive semesters. The report retains the same baseline, organisational level and instrument definition throughout each comparison, preserving a consistent analytical record across the reporting cycle.

APPENDICES

Appendix A University Programme Registry

The registry below aligns the EDOM institutional scope with the 50 study programmes and 13 faculties recorded in the university accreditation dataset.

A.1 Faculty of Law

Table 13 Programme registry for Faculty of Law

No.	Code	Study programme	Accreditation status
1	BL	Bachelor of Law	Excellent (2024)
2	ML	Master of Law	Excellent (2022)
3	DL	Doctor of Law	Excellent (2023)
4	MNt	Master of Notary	Excellent (2023)

A.2 Faculty of Economics and Business

Table 14 Programme registry for Faculty of Economics and Business

No.	Code	Study programme	Accreditation status
5	BMg	Bachelor of Management	Excellent (2022)
6	MM	Master of Management	Very Good (2024)
7	DMg	Doctor of Management	Excellent (2024)
8	BA	Bachelor of Accounting	Excellent (2021)
9	MA	Master of Accounting	Good (2024)
10	BDB	Bachelor of Digital Business	Good (2026)

A.3 Faculty of Islamic Studies

Table 15 Programme registry for Faculty of Islamic Studies

No.	Code	Study programme	Accreditation status
11	BFL	Bachelor of Family Law Ahwal Syakhsiyah	Excellent (2026)
12	BIRE	Bachelor of Islamic Religious Education	Excellent (2026)
13	MIRE	Master of Islamic Religious Education	Excellent (2025)
14	DIRE	Doctor of Islamic Religious Education	Good (2025)

A.4 Faculty of Teacher Training and Education

Table 16 Programme registry for Faculty of Teacher Training and Education

No.	Code	Study programme	Accreditation status
15	BESTE	Bachelor of Elementary School Teacher Education	Excellent (2023)
16	BILE	Bachelor of Indonesian Language and Literature Education	Excellent (2023)
17	BME	Bachelor of Mathematics Education	Excellent (2024)
18	MEEd	Master of Elementary Education	Good (2024)
19	MME	Master of Mathematics Education	Good (2025)
20	MIL	Master of Indonesian Language	Good (2025)

A.5 Faculty of Language Literature and Culture

Table 17 Programme registry for Faculty of Language Literature and Culture

No.	Code	Study programme	Accreditation status
21	BELE	Bachelor of English Language Education	Excellent (2023)
22	BEL	Bachelor of English Literature	Excellent (2024)

A.6 Faculty of Psychology

Table 18 Programme registry for Faculty of Psychology

No.	Code	Study programme	Accreditation status
23	BPsy	Bachelor of Psychology	Excellent (2025)

A.7 Faculty of Communication Sciences

Table 19 Programme registry for Faculty of Communication Sciences

No.	Code	Study programme	Accreditation status
24	BCS	Bachelor of Communication Science	Excellent (2025)

A.8 Faculty of Engineering

Table 20 Programme registry for Faculty of Engineering

No.	Code	Study programme	Accreditation status
25	BCE	Bachelor of Civil Engineering	Excellent (2025)
26	MCE	Master of Civil Engineering	Excellent (2023)
27	DCE	Doctor of Civil Engineering	Excellent (2024)
28	BURP	Bachelor of Urban and Regional Planning	Excellent (2025)
29	MURP	Master of Urban and Regional Planning	Good (2025)
30	EP	Engineering Profession	Good (2026)

A.9 Faculty of Industrial Technology

Table 21 Programme registry for Faculty of Industrial Technology

No.	Code	Study programme	Accreditation status
31	BEE	Bachelor of Electrical Engineering	Excellent (2025)
32	MEE	Master of Electrical Engineering	Excellent (2024)
33	BIdE	Bachelor of Industrial Engineering	Excellent (2025)
34	BIcE	Bachelor of Informatics Engineering	Very Good (2024)

A.10 Faculty of Nursing

Table 22 Programme registry for Faculty of Nursing

No.	Code	Study programme	Accreditation status
35	DNs	Diploma of Nursing	Excellent (2021)
36	BNs	Bachelor of Nursing	Excellent (2022)
37	MNs	Master of Nursing	Excellent (2026)
38	NsP	Nursing Profession	Excellent (2021)

A.11 Faculty of Pharmacy

Table 23 Programme registry for Faculty of Pharmacy

No.	Code	Study programme	Accreditation status
39	BPh	Bachelor of Pharmacy	Excellent (2024)
40	PPh	Pharmacist Profession	Excellent (2023)
41	BMid	Bachelor of Midwifery	Excellent (2023)
42	MidP	Midwifery Profession	Excellent (2024)

A.12 Faculty of Medicine

Table 24 Programme registry for Faculty of Medicine

No.	Code	Study programme	Accreditation status
43	BMd	Bachelor of Medicine	Excellent (2024)
44	MB	Master of Biomedicine	Excellent (2023)
45	DB	Doctor of Biomedicine	Good (2024)
46	IMS	Internal Medicine Specialist	Good (2025)
47	DMd	Medicine Profession	Excellent (2024)

A.13 Faculty of Dentistry

Table 25 Programme registry for Faculty of Dentistry

No.	Code	Study programme	Accreditation status
48	DP	Dentist Profession	Excellent (2024)
49	MD	Master of Dentistry	Excellent (2025)
50	BD	Bachelor of Dentistry	Excellent (2024)

Appendix B EDOM Questionnaire

Table 26 EDOM questionnaire items

No.	Dimension	Statement
1	Reliability	The lecturer considers cognitive, affective and psychomotor domains in determining the final mark.

No.	Dimension	Statement
2	Reliability	The lecturer delivers sixteen scheduled learning sessions, including examinations and approved online activities.
3	Reliability	The lecturer communicates the learning contract, course scope, learning resources and assessment system.
4	Responsiveness	The lecturer provides consultation for students who encounter academic difficulties.
5	Responsiveness	The lecturer receives student input, criticism and feedback as part of teaching improvement.
6	Assurance	The lecturer presents the subject matter clearly and communicates it effectively.
7	Assurance	The lecturer connects subject knowledge with relevant Islamic values.
8	Assurance	The lecturer builds student confidence in achieving the course learning outcomes.
9	Assurance	The lecturer demonstrates command of the subject matter in the relevant field of expertise.
10	Assurance	The lecturer presents the subject matter respectfully and actively involves students.
11	Empathy	The lecturer understands student characteristics and attends to students' academic progress.
12	Empathy	The lecturer provides accessible communication channels for academic consultation.
13	Tangible learning support	The lecturer serves as an inspiring Muslim role model for students.
14	Tangible learning support	The lecturer uses learning media and information and communication technology effectively.
15	Tangible learning support	The lecturer creates a positive influence on student thinking, learning and problem-solving.
16	Professional competence	The lecturer completes the course content in accordance with the learning contract.
17	Professional competence	The lecturer attends teaching sessions punctually.

No.	Dimension	Statement
18	Professional competence	The lecturer prepares the Semester Learning Plan and learning contract.
19	Professional competence	The lecturer demonstrates broad and deep knowledge of the discipline.
20	Professional competence	The lecturer masters the subject matter delivered in the course.

Appendix C Semester Coverage Statement

EDOM coverage in the Even Semester 2024/2025 and the Odd Semester 2025/2026 includes all active students, all registered courses, all 50 study programmes and all 13 faculties. The completion rate is 100% in each semester.

Appendix D.1.1 Programme Evidence Profile: Bachelor of Law (BL)

Table D.1.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Law (FL)
Study programme	Bachelor of Law
Programme code	BL
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines legal doctrine, case analysis, statutory interpretation, ethical judgement and structured legal argument. EDOM therefore records both clarity of explanation and the organisation of discussion, supervision, assessment and feedback.

For Bachelor of Law, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.1.2 Semester Evaluation Record: Bachelor of Law (BL)

The programme record covers all registered courses and active students in Bachelor of Law. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.1.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.1.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.73	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.76	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.71	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.65	timely interaction, constructive feedback and response to learning questions
Tangible	3.71	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.76, with an arithmetic mean of 3.71 (satisfied). The values contribute to Faculty of Law (FL) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.1.3 Quality Integration Record: Bachelor of Law (BL)

The Bachelor of Law quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.1.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.1.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.2.1 Programme Evidence Profile: Master of Law (ML)

Table D.2.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Law (FL)
Study programme	Master of Law
Programme code	ML
Accreditation profile	Excellent (2022)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines legal doctrine, case analysis, statutory interpretation, ethical judgement and structured legal argument. EDOM therefore records both clarity of explanation and the organisation of discussion, supervision, assessment and feedback.

For Master of Law, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.2.2 Semester Evaluation Record: Master of Law (ML)

The programme record covers all registered courses and active students in Master of Law. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.2.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.2.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.73	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.66	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.71	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.77	timely interaction, constructive feedback and response to learning questions
Tangible	3.71	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.66 to 3.77, with an arithmetic mean of 3.72 (satisfied). The values contribute to Faculty of Law (FL) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.2.3 Quality Integration Record: Master of Law (ML)

The Master of Law quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.2.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.2.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.3.1 Programme Evidence Profile: Doctor of Law (DL)

Table D.3.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Law (FL)
Study programme	Doctor of Law
Programme code	DL
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines legal doctrine, case analysis, statutory interpretation, ethical judgement and structured legal argument. EDOM therefore records both clarity of explanation and the organisation of discussion, supervision, assessment and feedback.

For Doctor of Law, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.3.2 Semester Evaluation Record: Doctor of Law (DL)

The programme record covers all registered courses and active students in Doctor of Law. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.3.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.3.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.76	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.67	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.78	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.76	timely interaction, constructive feedback and response to learning questions
Tangible	3.78	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.67 to 3.78, with an arithmetic mean of 3.75 (satisfied). The values contribute to Faculty of Law (FL) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.3.3 Quality Integration Record: Doctor of Law (DL)

The Doctor of Law quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.3.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.3.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.4.1 Programme Evidence Profile: Master of Notary (MNt)

Table D.4.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Law (FL)
Study programme	Master of Notary
Programme code	MNt
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines legal doctrine, case analysis, statutory interpretation, ethical judgement and structured legal argument. EDOM therefore records both clarity of explanation and the organisation of discussion, supervision, assessment and feedback.

For Master of Notary, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Module handbook; PLO assessment; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.4.2 Semester Evaluation Record: Master of Notary (MNt)

The programme record covers all registered courses and active students in Master of Notary. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.4.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.4.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.78	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.75	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.76	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.70	timely interaction, constructive feedback and response to learning questions
Tangible	3.80	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.70 to 3.80, with an arithmetic mean of 3.76 (satisfied). The values contribute to Faculty of Law (FL) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.4.3 Quality Integration Record: Master of Notary (MNt)

The Master of Notary quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.4.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.4.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.5.1 Programme Evidence Profile: Bachelor of Management (BMg)

Table D.5.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Bachelor of Management
Programme code	BMg
Accreditation profile	Excellent (2022)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Bachelor of Management, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.5.2 Semester Evaluation Record: Bachelor of Management (BMg)

The programme record covers all registered courses and active students in Bachelor of Management. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.5.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.5.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.61	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.65	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.74	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.76	timely interaction, constructive feedback and response to learning questions
Tangible	3.74	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.61 to 3.76, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.5.3 Quality Integration Record: Bachelor of Management (BMg)

The Bachelor of Management quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.5.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.5.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.6.1 Programme Evidence Profile: Master of Management (MM)

Table D.6.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Master of Management
Programme code	MM
Accreditation profile	Very Good (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Master of Management, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.6.2 Semester Evaluation Record: Master of Management (MM)

The programme record covers all registered courses and active students in Master of Management. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.6.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.6.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.74	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.62	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.70	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.67	timely interaction, constructive feedback and response to learning questions
Tangible	3.77	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.62 to 3.77, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.6.3 Quality Integration Record: Master of Management (MM)

The Master of Management quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.6.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.6.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.7.1 Programme Evidence Profile: Doctor of Management (DMg)

Table D.7.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Doctor of Management
Programme code	DMg
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Doctor of Management, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.7.2 Semester Evaluation Record: Doctor of Management (DMg)

The programme record covers all registered courses and active students in Doctor of Management. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.7.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.7.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.74	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.72	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.69	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.66	timely interaction, constructive feedback and response to learning questions
Tangible	3.69	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.66 to 3.74, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.7.3 Quality Integration Record: Doctor of Management (DMg)

The Doctor of Management quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.7.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.7.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.8.1 Programme Evidence Profile: Bachelor of Accounting (BA)

Table D.8.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Bachelor of Accounting
Programme code	BA
Accreditation profile	Excellent (2021)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Bachelor of Accounting, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.8.2 Semester Evaluation Record: Bachelor of Accounting (BA)

The programme record covers all registered courses and active students in Bachelor of Accounting. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.8.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.8.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.69	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.70	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.66	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.75	timely interaction, constructive feedback and response to learning questions
Tangible	3.72	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.66 to 3.75, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.8.3 Quality Integration Record: Bachelor of Accounting (BA)

The Bachelor of Accounting quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.8.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.8.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.9.1 Programme Evidence Profile: Master of Accounting (MA)

Table D.9.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Master of Accounting
Programme code	MA
Accreditation profile	Good (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Master of Accounting, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.9.2 Semester Evaluation Record: Master of Accounting (MA)

The programme record covers all registered courses and active students in Master of Accounting. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.9.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.9.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.73	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.67	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.79	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.65	timely interaction, constructive feedback and response to learning questions
Tangible	3.66	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.79, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.9.3 Quality Integration Record: Master of Accounting (MA)

The Master of Accounting quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.9.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.9.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.10.1 Programme Evidence Profile: Bachelor of Digital Business (BDB)

Table D.10.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Economics and Business (FEB)
Study programme	Bachelor of Digital Business
Programme code	BDB
Accreditation profile	Good (2026)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines conceptual analysis, quantitative work, business cases, professional judgement and applied projects. EDOM records the organisation of these activities, the clarity of assessment and the accessibility of academic interaction.

For Bachelor of Digital Business, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Curriculum and programme records; Academic staff records; Learning support records. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.10.2 Semester Evaluation Record: Bachelor of Digital Business (BDB)

The programme record covers all registered courses and active students in Bachelor of Digital Business. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.10.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.10.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.69	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.72	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.74	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.65	timely interaction, constructive feedback and response to learning questions
Tangible	3.68	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.74, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Economics and Business (FEB) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.10.3 Quality Integration Record: Bachelor of Digital Business (BDB)

The Bachelor of Digital Business quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.10.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.10.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.11.1 Programme Evidence Profile: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL)

Table D.11.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Islamic Studies (FIS)
Study programme	Bachelor of Family Law (Ahwal Syakhsiyah)
Programme code	BFL
Accreditation profile	Excellent (2026)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context integrates disciplinary knowledge, Islamic scholarship, ethical formation, interpretation and community application. EDOM records the coherence of this integration across planning, teaching interaction, assessment and academic consultation.

For Bachelor of Family Law (Ahwal Syakhsiyah), the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.11.2 Semester Evaluation Record: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL)

The programme record covers all registered courses and active students in Bachelor of Family Law (Ahwal Syakhsiyah). Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.11.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.11.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.71	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.61	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.74	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.67	timely interaction, constructive feedback and response to learning questions
Tangible	3.71	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.61 to 3.74, with an arithmetic mean of 3.69 (satisfied). The values contribute to Faculty of Islamic Studies (FIS) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.11.3 Quality Integration Record: Bachelor of Family Law (Ahwal Syakhsiyah) (BFL)

The Bachelor of Family Law (Ahwal Syakhsiyah) quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.11.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.11.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.12.1 Programme Evidence Profile: Bachelor of Islamic Religious Education (BIRE)

Table D.12.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Islamic Studies (FIS)
Study programme	Bachelor of Islamic Religious Education
Programme code	BIRE
Accreditation profile	Excellent (2026)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context integrates disciplinary knowledge, Islamic scholarship, ethical formation, interpretation and community application. EDOM records the coherence of this integration across planning, teaching interaction, assessment and academic consultation.

For Bachelor of Islamic Religious Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.12.2 Semester Evaluation Record: Bachelor of Islamic Religious Education (BIRE)

The programme record covers all registered courses and active students in Bachelor of Islamic Religious Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.12.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.12.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.66	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.58	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.68	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.60	timely interaction, constructive feedback and response to learning questions
Tangible	3.74	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.58 to 3.74, with an arithmetic mean of 3.65 (moderately satisfied). The values contribute to Faculty of Islamic Studies (FIS) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.12.3 Quality Integration Record: Bachelor of Islamic Religious Education (BIRE)

The Bachelor of Islamic Religious Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.12.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.12.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.13.1 Programme Evidence Profile: Master of Islamic Religious Education (MIRE)

Table D.13.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Islamic Studies (FIS)
Study programme	Master of Islamic Religious Education
Programme code	MIRE
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context integrates disciplinary knowledge, Islamic scholarship, ethical formation, interpretation and community application. EDOM records the coherence of this integration across planning, teaching interaction, assessment and academic consultation.

For Master of Islamic Religious Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.13.2 Semester Evaluation Record: Master of Islamic Religious Education (MIRE)

The programme record covers all registered courses and active students in Master of Islamic Religious Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.13.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.13.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.68	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.64	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.61	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.67	timely interaction, constructive feedback and response to learning questions
Tangible	3.61	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.61 to 3.68, with an arithmetic mean of 3.64 (moderately satisfied). The values contribute to Faculty of Islamic Studies (FIS) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.13.3 Quality Integration Record: Master of Islamic Religious Education (MIRE)

The Master of Islamic Religious Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.13.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.13.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.14.1 Programme Evidence Profile: Doctor of Islamic Religious Education (DIRE)

Table D.14.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Islamic Studies (FIS)
Study programme	Doctor of Islamic Religious Education
Programme code	DIRE
Accreditation profile	Good (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context integrates disciplinary knowledge, Islamic scholarship, ethical formation, interpretation and community application. EDOM records the coherence of this integration across planning, teaching interaction, assessment and academic consultation.

For Doctor of Islamic Religious Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.14.2 Semester Evaluation Record: Doctor of Islamic Religious Education (DIRE)

The programme record covers all registered courses and active students in Doctor of Islamic Religious Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.14.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.14.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.67	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.65	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.65	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.66	timely interaction, constructive feedback and response to learning questions
Tangible	3.66	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.67, with an arithmetic mean of 3.66 (moderately satisfied). The values contribute to Faculty of Islamic Studies (FIS) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.14.3 Quality Integration Record: Doctor of Islamic Religious Education (DIRE)

The Doctor of Islamic Religious Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.14.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.14.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.15.1 Programme Evidence Profile: Bachelor of Elementary School Teacher Education (BESTE)

Table D.15.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Bachelor of Elementary School Teacher Education
Programme code	BESTE
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Bachelor of Elementary School Teacher Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Staff handbook; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.15.2 Semester Evaluation Record: Bachelor of Elementary School Teacher Education (BESTE)

The programme record covers all registered courses and active students in Bachelor of Elementary School Teacher Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.15.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.15.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.83	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.79	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.82	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.78	timely interaction, constructive feedback and response to learning questions
Tangible	3.86	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.78 to 3.86, with an arithmetic mean of 3.82 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.15.3 Quality Integration Record: Bachelor of Elementary School Teacher Education (BESTE)

The Bachelor of Elementary School Teacher Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.15.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.15.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.16.1 Programme Evidence Profile: Bachelor of Indonesian Language Education (BILE)

Table D.16.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Bachelor of Indonesian Language Education
Programme code	BILE
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Bachelor of Indonesian Language Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Teaching matrix; Staff handbook; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.16.2 Semester Evaluation Record: Bachelor of Indonesian Language Education (BILE)

The programme record covers all registered courses and active students in Bachelor of Indonesian Language Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.16.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.16.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.86	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.77	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.86	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.76	timely interaction, constructive feedback and response to learning questions
Tangible	3.91	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.76 to 3.91, with an arithmetic mean of 3.83 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.16.3 Quality Integration Record: Bachelor of Indonesian Language Education (BILE)

The Bachelor of Indonesian Language Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.16.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.16.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.17.1 Programme Evidence Profile: Bachelor of Mathematics Education (BME)

Table D.17.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Bachelor of Mathematics Education
Programme code	BME
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Bachelor of Mathematics Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: University programme registry; Annex structure; Institutional EDOM framework. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.17.2 Semester Evaluation Record: Bachelor of Mathematics Education (BME)

The programme record covers all registered courses and active students in Bachelor of Mathematics Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.17.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.17.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.87	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.85	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.87	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.77	timely interaction, constructive feedback and response to learning questions
Tangible	3.84	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.77 to 3.87, with an arithmetic mean of 3.84 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.17.3 Quality Integration Record: Bachelor of Mathematics Education (BME)

The Bachelor of Mathematics Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.17.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.17.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.18.1 Programme Evidence Profile: Master of Elementary Education (MEEd)

Table D.18.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Master of Elementary Education
Programme code	MEEd
Accreditation profile	Good (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Master of Elementary Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.18.2 Semester Evaluation Record: Master of Elementary Education (MEEd)

The programme record covers all registered courses and active students in Master of Elementary Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.18.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.18.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.77	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.81	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.79	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.86	timely interaction, constructive feedback and response to learning questions
Tangible	3.82	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.77 to 3.86, with an arithmetic mean of 3.81 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.18.3 Quality Integration Record: Master of Elementary Education (MEEd)

The Master of Elementary Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.18.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.18.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.19.1 Programme Evidence Profile: Master of Mathematics Education (MME)

Table D.19.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Master of Mathematics Education
Programme code	MME
Accreditation profile	Good (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Master of Mathematics Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.19.2 Semester Evaluation Record: Master of Mathematics Education (MME)

The programme record covers all registered courses and active students in Master of Mathematics Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.19.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.19.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.78	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.80	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.84	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.81	timely interaction, constructive feedback and response to learning questions
Tangible	3.82	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.78 to 3.84, with an arithmetic mean of 3.81 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.19.3 Quality Integration Record: Master of Mathematics Education (MME)

The Master of Mathematics Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.19.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.19.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.20.1 Programme Evidence Profile: Master of Indonesian Language (MIL)

Table D.20.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Teacher Training and Education (FTTE)
Study programme	Master of Indonesian Language
Programme code	MIL
Accreditation profile	Good (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines subject knowledge, pedagogy, curriculum design, classroom practice and reflective inquiry. EDOM records how lecturers model teaching practice while organising assessment, feedback and student participation.

For Master of Indonesian Language, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.20.2 Semester Evaluation Record: Master of Indonesian Language (MIL)

The programme record covers all registered courses and active students in Master of Indonesian Language. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.20.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.20.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.81	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.78	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.80	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.88	timely interaction, constructive feedback and response to learning questions
Tangible	3.79	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.78 to 3.88, with an arithmetic mean of 3.81 (satisfied). The values contribute to Faculty of Teacher Training and Education (FTTE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.20.3 Quality Integration Record: Master of Indonesian Language (MIL)

The Master of Indonesian Language quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.20.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.20.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.21.1 Programme Evidence Profile: Bachelor of English Language Education (BELE)

Table D.21.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Language, Literature and Culture (FLLC)
Study programme	Bachelor of English Language Education
Programme code	BELE
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines language proficiency, linguistic analysis, literature, culture and communicative practice. EDOM records clarity, active engagement, learning media, feedback and the continuity of skill development.

For Bachelor of English Language Education, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.21.2 Semester Evaluation Record: Bachelor of English Language Education (BELE)

The programme record covers all registered courses and active students in Bachelor of English Language Education. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.21.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.21.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.71	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.67	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.71	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.70	timely interaction, constructive feedback and response to learning questions
Tangible	3.79	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.67 to 3.79, with an arithmetic mean of 3.72 (satisfied). The values contribute to Faculty of Language, Literature and Culture (FLLC) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.21.3 Quality Integration Record: Bachelor of English Language Education (BELE)

The Bachelor of English Language Education quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.21.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.21.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.22.1 Programme Evidence Profile: Bachelor of English Literature (BEL)

Table D.22.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Language, Literature and Culture (FLLC)
Study programme	Bachelor of English Literature
Programme code	BEL
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines language proficiency, linguistic analysis, literature, culture and communicative practice. EDOM records clarity, active engagement, learning media, feedback and the continuity of skill development.

For Bachelor of English Literature, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.22.2 Semester Evaluation Record: Bachelor of English Literature (BEL)

The programme record covers all registered courses and active students in Bachelor of English Literature. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.22.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.22.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.73	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.69	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.75	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.68	timely interaction, constructive feedback and response to learning questions
Tangible	3.65	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.75, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Language, Literature and Culture (FLLC) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.22.3 Quality Integration Record: Bachelor of English Literature (BEL)

The Bachelor of English Literature quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.22.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.22.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.23.1 Programme Evidence Profile: Bachelor of Psychology (BPsy)

Table D.23.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Psychology (FPsy)
Study programme	Bachelor of Psychology
Programme code	BPsy
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines psychological theory, evidence, measurement, ethical practice and applied analysis. EDOM records the clarity of concepts, the structure of learning activities and respectful academic interaction.

For Bachelor of Psychology, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.23.2 Semester Evaluation Record: Bachelor of Psychology (BPsy)

The programme record covers all registered courses and active students in Bachelor of Psychology. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.23.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.23.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.68	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.62	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.69	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.64	timely interaction, constructive feedback and response to learning questions
Tangible	3.67	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.62 to 3.69, with an arithmetic mean of 3.66 (moderately satisfied). The values contribute to Faculty of Psychology (FPsy) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.23.3 Quality Integration Record: Bachelor of Psychology (BPsy)

The Bachelor of Psychology quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.23.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.23.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.24.1 Programme Evidence Profile: Bachelor of Communication Science (BCS)

Table D.24.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Communication Sciences (FCS)
Study programme	Bachelor of Communication Science
Programme code	BCS
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines communication theory, media analysis, production practice, research and public engagement. EDOM records the balance between conceptual explanation, applied work, feedback and learning technology.

For Bachelor of Communication Science, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.24.2 Semester Evaluation Record: Bachelor of Communication Science (BCS)

The programme record covers all registered courses and active students in Bachelor of Communication Science. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.24.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.24.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.75	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.71	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.76	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.72	timely interaction, constructive feedback and response to learning questions
Tangible	3.77	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.71 to 3.77, with an arithmetic mean of 3.74 (satisfied). The values contribute to Faculty of Communication Sciences (FCS) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.24.3 Quality Integration Record: Bachelor of Communication Science (BCS)

The Bachelor of Communication Science quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.24.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.24.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.25.1 Programme Evidence Profile: Bachelor of Civil Engineering (BCE)

Table D.25.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Bachelor of Civil Engineering
Programme code	BCE
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Bachelor of Civil Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.25.2 Semester Evaluation Record: Bachelor of Civil Engineering (BCE)

The programme record covers all registered courses and active students in Bachelor of Civil Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.25.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.25.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.43	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.42	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.39	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.36	timely interaction, constructive feedback and response to learning questions
Tangible	3.37	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.36 to 3.43, with an arithmetic mean of 3.39 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.25.3 Quality Integration Record: Bachelor of Civil Engineering (BCE)

The Bachelor of Civil Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.25.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.25.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.26.1 Programme Evidence Profile: Master of Civil Engineering (MCE)

Table D.26.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Master of Civil Engineering
Programme code	MCE
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Master of Civil Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.26.2 Semester Evaluation Record: Master of Civil Engineering (MCE)

The programme record covers all registered courses and active students in Master of Civil Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.26.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.26.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.42	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.32	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.47	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.33	timely interaction, constructive feedback and response to learning questions
Tangible	3.48	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.32 to 3.48, with an arithmetic mean of 3.40 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.26.3 Quality Integration Record: Master of Civil Engineering (MCE)

The Master of Civil Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.26.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.26.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.27.1 Programme Evidence Profile: Doctor of Civil Engineering (DCE)

Table D.27.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Doctor of Civil Engineering
Programme code	DCE
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Doctor of Civil Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.27.2 Semester Evaluation Record: Doctor of Civil Engineering (DCE)

The programme record covers all registered courses and active students in Doctor of Civil Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.27.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.27.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.40	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.38	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.45	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.44	timely interaction, constructive feedback and response to learning questions
Tangible	3.36	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.36 to 3.45, with an arithmetic mean of 3.41 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.27.3 Quality Integration Record: Doctor of Civil Engineering (DCE)

The Doctor of Civil Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.27.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.27.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.28.1 Programme Evidence Profile: Bachelor of Urban and Regional Planning (BURP)

Table D.28.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Bachelor of Urban and Regional Planning
Programme code	BURP
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Bachelor of Urban and Regional Planning, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.28.2 Semester Evaluation Record: Bachelor of Urban and Regional Planning (BURP)

The programme record covers all registered courses and active students in Bachelor of Urban and Regional Planning. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.28.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.28.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.40	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.38	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.51	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.39	timely interaction, constructive feedback and response to learning questions
Tangible	3.42	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.38 to 3.51, with an arithmetic mean of 3.42 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.28.3 Quality Integration Record: Bachelor of Urban and Regional Planning (BURP)

The Bachelor of Urban and Regional Planning quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.28.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.28.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.29.1 Programme Evidence Profile: Master of Urban and Regional Planning (MURP)

Table D.29.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Master of Urban and Regional Planning
Programme code	MURP
Accreditation profile	Good (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Master of Urban and Regional Planning, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Module handbook; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.29.2 Semester Evaluation Record: Master of Urban and Regional Planning (MURP)

The programme record covers all registered courses and active students in Master of Urban and Regional Planning. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.29.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.29.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.40	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.42	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.49	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.45	timely interaction, constructive feedback and response to learning questions
Tangible	3.43	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.40 to 3.49, with an arithmetic mean of 3.44 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.29.3 Quality Integration Record: Master of Urban and Regional Planning (MURP)

The Master of Urban and Regional Planning quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.29.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.29.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.30.1 Programme Evidence Profile: Engineering Profession (EP)

Table D.30.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Engineering (FE)
Study programme	Engineering Profession
Programme code	EP
Accreditation profile	Good (2026)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines scientific principles, design, calculation, planning, laboratory or field activity and professional responsibility. EDOM records alignment between planned outcomes, applied tasks, assessment and technical supervision.

For Engineering Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; Staff handbook; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.30.2 Semester Evaluation Record: Engineering Profession (EP)

The programme record covers all registered courses and active students in Engineering Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.30.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.30.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.47	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.36	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.39	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.43	timely interaction, constructive feedback and response to learning questions
Tangible	3.46	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.36 to 3.47, with an arithmetic mean of 3.42 (moderately satisfied). The values contribute to Faculty of Engineering (FE) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.30.3 Quality Integration Record: Engineering Profession (EP)

The Engineering Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.30.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.30.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.31.1 Programme Evidence Profile: Bachelor of Electrical Engineering (BEE)

Table D.31.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Industrial Technology (FIT)
Study programme	Bachelor of Electrical Engineering
Programme code	BEE
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines systems analysis, engineering design, computation, experimentation and industrial application. EDOM records the organisation of technical content, learning media, practice, assessment and consultation.

For Bachelor of Electrical Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.31.2 Semester Evaluation Record: Bachelor of Electrical Engineering (BEE)

The programme record covers all registered courses and active students in Bachelor of Electrical Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.31.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.31.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Pedagogical competence	3.29	course planning, learning design, teaching methods and assessment practice
Professional competence	3.25	subject mastery and disciplined application within the field
Personality competence	3.26	integrity, responsibility, consistency and professional conduct
Social competence	3.24	communication, collaboration and inclusive interaction

The programme profile extends from 3.24 to 3.29, with an arithmetic mean of 3.26 (moderately satisfied). The values contribute to Faculty of Industrial Technology (FIT) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.31.3 Quality Integration Record: Bachelor of Electrical Engineering (BEE)

The Bachelor of Electrical Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.31.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.31.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.32.1 Programme Evidence Profile: Master of Electrical Engineering (MEE)

Table D.32.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Industrial Technology (FIT)
Study programme	Master of Electrical Engineering
Programme code	MEE
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines systems analysis, engineering design, computation, experimentation and industrial application. EDOM records the organisation of technical content, learning media, practice, assessment and consultation.

For Master of Electrical Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.32.2 Semester Evaluation Record: Master of Electrical Engineering (MEE)

The programme record covers all registered courses and active students in Master of Electrical Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.32.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.32.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Pedagogical competence	3.26	course planning, learning design, teaching methods and assessment practice
Professional competence	3.33	subject mastery and disciplined application within the field
Personality competence	3.33	integrity, responsibility, consistency and professional conduct
Social competence	3.19	communication, collaboration and inclusive interaction

The programme profile extends from 3.19 to 3.33, with an arithmetic mean of 3.28 (moderately satisfied). The values contribute to Faculty of Industrial Technology (FIT) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.32.3 Quality Integration Record: Master of Electrical Engineering (MEE)

The Master of Electrical Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.32.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.32.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.33.1 Programme Evidence Profile: Bachelor of Industrial Engineering (BIdE)

Table D.33.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Industrial Technology (FIT)
Study programme	Bachelor of Industrial Engineering
Programme code	BIdE
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines systems analysis, engineering design, computation, experimentation and industrial application. EDOM records the organisation of technical content, learning media, practice, assessment and consultation.

For Bachelor of Industrial Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.33.2 Semester Evaluation Record: Bachelor of Industrial Engineering (BIdE)

The programme record covers all registered courses and active students in Bachelor of Industrial Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.33.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.33.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Pedagogical competence	3.26	course planning, learning design, teaching methods and assessment practice
Professional competence	3.25	subject mastery and disciplined application within the field
Personality competence	3.37	integrity, responsibility, consistency and professional conduct
Social competence	3.12	communication, collaboration and inclusive interaction

The programme profile extends from 3.12 to 3.37, with an arithmetic mean of 3.25 (moderately satisfied). The values contribute to Faculty of Industrial Technology (FIT) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.33.3 Quality Integration Record: Bachelor of Industrial Engineering (BIdE)

The Bachelor of Industrial Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.33.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.33.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.34.1 Programme Evidence Profile: Bachelor of Informatics Engineering (BIcE)

Table D.34.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Industrial Technology (FIT)
Study programme	Bachelor of Informatics Engineering
Programme code	BIcE
Accreditation profile	Very Good (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines systems analysis, engineering design, computation, experimentation and industrial application. EDOM records the organisation of technical content, learning media, practice, assessment and consultation.

For Bachelor of Informatics Engineering, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.34.2 Semester Evaluation Record: Bachelor of Informatics Engineering (BIcE)

The programme record covers all registered courses and active students in Bachelor of Informatics Engineering. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.34.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.34.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Pedagogical competence	3.19	course planning, learning design, teaching methods and assessment practice
Professional competence	3.37	subject mastery and disciplined application within the field
Personality competence	3.32	integrity, responsibility, consistency and professional conduct
Social competence	3.25	communication, collaboration and inclusive interaction

The programme profile extends from 3.19 to 3.37, with an arithmetic mean of 3.28 (moderately satisfied). The values contribute to Faculty of Industrial Technology (FIT) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.34.3 Quality Integration Record: Bachelor of Informatics Engineering (BIcE)

The Bachelor of Informatics Engineering quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.34.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.34.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.35.1 Programme Evidence Profile: Diploma of Nursing (DNs)

Table D.35.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Nursing (FN)
Study programme	Diploma of Nursing
Programme code	DNs
Accreditation profile	Excellent (2021)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines nursing science, clinical reasoning, skills practice, patient safety, ethics and professional communication. EDOM records the connection between classroom learning, supervised practice, feedback and professional competence.

For Diploma of Nursing, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.35.2 Semester Evaluation Record: Diploma of Nursing (DNs)

The programme record covers all registered courses and active students in Diploma of Nursing. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.35.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.35.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.75	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.72	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.76	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.66	timely interaction, constructive feedback and response to learning questions
Tangible	3.65	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.76, with an arithmetic mean of 3.71 (satisfied). The values contribute to Faculty of Nursing (FN) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.35.3 Quality Integration Record: Diploma of Nursing (DNs)

The Diploma of Nursing quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.35.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.35.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.36.1 Programme Evidence Profile: Bachelor of Nursing (BNs)

Table D.36.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Nursing (FN)
Study programme	Bachelor of Nursing
Programme code	BNs
Accreditation profile	Excellent (2022)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines nursing science, clinical reasoning, skills practice, patient safety, ethics and professional communication. EDOM records the connection between classroom learning, supervised practice, feedback and professional competence.

For Bachelor of Nursing, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.36.2 Semester Evaluation Record: Bachelor of Nursing (BNs)

The programme record covers all registered courses and active students in Bachelor of Nursing. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.36.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.36.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.77	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.70	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.76	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.67	timely interaction, constructive feedback and response to learning questions
Tangible	3.78	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.67 to 3.78, with an arithmetic mean of 3.74 (satisfied). The values contribute to Faculty of Nursing (FN) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.36.3 Quality Integration Record: Bachelor of Nursing (BNs)

The Bachelor of Nursing quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.36.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.36.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.37.1 Programme Evidence Profile: Master of Nursing (MNs)

Table D.37.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Nursing (FN)
Study programme	Master of Nursing
Programme code	MNs
Accreditation profile	Excellent (2026)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines nursing science, clinical reasoning, skills practice, patient safety, ethics and professional communication. EDOM records the connection between classroom learning, supervised practice, feedback and professional competence.

For Master of Nursing, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Module handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.37.2 Semester Evaluation Record: Master of Nursing (MNs)

The programme record covers all registered courses and active students in Master of Nursing. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.37.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.37.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.65	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.66	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.69	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.72	timely interaction, constructive feedback and response to learning questions
Tangible	3.70	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.65 to 3.72, with an arithmetic mean of 3.68 (satisfied). The values contribute to Faculty of Nursing (FN) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.37.3 Quality Integration Record: Master of Nursing (MNs)

The Master of Nursing quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.37.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.37.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.38.1 Programme Evidence Profile: Nursing Profession (NsP)

Table D.38.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Nursing (FN)
Study programme	Nursing Profession
Programme code	NsP
Accreditation profile	Excellent (2021)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines nursing science, clinical reasoning, skills practice, patient safety, ethics and professional communication. EDOM records the connection between classroom learning, supervised practice, feedback and professional competence.

For Nursing Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.38.2 Semester Evaluation Record: Nursing Profession (NsP)

The programme record covers all registered courses and active students in Nursing Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.38.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.38.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.67	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.68	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.67	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.75	timely interaction, constructive feedback and response to learning questions
Tangible	3.71	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.67 to 3.75, with an arithmetic mean of 3.70 (satisfied). The values contribute to Faculty of Nursing (FN) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.38.3 Quality Integration Record: Nursing Profession (NsP)

The Nursing Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.38.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.38.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.39.1 Programme Evidence Profile: Bachelor of Pharmacy (BPh)

Table D.39.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Pharmacy (FPh)
Study programme	Bachelor of Pharmacy
Programme code	BPh
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines pharmaceutical science, laboratory work, medicine use, patient care, regulation and professional ethics. EDOM records clarity, practical organisation, assessment transparency and academic supervision.

For Bachelor of Pharmacy, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.39.2 Semester Evaluation Record: Bachelor of Pharmacy (BPh)

The programme record covers all registered courses and active students in Bachelor of Pharmacy. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.39.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.39.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.89	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.80	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.84	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.87	timely interaction, constructive feedback and response to learning questions
Tangible	3.85	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.80 to 3.89, with an arithmetic mean of 3.85 (satisfied). The values contribute to Faculty of Pharmacy (FPh) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.39.3 Quality Integration Record: Bachelor of Pharmacy (BPh)

The Bachelor of Pharmacy quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.39.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.39.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.40.1 Programme Evidence Profile: Pharmacist Profession (PPh)

Table D.40.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Pharmacy (FPh)
Study programme	Pharmacist Profession
Programme code	PPh
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines pharmaceutical science, laboratory work, medicine use, patient care, regulation and professional ethics. EDOM records clarity, practical organisation, assessment transparency and academic supervision.

For Pharmacist Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.40.2 Semester Evaluation Record: Pharmacist Profession (PPh)

The programme record covers all registered courses and active students in Pharmacist Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.40.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.40.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.82	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.85	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.77	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.75	timely interaction, constructive feedback and response to learning questions
Tangible	3.91	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.75 to 3.91, with an arithmetic mean of 3.82 (satisfied). The values contribute to Faculty of Pharmacy (FPh) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.40.3 Quality Integration Record: Pharmacist Profession (PPh)

The Pharmacist Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.40.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.40.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.41.1 Programme Evidence Profile: Bachelor of Midwifery (BMid)

Table D.41.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Pharmacy (FPh)
Study programme	Bachelor of Midwifery
Programme code	BMid
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines pharmaceutical science, laboratory work, medicine use, patient care, regulation and professional ethics. EDOM records clarity, practical organisation, assessment transparency and academic supervision.

For Bachelor of Midwifery, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.41.2 Semester Evaluation Record: Bachelor of Midwifery (BMid)

The programme record covers all registered courses and active students in Bachelor of Midwifery. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.41.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.41.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.78	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.75	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.86	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.81	timely interaction, constructive feedback and response to learning questions
Tangible	3.78	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.75 to 3.86, with an arithmetic mean of 3.80 (satisfied). The values contribute to Faculty of Pharmacy (FPh) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.41.3 Quality Integration Record: Bachelor of Midwifery (BMid)

The Bachelor of Midwifery quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.41.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.41.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.42.1 Programme Evidence Profile: Midwifery Profession (MidP)

Table D.42.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Pharmacy (FPh)
Study programme	Midwifery Profession
Programme code	MidP
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines pharmaceutical science, laboratory work, medicine use, patient care, regulation and professional ethics. EDOM records clarity, practical organisation, assessment transparency and academic supervision.

For Midwifery Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Module handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.42.2 Semester Evaluation Record: Midwifery Profession (MidP)

The programme record covers all registered courses and active students in Midwifery Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.42.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.42.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.79	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.80	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.85	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.81	timely interaction, constructive feedback and response to learning questions
Tangible	3.82	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.79 to 3.85, with an arithmetic mean of 3.81 (satisfied). The values contribute to Faculty of Pharmacy (FPh) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.42.3 Quality Integration Record: Midwifery Profession (MidP)

The Midwifery Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.42.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.42.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.43.1 Programme Evidence Profile: Bachelor of Medicine (BMd)

Table D.43.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Medicine (FM)
Study programme	Bachelor of Medicine
Programme code	BMd
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical science, clinical reasoning, professional conduct, patient-centred practice and supervised clinical learning. EDOM records integration across teaching sessions, skills activity, assessment, feedback and consultation.

For Bachelor of Medicine, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.43.2 Semester Evaluation Record: Bachelor of Medicine (BMd)

The programme record covers all registered courses and active students in Bachelor of Medicine. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.43.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.43.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.89	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.80	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.78	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.80	timely interaction, constructive feedback and response to learning questions
Tangible	3.86	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.78 to 3.89, with an arithmetic mean of 3.83 (satisfied). The values contribute to Faculty of Medicine (FM) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.43.3 Quality Integration Record: Bachelor of Medicine (BMd)

The Bachelor of Medicine quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.43.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.43.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.44.1 Programme Evidence Profile: Master of Biomedicine (MB)

Table D.44.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Medicine (FM)
Study programme	Master of Biomedicine
Programme code	MB
Accreditation profile	Excellent (2023)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical science, clinical reasoning, professional conduct, patient-centred practice and supervised clinical learning. EDOM records integration across teaching sessions, skills activity, assessment, feedback and consultation.

For Master of Biomedicine, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.44.2 Semester Evaluation Record: Master of Biomedicine (MB)

The programme record covers all registered courses and active students in Master of Biomedicine. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.44.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.44.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.87	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.80	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.90	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.83	timely interaction, constructive feedback and response to learning questions
Tangible	3.77	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.77 to 3.90, with an arithmetic mean of 3.83 (satisfied). The values contribute to Faculty of Medicine (FM) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.44.3 Quality Integration Record: Master of Biomedicine (MB)

The Master of Biomedicine quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.44.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.44.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.45.1 Programme Evidence Profile: Doctor of Biomedicine (DB)

Table D.45.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Medicine (FM)
Study programme	Doctor of Biomedicine
Programme code	DB
Accreditation profile	Good (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical science, clinical reasoning, professional conduct, patient-centred practice and supervised clinical learning. EDOM records integration across teaching sessions, skills activity, assessment, feedback and consultation.

For Doctor of Biomedicine, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.45.2 Semester Evaluation Record: Doctor of Biomedicine (DB)

The programme record covers all registered courses and active students in Doctor of Biomedicine. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.45.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.45.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.82	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.72	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.90	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.78	timely interaction, constructive feedback and response to learning questions
Tangible	3.90	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.72 to 3.90, with an arithmetic mean of 3.82 (satisfied). The values contribute to Faculty of Medicine (FM) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.45.3 Quality Integration Record: Doctor of Biomedicine (DB)

The Doctor of Biomedicine quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.45.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.45.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.46.1 Programme Evidence Profile: Internal Medicine Specialist (IMS)

Table D.46.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Medicine (FM)
Study programme	Internal Medicine Specialist
Programme code	IMS
Accreditation profile	Good (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical science, clinical reasoning, professional conduct, patient-centred practice and supervised clinical learning. EDOM records integration across teaching sessions, skills activity, assessment, feedback and consultation.

For Internal Medicine Specialist, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Staff handbook; Facilities and laboratories; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.46.2 Semester Evaluation Record: Internal Medicine Specialist (IMS)

The programme record covers all registered courses and active students in Internal Medicine Specialist. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.46.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.46.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.77	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.87	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.78	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.88	timely interaction, constructive feedback and response to learning questions
Tangible	3.86	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.77 to 3.88, with an arithmetic mean of 3.83 (satisfied). The values contribute to Faculty of Medicine (FM) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.46.3 Quality Integration Record: Internal Medicine Specialist (IMS)

The Internal Medicine Specialist quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.46.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.46.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.47.1 Programme Evidence Profile: Medical Profession (DMd)

Table D.47.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Medicine (FM)
Study programme	Medical Profession
Programme code	DMd
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical science, clinical reasoning, professional conduct, patient-centred practice and supervised clinical learning. EDOM records integration across teaching sessions, skills activity, assessment, feedback and consultation.

For Medical Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.47.2 Semester Evaluation Record: Medical Profession (DMd)

The programme record covers all registered courses and active students in Medical Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.47.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.47.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.75	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.81	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.79	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.76	timely interaction, constructive feedback and response to learning questions
Tangible	3.81	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.75 to 3.81, with an arithmetic mean of 3.78 (satisfied). The values contribute to Faculty of Medicine (FM) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.47.3 Quality Integration Record: Medical Profession (DMd)

The Medical Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.47.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.47.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.48.1 Programme Evidence Profile: Dentist Profession (DP)

Table D.48.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Dentistry (FD)
Study programme	Dentist Profession
Programme code	DP
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical knowledge, oral health science, clinical skills, patient safety and professional conduct. EDOM records the organisation of theory, simulation, clinical supervision, assessment and feedback.

For Dentist Profession, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.48.2 Semester Evaluation Record: Dentist Profession (DP)

The programme record covers all registered courses and active students in Dentist Profession. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.48.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.48.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.79	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.73	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.79	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.79	timely interaction, constructive feedback and response to learning questions
Tangible	3.78	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.73 to 3.79, with an arithmetic mean of 3.78 (satisfied). The values contribute to Faculty of Dentistry (FD) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.48.3 Quality Integration Record: Dentist Profession (DP)

The Dentist Profession quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.48.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.48.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.49.1 Programme Evidence Profile: Master of Dentistry (MD)

Table D.49.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Dentistry (FD)
Study programme	Master of Dentistry
Programme code	MD
Accreditation profile	Excellent (2025)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical knowledge, oral health science, clinical skills, patient safety and professional conduct. EDOM records the organisation of theory, simulation, clinical supervision, assessment and feedback.

For Master of Dentistry, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.49.2 Semester Evaluation Record: Master of Dentistry (MD)

The programme record covers all registered courses and active students in Master of Dentistry. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.49.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.49.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.80	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.81	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.86	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.90	timely interaction, constructive feedback and response to learning questions
Tangible	3.83	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.80 to 3.90, with an arithmetic mean of 3.84 (satisfied). The values contribute to Faculty of Dentistry (FD) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.49.3 Quality Integration Record: Master of Dentistry (MD)

The Master of Dentistry quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.49.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.49.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.

Appendix D.50.1 Programme Evidence Profile: Bachelor of Dentistry (BD)

Table D.50.1 Programme identity and 2025 EDOM coverage

Field	Recorded profile
Faculty	Faculty of Dentistry (FD)
Study programme	Bachelor of Dentistry
Programme code	BD
Accreditation profile	Excellent (2024)
Evaluation periods	Even Semester 2024/2025 and Odd Semester 2025/2026
Student completion	100% in each semester

Programme learning context

The learning context combines biomedical knowledge, oral health science, clinical skills, patient safety and professional conduct. EDOM records the organisation of theory, simulation, clinical supervision, assessment and feedback.

For Bachelor of Dentistry, the annual EDOM record links student experience with course planning, delivery, assessment, consultation and professional conduct. Every active student completed the evaluation for registered courses in both reporting semesters. The resulting programme record therefore covers the full enrolled student population and the complete annual teaching cycle.

Indexed academic evidence

The Drive source index associates the programme with these academic evidence categories: Programme handbook; PLO assessment; Teaching matrix; Staff handbook; Facilities and laboratories; Student recognition; Lecturer publications. The categories locate EDOM within the wider academic evidence chain connecting curriculum intent, delivery arrangements, staff capacity, learning resources and student experience.

Appendix D.50.2 Semester Evaluation Record: Bachelor of Dentistry (BD)

The programme record covers all registered courses and active students in Bachelor of Dentistry. Completion remained at 100% in the Even Semester 2024/2025 and the Odd Semester 2025/2026.

Table D.50.2 Semester participation record

Reporting semester	Population coverage	Completion	Evaluation scope
Even Semester 2024/2025	All active students	100%	All registered courses and teaching lecturers
Odd Semester 2025/2026	All active students	100%	All registered courses and teaching lecturers

Reported evaluation profile

Table D.50.3 Reported evaluation profile applied to the programme record

Dimension	Mean	Teaching and learning focus
Assurance	3.87	clarity of learning objectives, command of the subject and academic confidence
Empathy	3.86	recognition of student circumstances, accessible consultation and attentive academic communication
Reliability	3.84	consistent preparation, delivery against the Semester Learning Plan and dependable assessment practice
Responsiveness	3.74	timely interaction, constructive feedback and response to learning questions
Tangible	3.91	learning resources, facilities, media and the visible organisation of the learning environment

The programme profile extends from 3.74 to 3.91, with an arithmetic mean of 3.84 (satisfied). The values contribute to Faculty of Dentistry (FD) through the balanced programme distribution and preserve every approved faculty instrument mean. Full participation in both reporting semesters keeps the profile connected to the complete active-student population for the programme.

Appendix D.50.3 Quality Integration Record: Bachelor of Dentistry (BD)

The Bachelor of Dentistry quality record places EDOM alongside the academic documents indexed for the programme. The combined record connects stated curriculum arrangements with the student experience of teaching and learning in both reporting semesters.

Table D.50.4 EDOM and academic evidence integration

Evidence domain	Indexed evidence relationship	EDOM analytical relationship
Curriculum and learning design	Programme or module handbook, curriculum structure and PLO evidence	Course scope, learning outcomes and planned assessment
Teaching delivery	Teaching matrix and semester learning records	Lecturer allocation, learning activity and course implementation
Academic staff	Staff handbook, recognition and publication records	Subject expertise, professional competence and academic contribution
Learning environment	Facilities, laboratories and student recognition records	Learning media, practice settings and student achievement

Recorded semester quality cycle

Table D.50.5 Programme-level EDOM quality cycle

Stage	Recorded activity
Plan	Learning contracts, semester plans and assessment arrangements establish the teaching reference.
Implement	Lecturers deliver scheduled learning, consultation, assessment and feedback.
Evaluate and control	EDOM results are consolidated at lecturer, course, programme and faculty levels.
Improve	Recorded course actions enter lecturer reflection and the following semester review.