

Evaluation of Internationally Accredited Study Programs through Learning Quality Audits in Maintaining the Quality of Education

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ABSTRACT

Objective: This study evaluates internationally accredited study programs through a learning quality audit to ensure the sustainability of educational quality. **Method:** A qualitative descriptive approach was employed, collecting data through This study employs an audit method using the CIPP evaluation model (context, input, process, and product). Several stages carried out in the evaluation include Preparing the Evaluation Plan, Verifying Data, Processing and Analyzing Data, Providing Interpretation, and Drawing Conclusions. **Results:** The results indicate variations in compliance among study programs, where programs that have been accredited show better performance but still face challenges in curriculum restructuring, academic documentation, and international collaboration. Meanwhile, study programs that are in the process of accreditation have greater weaknesses, particularly related to evidence-based accreditation and follow-up mechanisms. This audit emphasizes the importance of continuous improvement, strengthening internationalization, and systematic documentation. **Novelty:** This research refers to two international accreditation monitoring simultaneously, namely AQAS and Acquin.

INTRODUCTION

Higher education in the era of globalization faces significant challenges in producing graduates who are not only academically competent but also possess global competitiveness, digital literacy, and the ability to adapt to the dynamics of economic and technological changes. Universities and study programs around the world compete to enhance their academic reputation through recognition from international accreditation bodies. International accreditation serves as a form of external legitimacy that a study program has met education quality standards recognized globally, in terms of curriculum, faculty, research, and graduate outcomes tied, such as Bachelor's in Management, Bachelor's in Accounting (Altbach & Knight, 2007).

In Indonesia, government policies through the Ministry of Education, Culture, Research, and Technology encourage universities to transform into world-class universities, measured in part by obtaining international accreditation. Accreditation bodies such as ABET for engineering programs, AACSB for business, FIBAA for management, and AUN-QA for programs in the ASEAN region have become key references in assessing higher education standards. Thus, international accreditation is not merely a symbol of prestige, but also an instrument to enhance credibility, expand international networks (dos Santos & Leite, 2019; Perryer & Egan, 2015), and increase public and workforce confidence in the quality of graduates.

Nevertheless, achieving international accreditation does not automatically guarantee that the quality of learning will always be consistent. Accreditation is periodic and places

more emphasis on compliance with the standards in effect at the time of assessment (Barzansky et al., 2015). In practice, many study programs, after obtaining accreditation, actually face challenges in maintaining the quality of learning continuously (Kumar et al., 2025). This creates an urgent need to conduct systematic evaluations through learning quality audits. Learning quality audits serve to assess the conformity between academic processes and established standards, ensure curriculum effectiveness, and address existing weaknesses to prevent a decline in educational quality (Clark et al., 2015; Khamis & Scully, 2020; Singh et al., 2023).

High-quality learning can only be achieved if there is constructive alignment between learning outcomes (CLOs), learning activities, and assessment methods (Biggs, 2012; Biggs & Tang, 2020). Learning quality audits play an important role in ensuring that this alignment is maintained, especially in study programs that have received international recognition. Audits also help foster a quality culture in the academic environment, where all members of the academic community have a collective responsibility to maintain and improve the quality of learning (Castro et al., 2020).

The urgency of learning quality audits becomes increasingly relevant when linked to the dynamics of global labor market needs (Al-Ghonmeen et al., 2025). Graduates are required to possess competencies such as critical thinking, creativity, communication, collaboration, and technological literacy. Study programs that have received international accreditation should not stop at formal achievements but should continuously adapt the learning process to remain relevant to global demands (Naim et al., 2024). Internal evaluations through quality audits can identify whether the teaching methods applied are based on outcome-based education (OBE) (Biswal et al., 2025; Kulkarni & Barot, 2019; Thangaraj et al., 2025).

Furthermore, learning quality audits also serve to enhance public accountability (Liu, 2013; Nabaho, 2025; Shah, 2012). Modern universities can no longer close themselves off from demands for transparency (Medina & Rufin, 2015; Medina & Rufin, 2015; Moreno & Molina, 2014). The public, industry, and government have the right to know the extent to which educational quality is maintained after accreditation. Audits conducted consistently will produce valid data and information, which are not only useful for internal improvement but can also serve as material for external accountability. Thus, learning quality audits serve a dual function: as a mechanism for internal quality control (internal quality assurance) as well as an instrument for enhancing external competitiveness.

The Faculty of Economics and Business at Unesa is one of the best faculties at Universitas Negeri Surabaya. There are four study programs that have been internationally accredited by AQAS, and four study programs that will undergo international accreditation by AQUIN. To maintain quality, particularly in international standards, FEB Unesa conducts program evaluations through Learning Quality Audits, which are carried out for programs that have been internationally accredited and for programs that will undergo international accreditation to ensure they meet international quality standards.

Several studies have discussed international accreditation. (Cruz, 2025; Thoyib et al., 2025) have provided an in-depth understanding of the implementation of international quality assurance systems (AUN-QA and FIBAA) in Indonesian higher education institutions, yet both are still limited to a qualitative-descriptive approach with single case studies. There has been no study empirically examining the relationship between the implementation of international quality systems and university performance indicators such as research productivity, global reputation, and graduate competitiveness. Furthermore, previous research has not integrated the aspects of Islamic quality culture and *falah* orientation as distinctive features of Islamic universities. Therefore, research is needed that is quantitatively measured with different accreditation agencies such as AQAS and Acquin, which will become the novelty of this study.

Based on the background of research regarding the evaluation of internationally accredited study programs through a learning quality audit, it lies in the need to ensure the sustainability of academic quality post-accreditation, promote a quality culture oriented towards continuous improvement, and respond to public accountability and global competitiveness demands. International accreditation is only the beginning of a long journey towards academic excellence, while the learning quality audit is a mechanism that ensures that this quality remains alive, dynamic, and relevant.

Program Evaluation

Program evaluation is a systematic process for assessing the effectiveness, efficiency, relevance, and sustainability of a program in achieving its established goals. Theoretically, evaluation not only serves to provide information about the success of a program but also forms the basis for decision-making, improvement, and future program development (Hatry, 2021; Saewert, 2021).

One of the theories frequently used in program evaluation is the CIPP evaluation theory (Context, Input, Process, Product) developed by Daniel L. Stufflebeam (Yahya & Lamada, 2021). This theory emphasizes that evaluation should cover four main aspects: 1.) Context evaluation to assess the needs, problems, and opportunities underlying the program; 2.) Input evaluation to assess the strategies, resources, and plans used; 3.) Process evaluation to assess program implementation and the obstacles that arise; and 4.) Product evaluation to assess the outcomes, benefits, and impacts of the program, both expected and unexpected. This model helps stakeholders understand the extent to which a program is running according to plan, as well as providing concrete feedback for improvement.

In addition to the CIPP model, the goal-oriented evaluation theory by Ralph Tyler is also widely used (Awais et al., 2023). This theory emphasizes the importance of measuring the extent to which the formulated program objectives can be achieved. Evaluation is conducted by comparing actual results with the goals set from the outset. The advantage of this theory is its clear focus on achieving objectives, but its drawback is that it pays less attention to external factors that may affect the program's success.

In its development, program evaluation also adopts the Utilization-Focused Evaluation approach developed by Michael Quinn Patton (Dobbins et al., 2021). This

approach emphasizes that evaluation should be designed and conducted with consideration of who the primary users of the evaluation results are and how the results will be used. Thus, evaluation not only produces reports but also becomes a strategic instrument for decision-making and continuous improvement (Hernandez-Arteaga et al., 2020; Mendes & Santos, 2017).

Internal Quality Assurance

Internal Quality Assurance (IQA) is a system developed by higher education institutions to ensure that all processes of education, research, and community service run in accordance with the quality standards set, both by the institution itself and by external authorities. Theoretically, IQA is rooted in the concept of Total Quality Management (TQM), which emphasizes continuous improvement and the involvement of all stakeholders in maintaining organizational quality (Ibidapo, 2022; Stadnicka & Antosz, 2015). In the context of higher education, IQA is understood as a systematic, planned, and ongoing effort to ensure that the provision of education aligns with the vision, mission, and objectives, and meets national as well as international standards.

In Indonesia, Internal Quality Assurance (IQA), often referred to as the Internal Quality Assurance System (IQAS), is a mechanism that must be implemented by all universities in accordance with the mandate of Law Number 12 of 2012 on Higher Education. Its purpose is to ensure that higher education is carried out in accordance with the National Standards for Higher Education (SN-Dikti) and to support the achievement of external accreditation. The concept of IQA in Indonesia is based on the principle that universities have the autonomy to design, implement, evaluate, and develop quality standards according to their vision, mission, and stakeholder needs. Thus, IQA serves as a self-regulation instrument to ensure the continuous quality of education.

The IQAS in Indonesia is implemented through the cycle, which stands for Determination, Implementation, Evaluation, Control, and Improvement (DIECI) of Standards. This concept serves as a framework designed to ensure the continuous achievement of higher education quality. First, Standard Determination is carried out by universities with reference to the National Higher Education Standards (SN-Dikti) as well as the institution's vision and mission. At this stage, the minimum standards required by the government can be further developed according to needs. Second, Standard Implementation means that all work units in the university are required to apply these standards in the Education and Teaching, Research, and Community Service activities, including the learning process, research, and community service. Third, Standard Implementation Evaluation is conducted through monitoring activities, internal quality audits (IQA), tracer studies, and satisfaction surveys, aiming to assess the conformity between implementation and the established standards. Fourth, the Control of Standard Implementation functions to correct deviations found during evaluations, so that the standards can be consistently applied again. Finally, Standard Improvement is carried out to enhance and continuously raise quality, in accordance with the principle of continuous improvement, which is the essence of quality management. This DIECI cycle is dynamic, because after the standards are improved, the process repeats, thereby

creating a culture of quality within higher education institutions. With the implementation of DIECI, the quality of higher education in Indonesia is not only maintained in accordance with SN-Dikti, but also directed towards achieving international standards, allowing universities to compete globally.

Internal Quality Audit

Internal Quality Audit (IQA) is one of the important instruments in the implementation of the Internal Quality Assurance System (IQAS) in higher education institutions. Conceptually, IQA originates from the theory of Total Quality Management (TQM), which emphasizes the principles of continuous improvement and the Plan-Do-Check-Act (PDCA) cycle. In the context of higher education, IQA is understood as a systematic, independent, and documented evaluation process to assess the conformity of standard implementation with established quality documents, whether national standards or the internal standards of the university.

The primary purpose of IQA is to ensure that quality standards are consistently implemented, identify nonconformities, and provide recommendations for improvement. IQA is not an activity aimed at finding individual faults, but rather a means for reflection and quality improvement. The theory of systems thinking is also relevant, as IQA assesses the interconnections between units and how the overall quality system functions in supporting the tertiary education triad. Furthermore, the stakeholder theory approach underpins that IQA results must consider the needs and expectations of various parties, ranging from students, lecturers, educational staff, to the workforce.

The IQA process usually includes the stages of audit planning, field audit implementation, reporting of audit results, and follow-up improvements. The audit results then serve as input for higher education institutions in the DIECI cycle (Establishment, Implementation, Evaluation, Control, and Standard Improvement). IQA emphasizes that the quality of education is not merely about meeting minimum standards but must be continuously improved through a systematic self-evaluation mechanism.

RESEARCH METHOD

The research design used is evaluation research with a descriptive quantitative approach. The evaluation model used is the CIPP evaluation model (context, input, process, and product). Some of the stages carried out in the evaluation are: 1.) Preparing an Evaluation, Plan the preparation of the plan is done before conducting field evaluations. Some of the activities that need to be carried out in planning include determining the evaluation objectives, evaluation techniques, data collection techniques, preparing a framework, developing it into questions, and setting evaluation criteria; 2.) Conducting data verification. Data verification is the activity of collecting data to perform measurements using tests or non-tests. The collected data is verified first before proceeding to the next stage. The measurement used in this study is a test; 3.) Processing and Analyzing. Data the data obtained is then processed and analyzed to provide meaning to the evaluation results. Data processing uses descriptive quantitative analysis; 4.) Providing

interpretation and drawing conclusions. This is a form of verbalizing the meaning or value present in the data that has been processed and analysed. After conducting the interpretation, conclusions will be drawn.

RESULTS AND DISCUSSION

Results

Overview of the Research Object

The Faculty of Economics and Business has 15 study programs, of which 4 programs have obtained AQAS international accreditation, namely: Bachelor of Management, Bachelor of Economic Education, Bachelor of Accounting Education, and Bachelor of Office Administration Education. Meanwhile, the study programs that will undergo ACQUIN international accreditation are Bachelor of Islamic Economics, Bachelor of Economics, Bachelor of Accounting, and Bachelor of Business Education. In each study program, the number of students is more than 200. The following is the number of FEB Unesa students.

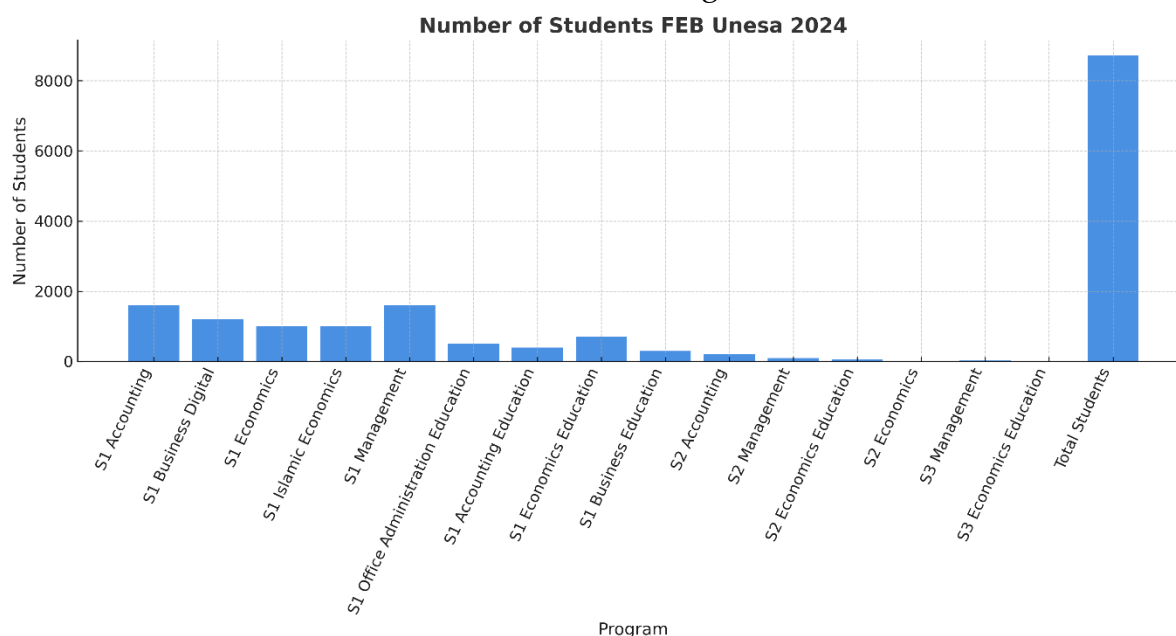


Figure 1. Number of Students
 Source: Data processing results (2024)

The graph of the number of students at the Faculty of Economics and Business (FEB) of Universitas Negeri Surabaya in 2024 shows the dominance of undergraduate study programs, particularly the bachelor's in accounting with around 2,000 students and the bachelor's in office administration education (PAP) with about 1,500 students, while other programs such as Bachelor's in Digital Business, Economics, Islamic Economics, and Management range from 800–1,000 students. Education programs such as PAK, PE, and PTN are relatively fewer, with 400–800 students. Meanwhile, graduate programs (Master's and Doctoral) contribute less compared to undergraduate programs, resulting in a total of more than 8,000 FEB Unesa students in 2024.

Validity and Reliability

Surabaya State University (Unesa) has implemented the Internal Quality Assurance System (IQAS) since 2008, initially developing quality standards in a simple manner. The cycle of Planning, Implementation, Evaluation, Control, and Improvement has been fully implemented since 2016, where the results of the standard evaluations are used to revise the standards. The reference for evaluation consists of 36 quality standards. International accreditation is the 36th standard.

International Accreditation Standards are the minimum criteria for international accreditation that include OBE curriculum standards and graduate profiles, program study specifications, student-centred learning, teaching staff, learning resources and student support, information management, facilities and infrastructure, quality assurance, and strategic planning and financial resources. Each of these standards is further broken down into several sub-standards that have been adjusted to the criteria required by several internationally recognized accreditation bodies approved by the government. The preparation of these standards aims for the University and Study Programs to have measurable indicators to achieve international standards, thereby improving the quality of learning in the Study Programs and impacting the recognition of the university at the global level. There are seven criteria for international accreditation standards, namely Standard 36.1 OBE Curriculum and Graduate Profile b. Standard 36.2 Study Program Specifications c. Standard 36.3 Student-centred Learning, Teaching and Assessment d. Standard 36.4 Teaching Staff e. Standard 36.5 Learning Resources and Student Support f. Standard 36.6 Information Management, Facilities, and Infrastructure g. Standard 36.7 Quality Assurance h. Standard 36.8 Strategic Planning and Financial Resources. Based on the information above, it can be said that Unesa's quality standards represent a valid and reliable book because it was approved in 2023 and reviewed by various parties in the higher education sector.

Study programs that will undergo international accreditation

In this study, there are 7 standards, and 81 questions asked of 8 study programs. The following are the results of the number of findings in 4 study programs that will carry out international accreditation.

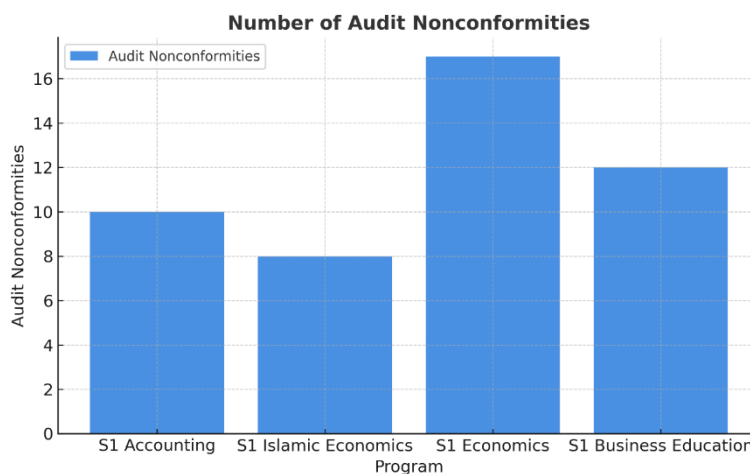


Figure 2. Number of Audit Nonconformities

The figure 2 of the number of findings shows variations in the results of internal quality audits across several study programs in FEB. The study program with the highest number of findings is the bachelor's in economics with 17 findings, indicating that there are still many aspects that need to be improved. Next, the bachelor's in business education recorded 12 findings, followed by the bachelor's in accounting with 10 findings, while the program with the fewest findings is the bachelor's in Islamic economics with 8 findings.

Most of the findings are related to questions where the PLOs do not yet include the results of the KKNI material evaluation review and international-level associations (S1 Accounting, S1 Economics, and S1 Business Education programs). The achievement of the PLOs has not been analysed and can be revised at least annually by referring to the results of the PLO assessment evaluation (S1 Economics and S1 Business Education programs). The study programs have not conducted regular evaluations and adjustments of learning models/methods (annually) (S1 Economics and S1 Business Education programs), and there has not been a 10 percent increase in internship/donor exchange activities domestically and internationally (S1 Accounting and S1 Economics programs). The study programs and/or UPPS have not organized international seminars (S1 Economics and S1 Business Education programs), and they do not yet have an Academic Lecture that includes a Module Handbook, Portfolio, and Thesis (S1 Islamic Economics and S1 Economics programs), The Study Program has adequate K3 facilities to support learning (Bachelor of Islamic Economics and Bachelor of Business Education). The Study Program does not yet have policies and mechanisms for the development, replacement, and management of learning and K3 facilities (Bachelor of Islamic Economics and Bachelor of Business Education). The Study Program has not yet communicated the results of Quality Assurance implementation to internal and external stakeholders (lecturers, students, education staff, alumni, users, industry partners, and other partners) in a transparent and sustainable manner (Bachelor of Accounting and Bachelor of Economics), The study programs have not yet taken follow-up actions to address all findings and recommendations from the international accreditation visitation report (study programs with accredited status with conditions/conditional/unconditional). For all study programs, UPPS monitors the progress of achieving the strategic plan through risk management implementation accompanied by regular mitigation (S1 Islamic Economics, S1 Economics, and S1 Business Education). There is no income generation from UPPS and study programs in achieving the strategic plan and mission through grants, private funds, or other revenue generated from innovative activities and collaborations (S1 Islamic Economics, S1 Economics, and S1 Business Education). Based on the data above, it indicates a difference in the level of compliance and consistency in the implementation of quality standards among the study programs, so special follow-up is necessary to address weaknesses and improve quality evenly. In the undergraduate accounting program, there are audit results as shown in the figure 3.

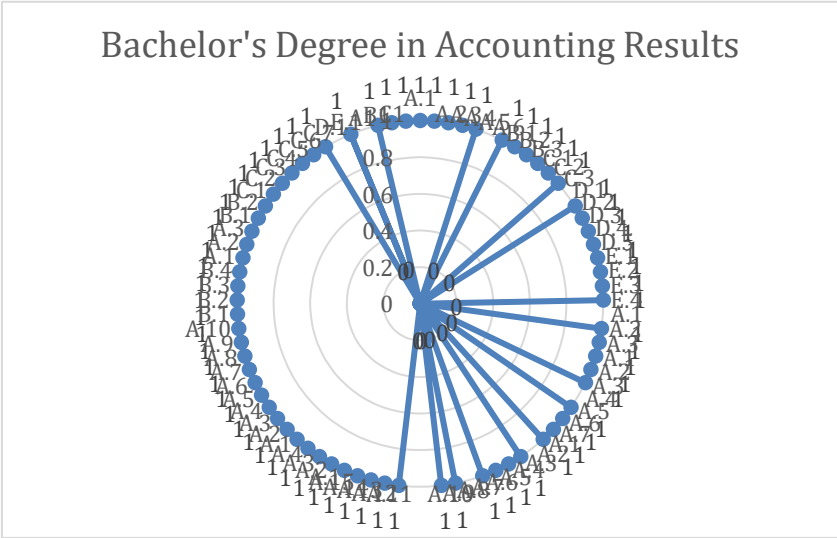


Figure 3. Bachelor's degree in accounting Results

The radar figure 3 of the Internal Quality Audit results for the Bachelor's Degree in Accounting study program shows that almost all aspects of the quality standards have been met with the maximum score of 1.0. This reflects the consistency in the implementation of quality standards across various areas, such as curriculum, teaching and learning, resources, research, and governance. Nevertheless, there are some points with lower scores indicating minor non-compliance that need to be addressed through continuous improvement mechanisms. Overall, these achievements indicate that the bachelor's degree in accounting in FEB Unesa has a good quality system, although certain aspects still need strengthening to continuously improve quality. Some findings from the internal quality audit in the Bachelor's Degree in Accounting study program are as table 1.

Table 1. Internal Quality Audit in The Bachelor's Degree in Accounting Study Program

| No | Aspect Name |
|----|---|
| 1 | The curriculum restructuring has not been formally documented and approved by the faculty leadership and senate. |
| 2 | The PLO has not yet included the evaluation results of the KKNI material review and international-level associations. |
| 3 | The study program includes the program's mission by clearly stating the program's specifications, which are strengths that can provide certain competencies and are adaptive to global development. |
| 4 | The Study Program has not validated the RPS according to the CLO and LLO, and it has not been well documented by the Study Program Curriculum Team and the Academic System (Siakadu) |
| 5 | There has not been a 10 percent increase in internship/faculty exchange activities both domestically and abroad |
| 6 | There has not been an increase in the number of international publications from year to year |
| 7 | There has not yet been an increase in the recognition of the study program lecturers' scientific works through the Hirsch index (H), Scopus index/impact factor WOS > 80% of the total lecturers in the study program. |
| 8 | There has not yet been an increase in the recognition of academic works by study program lecturers through an indexer with a Sinta Score > 80% of all lecturers in the study program. |
| 9 | The Study Program has not communicated the results of the Quality Assurance implementation with internal and external stakeholders (lecturers, students, education staff, graduates, users, industry partners, and other partners) in a transparent and continuous manner |
| 10 | The Study Program has not taken follow-up actions to address all findings and recommendations from the international accreditation visit report (Study Program with accredited status with conditions/conditional/unconditional) |

Based on the findings, there are 10 findings out of 81 questions posed. The findings in the table above indicate that there are still fundamental weaknesses in the implementation of the study program's quality assurance. Curriculum restructuring has not been officially documented, PLOs have not integrated KKNI standards or international associations, and RPS validation has not been conducted systematically according to CLO and LLO. In addition, there is no significant improvement in internship activities, faculty exchanges, or international publications. Recognition of scientific work through reputable indexes and Sinta is also not optimal. The study program is not transparent in communicating quality assurance results to all stakeholders, and has not followed up on international accreditation recommendations, which impacts competitiveness and the sustainability of academic quality. In the Islamic Economics Undergraduate Program, the audit results are as figure 4.

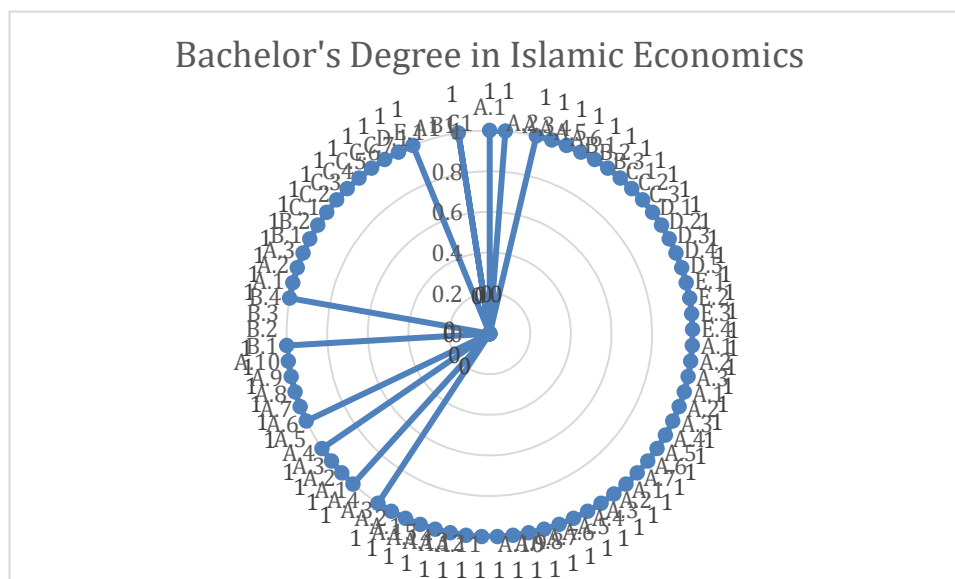


Figure 4. Bachelor’s degree in Islamic economics

The radar figure 4 for the “Bachelor’s Degree in Islamic Economics” indicates that, overall, the Islamic Economics Study Program has successfully fulfilled most internal quality indicators with high performance, as shown by the predominance of level 1 scores. This reflects consistency in applying quality assurance standards across curriculum, teaching, and governance. Nevertheless, some indicators show lower performance, highlighting weaknesses in specific areas, such as boosting publications, enhancing international collaboration, or addressing the results of evaluations.

In the Islamic Economics Undergraduate Study Program, there are 8 findings from 81 audit questions. Here is the table 2 of findings:

Table 2. Internal Quality Audit in the Islamic Economics Undergraduate Study Program

| No | Aspect Name |
|----|---|
| 1 | The absence of an analysis of study materials on an international level from scientific associations or standards from international institutions |
| 2 | The Study Program does not yet have adequate learning facilities and IT infrastructure, nor sufficient counselors and other mentors. This includes providing adequate access for counseling (on or off campus) that is conducive for individuals and groups. |
| 3 | ACADEMIC LECTURE is not complete yet <ol style="list-style-type: none"> 1. Module Handbook 2. Contains the module handbook documents for all courses. 3. Portfolio Contains course portfolios (ranging from RPS, assignment assessments, midterm exams, final exams, to PLO achievement measurements). 4. Thesis Contains examples of Study Program theses (abstracts in English, samples). |

| No | Aspect Name |
|----|--|
| 4 | The Study Program does not yet have adequate K3 facilities to support learning. |
| 5 | The Study Program does not yet have policies and mechanisms for the development, replacement, and management of learning facilities and occupational health and safety. |
| 6 | The Study Program has not taken follow-up actions to address all findings and recommendations from the international accreditation visit report (Study Program with accredited status with conditions/conditional/unconditional) |
| 7 | The Study Program Management Unit (UPPS) has not yet monitored the progress of strategic plan achievements through the implementation of risk management along with periodic mitigation. |
| 8 | The lack of income generation from UPPS and Study Programs in achieving strategic plans and missions through grants, private funds, or other revenue generated from innovative activities and collaborations. |

Based on the findings, it can be seen that there are 8 findings out of 81 questions asked. The table above illustrates several strategic weaknesses in the management of the study program's quality. The study materials analysis has not referred to international standards, so the relevance of the global curriculum has not been achieved. Learning facilities, IT infrastructure, counselling services, and occupational health and safety facilities are still limited, accompanied by the absence of systematic facility management policies. Academic documentation, including module handbooks, portfolios, and theses, has not been comprehensively organized. In addition, follow-up on international accreditation results has not been conducted, nor has there been monitoring of the strategic plan through risk management. The inability to generate independent income underscores the institution's weak capacity for innovation and sustainability.

The Undergraduate Economics Study Program has the most findings among other study programs. The following is a Figure 5 of the audit results for the Undergraduate Economics Study Program.

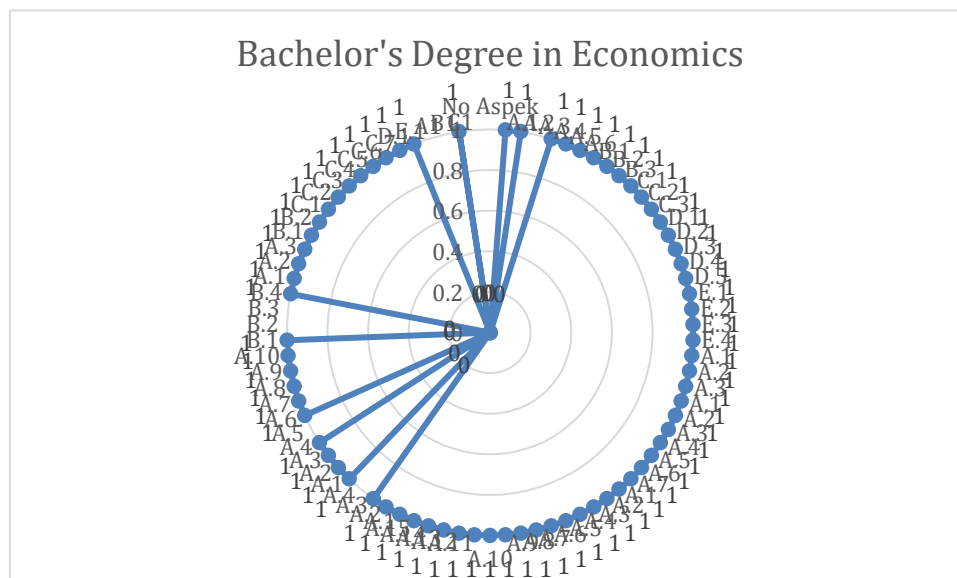


Figure 5. Bachelor's Degree in Economics

Most aspects of the above graph are at the maximum score (1), indicating the study program's compliance with academic quality standards. However, there are several aspects that are still at low scores or near zero, reflecting weaknesses in certain implementations, such as international curriculum analysis, academic documentation, and follow-up on accreditation results. This visual pattern confirms that although the study program has generally met most quality assurance indicators, continuous improvement is still needed in areas that are not yet optimal to enhance international competitiveness. Based on these results, several findings are as table 3:

Table 3. Internal Quality Audit in the

| No | Aspect Name |
|----|--|
| 1 | The curriculum drafting team in the study program has not yet received an official assignment letter and has conducted curriculum reviews both internally and externally. |
| 2 | The PLO has not yet included the evaluation results of the KKNi material review and international-level associations. |
| 3 | The achievement of PLO has not been analyzed and can be revised at least annually by referring to the results of the PLO assessment evaluation. |
| 4 | The Study Program has not conducted evaluations and adjustments of the learning models/methods on a regular basis (every year). |
| 5 | The study program has not periodically conducted evaluations of the courses offered in accordance with the PLO and the assessment of PEO achievement (3-5 years after students graduate through alumni user surveys) |
| 6 | There has not been a 10 percent increase in internship/faculty exchange activities both domestically and abroad |
| 7 | The Study Program and/or UPPS have not yet organized an international seminar |
| 8 | The Study Program does not yet have student internship activities abroad, and specifically for the International Language major, there is an increase in student internships abroad every year. |
| 9 | The ACADEMIC CURRICULUM has not been fulfilled, particularly in terms of PLO Achievement. |

| No | Aspect Name |
|----|--|
| 10 | ACADEMIC LECTURE requirements have not been met, particularly in the aspects of: 1. Portfolio It contains the course portfolio (ranging from the syllabus, assignment assessments, midterm exams, final exams, to the measurement of PLO achievement). 2. Thesis It contains examples of Study Program theses (abstracts in English, samples) |
| 11 | FACILITIES are still lacking, especially in the following aspects: 1. Library (Link to Unesa library) 2. Laboratories (link to each study program's lab) |
| 12 | COLLABORATION has not been fulfilled, particularly in the aspects of: 1. Academic Collaboration 2. Contains information on academic collaboration. |
| 13 | The Study Program has not conducted periodic surveys on students' study load suitability and has not followed up on the reports of the results as improvements for continuous learning processes. |
| 14 | The Study Program has not communicated the results of the Quality Assurance implementation with internal and external stakeholders (lecturers, students, educational staff, graduates, users, industry partners, and other partners) in a transparent and continuous manner |
| 15 | The Study Program has not taken follow-up actions to address all findings and recommendations from the international accreditation visitation report (Study Program with accredited status with conditions/conditional/unconditional) |
| 16 | UPPS has not yet monitored the progress of achieving the strategic plan through the implementation of risk management accompanied by regular mitigation. |
| 17 | The lack of income generation from UPPS and Study Programs in achieving strategic plans and missions through grants, private funds, or other revenue generated from innovative activities and collaborations. |

In the Undergraduate Economics Study Program, there are 17 findings from 81 questions. The findings in the table indicate that there are still significant weaknesses in the study program's quality assurance system. The main aspects that have not been met include curriculum development, achievement of PLO (Program Learning Outcomes), learning evaluation, and academic portfolios. Limited facilities, such as libraries and laboratories, also hinder the optimization of academic processes. On the other hand, international academic collaboration, seminars, and internship programs for students and faculty abroad have not been running optimally. In addition, the communication of quality assurance results, follow-up on international accreditation, and monitoring of strategies through risk management have also not been carried out systematically.

In the Undergraduate Program of Business Education, there are several findings as figure 6:

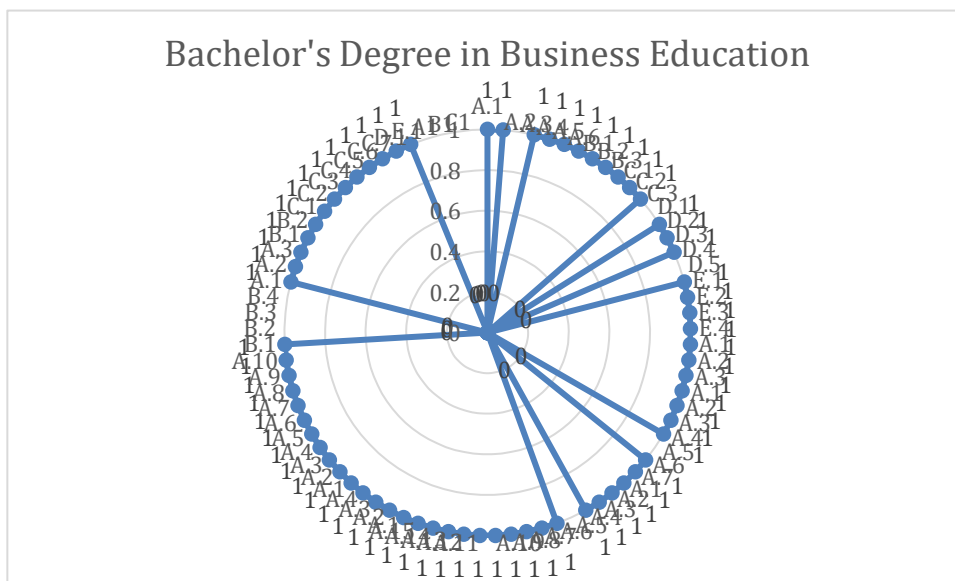


Figure 6. Bachelor's Degree in Business Education

The audit results chart for the Bachelor's Program in Business Education shows that most quality aspects have been well achieved. However, there are still several indicators with low scores, indicating the need for improvements, particularly in strengthening the curriculum, learning evaluation, and academic collaboration to enhance the quality and competitiveness of the study program. Meanwhile, the findings for the Bachelor's Program in Business Education are table 4:

Table 4. Internal Quality Audit in the Bachelor's Program in Business Education

| No | Aspect Name |
|----|--|
| 1 | The existence of analysis of study materials at an international level from scientific associations or standards from international institutions |
| 2 | The PLO contains the evaluation results of the KKNi material study and international level associations |
| 3 | The achievement of PLO is analyzed and can be revised at least annually by referring to the results of the PLO assessment evaluation. |
| 4 | The Study Program has conducted evaluations and adjustments of the learning models/methods on a regular basis (annually). |
| 5 | The Study Program and/or UPPS organize international seminars |
| 6 | The Study Program has adequate occupational health and safety facilities to support learning. |
| 7 | The Study Program has policies and mechanisms for the development, replacement, and management of learning facilities and occupational health and Occupational Health and Safety (OHS). |
| 8 | The study program has guidelines/Standard Operating Procedures (SOP) for OHS in operating learning equipment in the laboratory. |
| 9 | The Study Program has taken follow-up actions to address all findings and recommendations from the international accreditation visit report (Study Program with accredited status with conditions/conditional/unconditional) |
| 10 | UPPS monitors the progress of strategic plan achievements through the implementation of risk management accompanied by periodic mitigation. |

| No | Aspect Name |
|----|---|
| 11 | The Study Program has conducted activities that have a positive societal impact in accordance with the mission of the Study Program at the local, regional, national, and international levels. |
| 12 | The generation of income from UPPS and Study Programs in achieving strategic plans and missions through grants, private funds, or other revenues generated by innovative activities and collaborations. |

The table 4 shows the positive achievements of the study program in implementing internal quality assurance based on international standards. The analysis of study materials has referred to global academic associations, while the PLO is designed to be adaptive through annual evaluations based on the KKNi. Learning evaluations are conducted periodically, accompanied by international seminars that support academic networking. K3 facilities, management policies, and laboratory SOPs are in place to ensure learning safety. The study program also follows up on the results of international accreditation, conducts strategic monitoring based on risk management, and produces activities with societal impact. In addition, there are income-generating efforts through grants and collaborations, demonstrating an orientation towards sustainability and global competitiveness.

Study Programs That Have Undergone International Accreditation

At the Faculty of Economics and Business at Unesa, there are four study programs that have been accredited internationally by AQAS. After two years, an evaluation was conducted regarding the consistency in maintaining quality, particularly internationalization, through an internal quality learning audit. The following are the findings from the study programs.

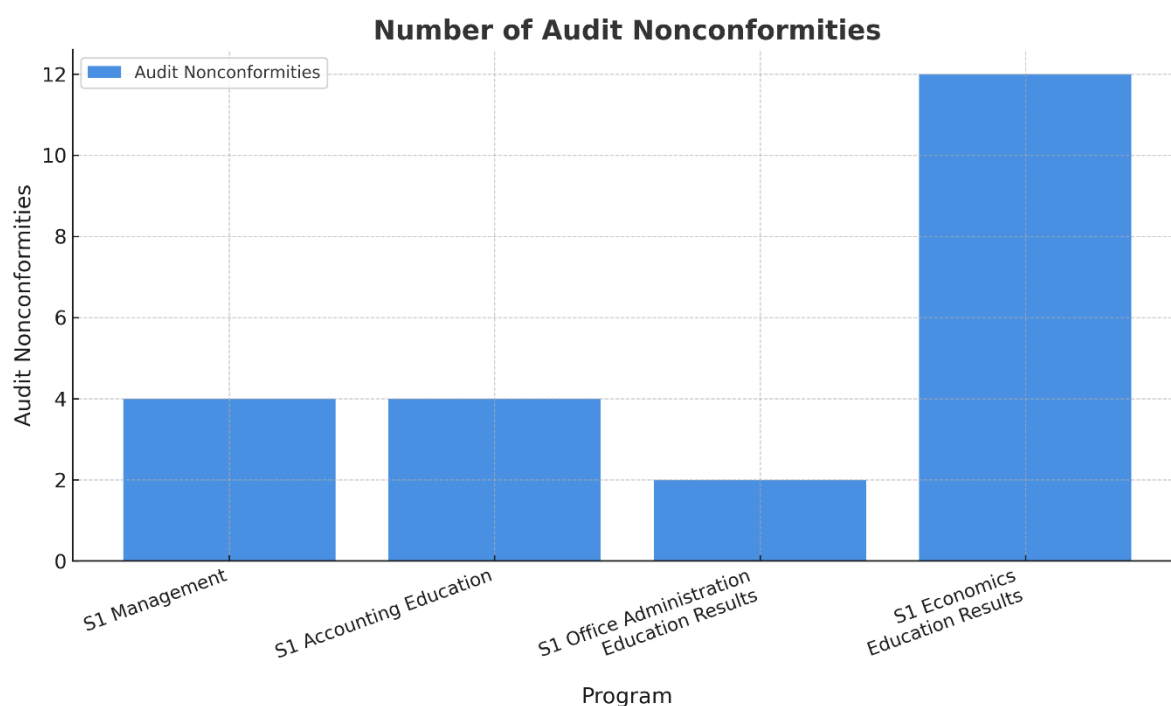


Figure 7. Number of Audit Nonconformities

The "Number of Audit Nonconformities " chart shows the results of the quality audit evaluation of learning from four study programs that have been internationally accredited. The data indicates that the Bachelor of Economic Education program has the highest number of findings with 12 findings, far above the other study programs. Meanwhile, the Bachelor of Management and Bachelor of Accounting Education each recorded four findings, and the Bachelor of Office Administration Education obtained two findings. These findings reflect variations in the level of compliance and quality consistency among the study programs. The high number of findings in the Bachelor of Economic Education program can be a main concern in efforts to improve quality, especially regarding the implementation of international accreditation standards. In the undergraduate Management study program, there are several findings as figure 8:

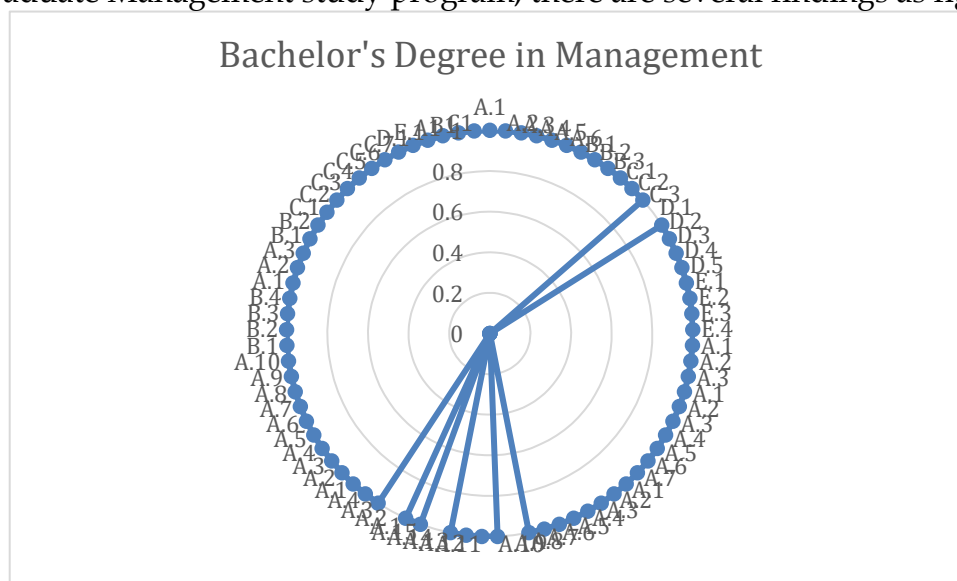


Figure 8. Bachelor's Degree in Management

The chart above shows that most indicators are approaching the maximum value (1), indicating a high level of achievement. However, some indicators appear to be at a low level, suggesting areas that need improvement. Overall, this chart shows that the learning outcomes of the study program are relatively good, but certain indicators still require evaluation. There are several findings in the Bachelor's program in Management in table 5.

Table 5. Internal Quality Audit in the Bachelor's program in Management

| No | Aspect Name |
|----|---|
| 1 | PLO has not yet included the evaluation results of the study on the Indonesian National Qualifications Framework (KKNI) material, and international level associations |
| 2 | The Study Program does not yet have a mechanism to select, evaluate, and promote lecturers |
| 3 | The percentage of permanent lecturers in the study program who are members of international professional organizations in their field of expertise, which is 25%, has not been met. |
| 4 | The Study Program does not yet have student internship activities abroad, and specifically for the International Language major, there is an increase in student internships abroad every year. |

The audit results indicate that there are 4 findings out of 81 questions posed to the Bachelor's Program in Management. The table above illustrates several aspects of weaknesses in the management of the study program. First, the graduate learning outcomes (PLO) have not yet included evaluations of course material based on the Indonesian National Qualifications Framework (KKNI) or international association standards, so global relevance is not yet optimal. Second, there is no systematic mechanism for the selection, evaluation, and promotion of lecturers, which could potentially affect human resource quality. Third, the percentage of permanent lecturers who are members of international professional organizations is still below the minimum standard of 25%. Fourth, the international student internship program has not been fully implemented, although for language majors there is an annual increasing trend. In the Bachelor's Degree Program in Accounting Education, there are several findings as figure 9.

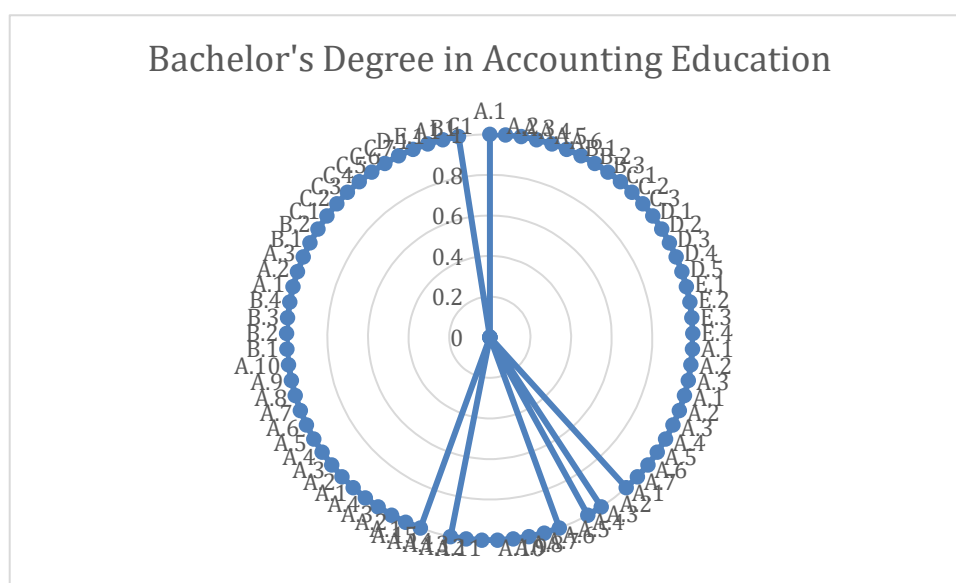


Figure 9. Bachelor's Degree in Accounting Education

The figure 7 shows a pattern of lines indicating the achievement level of each indicator. The graph appears predominantly close to a value of 1 in most aspects, which means the performance is relatively good and consistent. However, there are some indicators with very low values, such as A.1 and A.10, which are important points for improvement. Overall, this graph helps map the strengths and weaknesses of the study program's achievements.

Table 6. Strengths And Weaknesses of The Study Program's Achievements

| No | Aspect Name |
|----|---|
| 1 | There has been no 10 percent increase in internship/faculty exchange activities domestically and abroad |
| 2 | The Study Program and/or UPPS have not yet conducted an international seminar |
| 3 | The percentage of permanent lecturers in the study program who are members of international professional organizations in their field of expertise, which is 25%, has not been met. |

| No | Aspect Name |
|----|---|
| 4 | The lack of income generation from UPPS and Study Programs in achieving strategic plans and missions through grants, private funds, or other revenue generated from innovative activities and collaborations. |

In the Bachelor of Accounting Education Study Program, there are 4 findings out of 81 questions. The table above shows several important findings related to the weaknesses of the study program and study program management unit (UPPS). First, there has not been a 10 percent increase in internship activities or faculty exchanges, both domestically and internationally, resulting in limited academic mobility. Second, international seminars have not been held, which impacts low exposure and global networking. Third, the percentage of permanent faculty members who are members of international professional organizations is still below the minimum target of 25%. Fourth, there have been no income-generating efforts through grants, private funds, or innovative collaborations to support the achievement of strategic plans. The Bachelor of Office Administration Education Study Program is the study program with the fewest findings, as shown in the following figure 10.

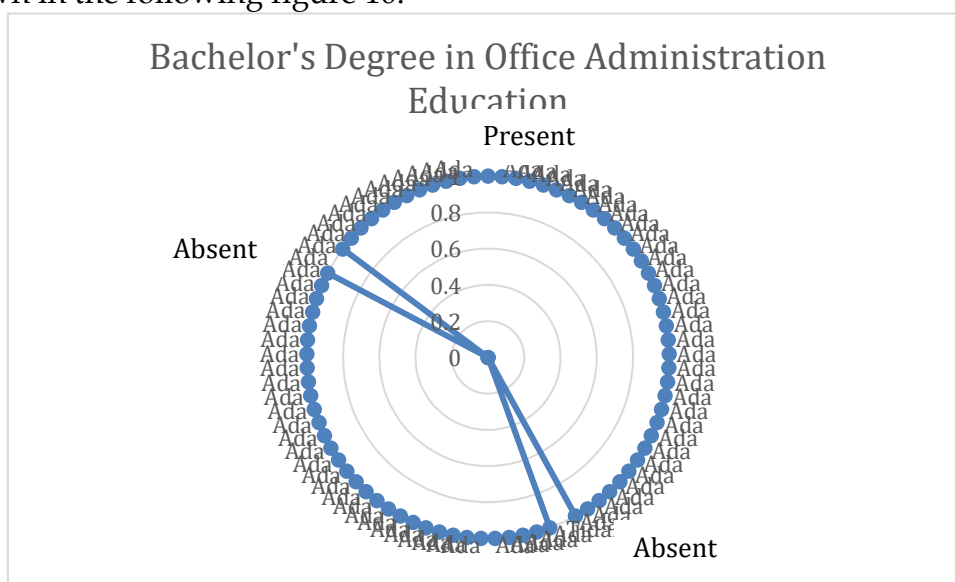


Figure 10. Bachelor's Degree in Office Administration Education

The radar figure 10 displays the evaluation results of the Bachelor's Program in Office Administration Education based on the fulfilment of indicators categorized as "Present" and "Absent." Most of the indicators show a "Present" result, indicating that various aspects of the study program have been implemented according to standards. However, there are several indicators in the "Absent" category, suggesting that certain areas of implementation still need attention. This pattern shows that the study program already has a strong foundation but still requires reinforcement in aspects that have not been met to achieve alignment with academic and strategic quality targets.

Tabel 7. Academic and Strategic Quality Targets

| No | Aspect Name |
|----|--|
| 1 | The Study Program and/or UPPS have not yet conducted an international seminar |
| 2 | The Study Program does not yet have guidelines for maintaining an academic atmosphere in preventing intolerance and discrimination against students and staff. |

The Undergraduate Program in Office Administration Education has the fewest findings, with only 2 findings out of 81 questions. The table above outlines two important findings related to the weaknesses of the study program and the study program management unit (UPPS). First, the absence of international seminars indicates the program's limitation in building global academic networks and enhancing international reputation. This situation impacts the low exposure of research outcomes and innovations to international forums. Second, the program does not have clear guidelines to maintain an academic environment free from intolerance and discrimination, both towards students and staff. The absence of such guidelines could potentially reduce the quality of an inclusive, fair academic environment that supports the development of the potential of all academic community members.

Finally, the undergraduate program in Economic Education is a study program with the highest number of findings among programs that have been internationally accredited.

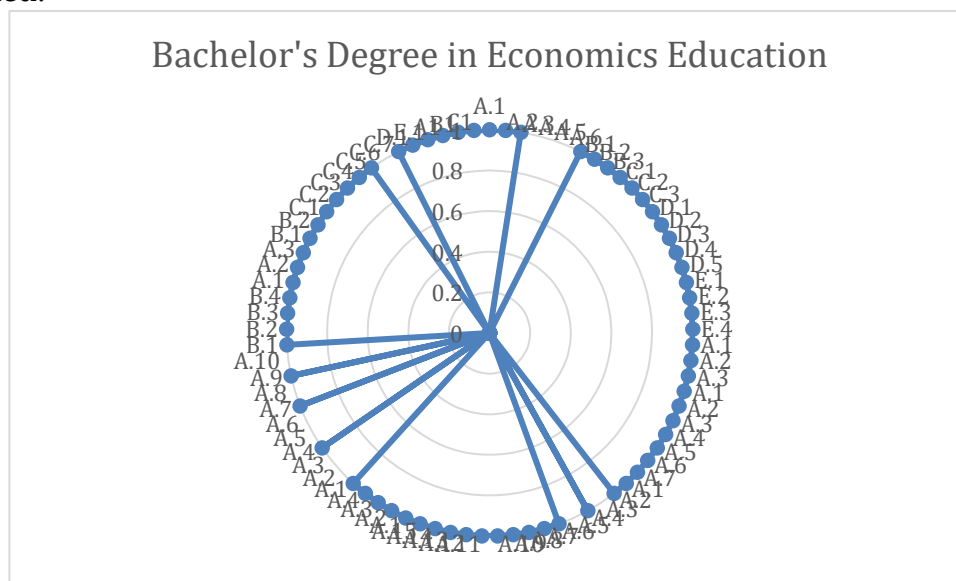


Figure 11. Bachelor's Degree in Economics Education

The figure 11 shows several indicators with relatively low scores. This condition indicates an imbalance between aspects that could affect overall quality achievement. Indicators with low scores need to be addressed through strategy improvement, management strengthening, and increased support for the academic community.

Table 8. Strategy Improvement, Management Strengthening, And Increased Support for The Academic Community

| No | Aspect Name |
|----|--|
| 1 | Curriculum development has not yet referred to the university graduate profile, tracer study results, and stakeholders. |
| 2 | The curriculum drafting team in the study program has not yet received an official assignment letter and has conducted curriculum reviews both internally and externally. |
| 3 | The curriculum restructuring has not been formally documented and approved by the faculty leadership and senate. |
| 4 | There has not yet been a 10 percent increase in international collaborative research |
| 5 | The Study Program and/or UPPS have not yet organized an international seminar |
| 6 | <p>PROFILE is not yet complete, such as:</p> <ol style="list-style-type: none"> 1. History Contains the history of the Study Program and its development in each period up to the present 2. Vision, Mission, and Goals Contains the vision, mission, and objectives 3. Accreditation Contains accreditation information of the Study Program (both national and international). 4. Organizational Structure Contains the organizational structure of the Study Program. 5. Video Profile Contains the Study Program's profile video. |
| 7 | <p>STAFF is not yet complete as follows:</p> <ol style="list-style-type: none"> 1. Lecturer Contains KBK (Field of Expertise Groups) in each Study Program, Staff Handbook, links to GC, Sinta, Scopus, ORCID. 2. Guest and Invited Lecturer Contains information on guest lecturers (national and international), lecturers from the Study Program who serve as guest lecturers outside Unesa. 3. Administration Staff Contains information on administrative staff who assist the activities of the Study Program. |
| 8 | <p>ACADEMIC LECTURE is not yet complete, such as:</p> <ol style="list-style-type: none"> 1. Module Handbook Contains the module handbook documents for all courses. 2. Portfolio Contains course portfolios (from RPS, assignment assessments, midterm exams, final exams, to the measurement of PLO achievement). 3. Thesis Contains examples of Study Program theses (abstracts in English, samples) |
| 9 | <p>ACADEMIC GUIDELINES are not yet complete, such as</p> <ol style="list-style-type: none"> 1. Academic Guideline Contains postgraduate academic guidelines of the State University of Surabaya 2. Academic Calendar Contains the Academic Calendar 3. Thesis Writing Guideline Contains the Thesis Writing Guide |
| 10 | <p>STUDENT & ALUMNI documents are not yet complete, such as:</p> <ol style="list-style-type: none"> 1. Students Contains student activities (mobility such as student exchange or short courses, achievements such as student awards like best presenter or competition winners, scholarships) 2. International Students Contains efforts to attract students from abroad, sandwich programs, etc. 3. Alumni Contains alumni information and Tracer Study Reports |
| 11 | <p>COLLABORATION has not been fully met, such as:</p> <ol style="list-style-type: none"> 1. Research Collaboration Contains information on research collaborations conducted by the Study Program's human resources. In addition, publications from various affiliations can also be presented as a form of research collaboration. 2. Academic Collaboration Contains information on academic collaboration. |

| | |
|----|--|
| 12 | The Study Program has not conducted a measurement of graduate user satisfaction covering the following aspects: (1) ethics, (2) expertise in the field of study (core competencies), (3) foreign language proficiency, (4) use of information technology, (5) communication skills, (6) teamwork, and (7) self-development. |
|----|--|

There are 12 findings from 81 questions in the Bachelor's Program in Economic Education. The table above illustrates various important findings related to weaknesses in the governance and quality development of the study program. First, curriculum development has not fully referred to graduate profiles, tracer study results, and stakeholder input, while the curriculum drafting team has not received official assignments and has not conducted internal or external reviews systematically. Curriculum restructuring has also not been formalized through official documents approved by the leadership and the faculty senate. Second, in terms of research and internationalization, there has not been a significant increase in international research collaborations or the organization of international seminars.

In addition, the completeness of the study program profile documents is still limited, such as history, vision and mission, accreditation, organizational structure, and profile media. The staff component is also not fully in accordance with the standards, especially in providing information on areas of expertise groups, guest lecturers, and administrative staff. From an academic standpoint, lecture modules, portfolios, and thesis examples are not yet well integrated. Academic guidelines, academic calendars, and thesis writing guides are also incomplete.

Discussion

Quality audits of learning in study programs that have achieved or are pursuing international accreditation at the Faculty of Economics and Business (FEB), State University of Surabaya, have strategic urgency in maintaining the consistency of education quality. Research findings indicate a variation in the number of findings among study programs, reflecting differences in the level of compliance and readiness in meeting international accreditation standards. This variation can be interpreted as an indication that the implementation of the internal quality assurance system is still uneven, and therefore each study program requires a specific follow-up approach.

Consistency in the Implementation of Quality Standards

Study programs that have been internationally accredited, such as Bachelor's in Management, Bachelor's in Accounting Education, and Bachelor's in Office Administration, generally demonstrate relatively good indicator achievements with fewer findings. This indicates that internal mechanisms are already in place, although there are still weaknesses such as the limited organization of international seminars, low involvement of lecturers in international professional organizations, and limited mobility of lecturers and students. This condition shows a gap between formal achievements in the form of accreditation certificates and ongoing practices in maintaining quality.

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Accreditation should not be understood as the ultimate goal, but rather as the starting point for a continuous improvement process.

Challenges in the Study Program Towards Accreditation

Study programs that are preparing for accreditation, such as the Bachelor's in Economics, Bachelor's in Business Education, Bachelor's in Islamic Economics, and Bachelor's in Accounting, have a higher number of findings, particularly related to curriculum restructuring, validation of learning outcomes (PLO), academic documentation, and international collaboration. For example, the Bachelor's in Economics program recorded 17 findings, most of which were related to the absence of official documents for curriculum restructuring, weak learning evaluation mechanisms, limited facilities, and lack of follow-up on accreditation results. This indicates the need for a specific strategy in the form of intensive guidance from the managing unit (UPPS) to accelerate compliance with standards.

Weaknesses in Academic Documentation and Governance

A recurring finding in almost all study programs is the completeness of academic documents, such as module handbooks, portfolios, academic guidelines, and program profiles. This documentation weakness has serious implications, as international accreditation emphasizes evidence-based accreditation. Without systematic documentation, quality achievements are often difficult to verify. In addition, some study programs have yet to have guidelines to maintain an academic environment free from discrimination, intolerance, and guidelines for occupational health and safety in learning. This indicates that governance has not fully internalized the principles of inclusivity and workplace safety.

Publication, Collaboration, and International Mobility

The aspect of internationalization remains a dominant weakness. Audit results indicate that there has not been a significant increase in international publications, cross-country collaborative research, or international seminar activities. The mobility of both lecturers and students is also still limited, even though this aspect is one of the main indicators of global competitiveness. Low involvement in international academic forums can hinder the reputation of study programs and reduce the relevance of graduates in the global job market. Therefore, a strategy for improvement is needed through schemes such as joint research, double degrees, visiting professors, or strengthening networks with partner universities abroad.

Quality Assurance and Audit Follow-Up

Some study programs have not yet followed up on audit findings or previous international accreditation recommendations. This condition indicates a weakness in the DIECI cycle (Determination, Implementation, Evaluation, Control, and Standard Improvement). Without a systematic follow-up mechanism, audits will remain merely administrative activities with no real impact on quality. The limited communication of quality assurance results to stakeholders is also an important concern, as the principles

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of transparency and public accountability require universities to openly communicate evaluation results.

Financial Capacity and Sustainability

Another quite prominent weakness is the absence of income-generating mechanisms in most study programs. The limited efforts to obtain external funding through research grants, industry collaboration, or private funding indicate a high dependence on the university's internal resources. In fact, financial independence is crucial to ensure the sustainability of internationalization programs. Study programs need to develop innovative activities, such as industry-based applied research, professional training, and conference organization, which can serve as sources of revenue while also enhancing academic reputation.

Comparative Analysis of Study Programs

When compared, the Bachelor's program in Office Administration Education has the fewest findings, only two aspects, namely the absence of international seminars and anti-discrimination academic guidelines. This indicates that the study program is relatively prepared to meet standards, although it still requires strengthening in the areas of internationalization and inclusivity. In contrast, the Bachelor's program in Economics Education has the highest number of findings (12) despite already being internationally accredited, indicating significant challenges in maintaining quality consistency post-accreditation. This contrast emphasizes that accreditation is not an absolute guarantee of sustainable quality but must be accompanied by continuous internal audits.

Implications for Global Competitiveness

The audit findings indicate that most of the weaknesses in the study programs lie in the aspects of internationalization, documentation, and follow-up evaluations. This condition impacts the global competitiveness of graduates, as the quality of education is measured not only by accreditation but also by international experience, reputable publications, and academic networks. Without strengthening these aspects, graduates are at risk of being less competitive compared to those from other universities who are better prepared on a global scale. Therefore, these audit results should serve as a basis for the strategic planning of the faculty and university to enhance their positioning as internationally competitive institutions.

Improvement Strategies and Recommendations

Based on the analysis above, several improvement strategies can be recommended. First, strengthen the restructuring of the curriculum based on outcome-based education (OBE) by referring to international standards and stakeholder input. Second, enhance the capacity of lecturers through international certification programs, membership in global professional organizations, and technology-based pedagogical training. Third, expand research and academic collaboration with foreign universities through MoUs aimed at practical implementation. Fourth, develop an integrated digital documentation system so that evidence of quality achievements is easily accessible and verifiable. Fifth,

strengthen the quality culture through consistent follow-up on audits and active involvement of the entire academic community.

CONCLUSION

Fundamentals finding: The quality audit of learning in study programs with international accreditation at the Faculty of Economics and Business, State University of Surabaya, shows that accreditation does not automatically guarantee the sustainable consistency of academic quality. The audit findings reveal variations in achievements between study programs, both those already accredited and those pursuing international accreditation. **Implications:** The main weaknesses were identified in the aspects of OBE-based curriculum restructuring, academic documentation (module handbook, portfolio, and guidelines), low intensity of international seminars, as well as limited global publications and collaborations. In addition, some study programs have not systematically followed up on previous audit or accreditation recommendations. These findings indicate the need to strengthen the culture of quality, transparency, and continuous follow-up mechanisms within the DIECI cycle to maintain global competitiveness. First, there is a need to strengthen the curriculum based on outcome-based education (OBE) by referring to international standards and stakeholder input. Second, enhancing faculty capacity through membership in international professional organizations, collaborative research, and reputable publications. Third, study programs must intensify internationalization activities through seminars, joint research, and academic mobility. Fourth, the development of an integrated digital documentation system is needed to support evidence-based accreditation. Finally, sustainability strategies can be strengthened through income-generating mechanisms such as research grants, industry collaborations, and professional training. **Limitations:** This study is limited to monitoring and evaluating programs of study accredited by AQAS and Acquin quantitatively. **Future Research:** To deepen understanding of learning communities' impact, future research should employ mixed methods designs that quantitatively assess student outcomes alongside qualitative teacher experiences. Longitudinal studies are particularly encouraged to evaluate the sustained effects of professional learning communities on teacher competency development and student achievement over time. Additionally, action research involving iterative community development and policy engagement could provide practical models for enhancing learning community efficacy and institutional integration.

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