

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN
DOCUMENTS
ODD SEMESTER 2024/2025



QUALITY ASSURANCE SUB-UNIT
GUIDANCE AND COUNSELING STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
2025

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN DOCUMENTS
ODD SEMESTER 2024/2025

Guidance and Counseling Program QA Sub Unit Team

1. Farikha Wahyu Lestari, M.Pd
2. Dr. Yunita Dwi Setyoningsih, M.Pd

PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of SLP Documents for the Odd Semester of the 2024/2025 Academic Year in the Guidance and Counseling Study Program, Faculty of Educationun, Universitas PGRI Semarang, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Guidance and Counseling Study Program. The purpose of this activity was to ensure that the SLP documents, hereinafter referred to as SLP, prepared by course lecturers comply with the established academic quality standards and are suitable to be used as guidelines for teaching and learning activities.

The focus of this monitoring and evaluation included the alignment of the SLP with Graduate Learning Outcomes and Course Learning Outcomes, the alignment of learning methods with Graduate Learning Outcomes, the alignment of assessment with Course Learning Outcomes, the availability of teaching materials, the availability of assessment rubrics, the implementation of Student-Centered Learning principles, and the integration of lecturers' research and community service outcomes into the learning plan.

We would like to express our sincere gratitude to:

1. The Chairperson of YPLP PT Universitas PGRI Semarang;
2. The Rector of Universitas PGRI Semarang;
3. The Chairperson of the Quality Assurance Institute of Universitas PGRI Semarang;
4. The Dean of the Faculty of Education, Universitas PGRI Semarang;
5. The Head of the Guidance and Counseling Study Program;
6. The Quality Assurance Sub-Unit of the Guidance and Counseling Study Program;
7. All course lecturers in the Guidance and Counseling Study Program.

The results of this monitoring and evaluation are expected to serve as a basis for the improvement and refinement of Semester Learning Plan documents. Therefore, the Semester Learning Plan documents used in the teaching and learning process are expected to be aligned with learning outcomes, support active learning implementation, ensure objective assessment, and strengthen the culture of academic quality in the Guidance and Counseling Study Program, FIP, Universitas PGRI Semarang.

Semarang, August 20, 2024

Quality Assurance Sub-Unit

Guidance and Counseling Study Program



Farikha Wahyu Lestari, M.Pd.

TABLE OF CONTENTS	
PREFACE	3
TABLE OF CONTENTS	5
1. INTRODUCTION	6
2. QUALITY STANDARDS FOR MONITORING AND EVALUATION OF SLP DOCUMENTS	7
3. IMPLEMENTATION OF MONITORING AND EVALUATION OF SLP DOCUMENTS	8
4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS	9
4.1 Instrument for Monitoring Semester Learning Plan Documents	9
4.2 Scoring Rubric	9
5. RESULTS OF MONITORING AND EVALUATION OF SLP DOCUMENTS	10
5.1 General Recapitulation of Monitoring Results	10
5.2 Recapitulation Table of Semester Learning Plan Document Indicator Achievement	10
5.3 Chart of Indicator Achievement in Semester Learning Plan Document Monitoring	11
5.4 Diagram of Indicator Category Composition	12
5.5 Recapitulation of Monitoring Results by Semester Learning Plan Document	14
5.6 Analysis of Results by Indicator	15
5.7 Findings of Semester Learning Plan Document Monitoring and Evaluation	17
6. CONCLUSION	17
7. RECOMMENDATIONS	18
8. CLOSING	19
9. REFERENCES	19
10. APPENDICES	20
Appendix 1. Instrument for Monitoring SLP Documents	20
Appendix 2. Recapitulation of SLP Document Monitoring Results by Course	21
Appendix 3. List of Monitored SLP Documents	22
Appendix 4. Recapitulation of Teaching Material Availability in SLP Documents	23
Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents	24
Appendix 6. Recapitulation of Research and Community Service Integration in SLP Documents	25

1. INTRODUCTION

The SLP, or Rencana Pembelajaran Semester (SLP), is an essential academic document used by lecturers as a guideline in implementing the teaching and learning process. An SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics. Therefore, the quality of SLP documents significantly determines the direction and quality of classroom learning.

Monitoring and evaluation of SLP documents are necessary to ensure that the SLP prepared by course lecturers complies with the established learning quality standards. The SLP does not merely function as an administrative document, but also serves as an academic reference that connects Graduate Learning Outcomes, Course Learning Outcomes, learning methods, assessment, learning resources, and student learning activities.

In the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang, the monitoring and evaluation of SLP documents for the Odd Semester of the 2024/2025 Academic Year was conducted by the Quality Assurance Sub-Unit of the Guidance and Counseling Study Program. This activity was aimed at assessing the readiness and quality of SLP documents to be used by lecturers in the teaching and learning process.

The indicators used in the monitoring and evaluation of SLP documents included the following:

- a. The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods used support the achievement of Graduate Learning Outcomes;
- c. The assessment is aligned with Course Learning Outcomes;
- d. Teaching materials are available and support the learning process;
- e. Assessment rubrics are available as a basis for objective assessment;
- f. Learning activities apply the principles of Student-Centered Learning;
- g. Learning activities integrate the research and community service outcomes of course lecturers.

The legal and institutional bases for conducting this monitoring and evaluation of SLP documents are as follows:

- a. Law Number 20 of 2003 concerning the National Education System;
- b. Law Number 12 of 2012 concerning Higher Education;
- c. Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education;
- d. Internal Quality Assurance System documents of Universitas PGRI Semarang;
- e. Learning Quality Standards of Universitas PGRI Semarang;
- f. Academic policies of the Faculty of Education and Counseling Study Program, Universitas PGRI Semarang;
- g. Academic guidelines of the Guidance and Counseling Study Program, FIP, Universitas PGRI Semarang.

2. QUALITY STANDARDS FOR MONITORING AND EVALUATION OF SLP DOCUMENTS

The quality standards for monitoring and evaluation of SLP documents were developed to ensure that every SLP used by lecturers in teaching has fulfilled the principles of good learning planning. An SLP must clearly demonstrate the relationship among learning outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In an Outcome-Based Education approach, an SLP document must show a clear alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. Accordingly, the learning process implemented by lecturers can be directed toward achieving the competencies established by the study program.

The quality standards of SLP documents used in this monitoring and evaluation activity include the following:

- a. The SLP demonstrates alignment between Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods stated in the SLP support the achievement of Graduate Learning Outcomes;
- c. The assessment stated in the SLP is aligned with Course Learning Outcomes;
- d. Teaching materials are listed and support the achievement of learning outcomes;
- e. Assessment rubrics are available as a basis for objective and transparent assessment;
- f. The SLP reflects the implementation of Student-Centered Learning principles;
- g. The SLP includes the integration of lecturers' research and community service outcomes.

3. IMPLEMENTATION OF MONITORING AND EVALUATION OF SLP DOCUMENTS

The monitoring and evaluation of SLP documents was conducted by the Quality Assurance Sub-Unit of the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang. This activity was conducted on the SLP documents of courses offered in the Odd Semester of the 2024/2025 Academic Year.

A total of 36 course SLP documents were monitored. Each SLP document was reviewed based on the predetermined indicators. The review was conducted to ensure that each SLP fulfilled the components of learning planning in accordance with the quality standards of the Guidance and Counseling Study Program.

The stages of the monitoring and evaluation of SLP documents were as follows:

1. The Quality Assurance Sub-Unit of the Study Program prepared the monitoring instrument for SLP documents;
2. Course lecturers submitted or uploaded their SLP documents;
3. The monitoring team reviewed each SLP document based on the established indicators;
4. The monitoring team assigned scores to each indicator;
5. The results were recapitulated in the form of achievement percentages;
6. The monitoring team analyzed the results of the SLP document review;

7. The monitoring team formulated conclusions and follow-up recommendations;
8. The monitoring team prepared the monitoring and evaluation report of SLP documents.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring SLP Documents

The instrument for monitoring SLP documents was prepared in the form of questions based on SLP quality indicators. These questions were used to assess the completeness and alignment of the SLP content.

Table 1 Instrument for Monitoring SLP Documents

No.	Indicator	Monitoring Question for SLP Document	Evidence Reviewed
1	Alignment of SLP with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with the Graduate Learning Outcomes and Course Learning Outcomes of the Guidance and Counseling Study Program?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Alignment of learning methods with Graduate Learning Outcomes	Do the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes?	Learning methods, forms of learning, and student learning experiences
3	Alignment of assessment with Course Learning Outcomes	Is the assessment stated in the SLP aligned with the predetermined Course Learning Outcomes?	Assignments, tests, projects, portfolios, and assessment indicators
4	Availability of teaching materials	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Availability of assessment rubrics	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Implementation of Student-Centered Learning	Does the learning design in the SLP apply the principles of Student-Centered Learning?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Integration of lecturers' research and community service outcomes	Does the SLP integrate lecturers' research and community service outcomes into materials, case examples, assignments, projects, or teaching materials?	Lecturer research references, community service outcomes, case examples, project topics, and research-based teaching materials

b. Scoring Rubric

The assessment used binary scoring, namely 1 and 0.

Table 2 Scoring Criteria

Score	Criteria
1	The indicator is fulfilled in the SLP document
0	The indicator is not fulfilled or is not clearly visible in the SLP document

The achievement category was determined based on the following percentage ranges.

Table 3 *Achievement Category*

Percentage Range	Category	Description
85%-100%	Excellent	The SLP document fulfills almost all quality indicators and is appropriate to be used as a learning guideline.
70%-84%	Good	The SLP document fulfills most quality indicators, but some aspects still require improvement.
55%-69%	Fair	The SLP document fulfills some indicators, but significant improvement is needed.
40%-54%	Poor	The SLP document does not fulfill most quality indicators.
< 40%	Very Poor	The SLP document does not meet the quality standards and requires comprehensive revision.

5. RESULTS OF MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The results of the monitoring and evaluation of SLP documents in the Guidance and Counseling Study Program, FIP, Universitas PGRI Semarang, indicate that the overall quality of SLP documents was categorized as Excellent. Of the seven indicators assessed, five indicators were categorized as Excellent, while two indicators were categorized as Good.

The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that all reviewed SLP documents had demonstrated alignment between Graduate Learning Outcomes and Course Learning Outcomes. Meanwhile, the indicator of integration of lecturers' research and community service outcomes reached 89%, which indicates that this aspect requires particular attention in the improvement of future SLP documents.

The average achievement of all indicators was 90%, categorized as Excellent.

b. Recapitulation Table of SLP Document Indicator Achievement

Table 4 *Recapitulation of SLP Document Indicator Achievement*

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	36 out of 36	100%	Excellent
2	The learning methods used support the achievement of Graduate Learning Outcomes	34 out of 36	94%	Excellent

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
3	The assessment is aligned with Course Learning Outcomes	34 out of 36	94%	Excellent
4	Teaching materials are available and support the learning process	29 out of 36	81%	Good
5	Assessment rubrics are available as a basis for objective assessment	29 out of 36	81%	Good
6	Learning activities apply the principles of Student-Centered Learning	34 out of 36	94%	Excellent
7	Learning activities integrate lecturers' research and community service outcomes	32 out of 36	89%	Excellent
	Average	228 out of 252	90%	Excellent

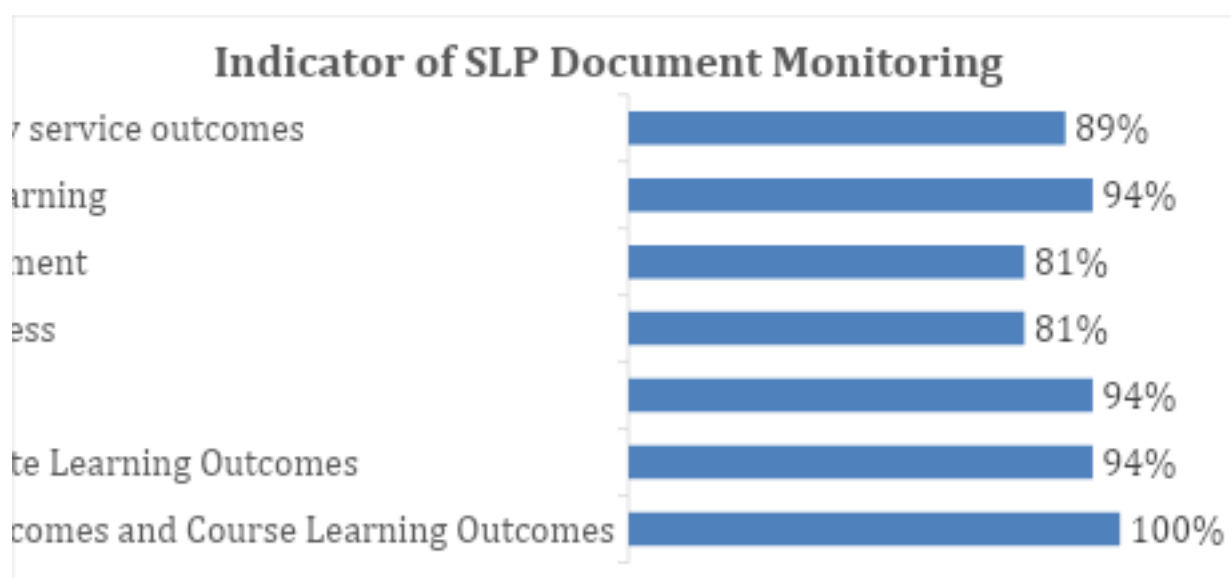


Figure 1 Indicator Achievement in SLP Document Monitoring

Based on Figure 1, the average achievement was found in the 5 of 7 indicator of SLP alignment on excellent categories. This indicates that the SLP documents had been well prepared.

The indicators of learning methods supporting Graduate Learning Outcomes and assessment aligned with Course Learning Outcomes each reached 100%. These results indicate that most SLP documents had included learning methods and assessment strategies aligned with the intended learning outcomes.

The availability of teaching materials reached 81%. This shows that most SLP documents had listed teaching materials that support the learning process. However, three SLP documents still need clearer and more complete teaching materials.

The availability of assessment rubrics reached 81% and was categorized as Good. This indicates that assessment rubrics were available in most SLP documents, but four SLP documents still require clearer or more complete rubrics.

The implementation of Student-Centered Learning reached 94%. This indicates that most SLP documents had reflected active learning designs, such as discussion, problem solving, presentations, group work, projects, and learning reflection.

The integration of lecturers' research and community service outcomes reached 89%. Although this result was categorized as Good, it was the lowest achievement among all indicators. Therefore, the integration of research and community service outcomes into SLP documents should become a priority for improvement in the following semester.

c. Diagram of Indicator Category Composition

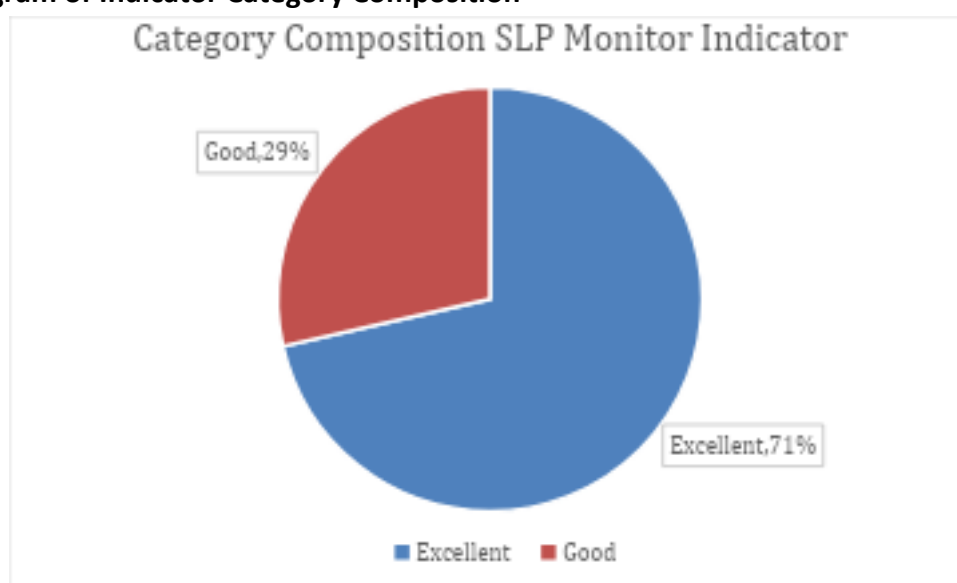


Figure 2 *Category Composition of SLP Monitoring Indicators*

Table 5 *Category Composition of SLP Monitoring Indicators*

Category	Number of Indicators	Percentage
Excellent	5 indicators	71%
Good	2 indicators	29%
Fair	0 indicators	0%
Poor	0 indicators	0%
Very Poor	0 indicators	0%

The diagram shows that most indicators of SLP documents were categorized as Excellent. One indicators were categorized as Good, namely the availability of assessment rubrics and the integration of lecturers' research and community service outcomes. Therefore, the SLP documents of the Guidance and Counseling Study Program are generally appropriate to be used as guidelines for teaching and learning, but improvement is still required in the areas of assessment rubrics and the integration of lecturers' tridharma activities.

d. Recapitulation of Monitoring Results by SLP Document

The indicator codes used in the following table are I1 for SLP aligned with Graduate Learning Outcomes and Course Learning Outcomes, I2 for learning methods supporting Graduate Learning Outcomes, I3 for assessment aligned with Course Learning Outcomes, I4 for teaching materials availability, I5 for assessment rubric availability, I6 for Student-Centered Learning implementation, and I7 for integration of lecturers' research and community service outcomes.

Table 6 Recapitulation of Monitoring Results by SLP Document

N o.	Course	Course Lecturers	I 1	I 2	I 3	I 4	I 5	I 6	I 7	Score	Percentage	Category
1	Application of Non-Test Individual Assessment	Farikha Wahyu Lestari, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00 %	Good
2	Application of Psychological Testing and Individual Assessment	Desi Maulia, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	7	100.00 %	Excellent
3	Learning Guidance and Counselling	Dra. Wiwik Kusdaryani, M.Pd.	1	1	1	0	1	1	1	6	85.71 %	Excellent
4	Career Guidance and Counselling	Drs. Mujiono, M.Si.	1	1	1	1	1	1	1	7	100.00 %	Excellent
5	Family Guidance and Counselling	Dr. Arri Handayani, S.Psi., M.Si.	1	1	1	1	1	1	1	7	100.00 %	Excellent
6	Personal and Social Guidance and Counselling	Eka Sari Setianingish, S.Pd., M.Pd.	1	1	1	1	1	1	0	6	85.71 %	Excellent

7	Foundations of Guidance and Counselling	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	1	7	100.00 %	Excellent
8	Group Dynamics	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	1	7	100.00 %	Excellent
9	Entrepreneurship	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	1	1	1	0	1	1	1	1	6	85.71 %	Excellent
10	Professional Ethics in Guidance and Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	1	7	100.00 %	Excellent
11	Evaluation and Supervision in Guidance and Counselling	Dr. Yovitha Julienjantintingsih, M.Pd.	1	0	1	1	0	1	1	1	5	71.43 %	Good
12	Philosophy of Science and Logic	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	1	1	1	1	1	1	1	0	6	85.71 %	Excellent
13	Implementation of Group Guidance	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	1	7	100.00 %	Excellent
14	Implementation of Classroom Guidance	Dr. G. Rohastono Ajie, M.Pd.	1	1	0	1	1	1	1	1	6	85.71 %	Excellent
15	Implementation of Group Counselling	Dr. Suhendri, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	1	7	100.00 %	Excellent

16	Leadership	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	7	100.00 %	Excellent
17	PGRI Studies	TIM	1	1	1	0	0	1	1	5	71.43 %	Good
18	Mental Health	Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog	1	1	1	1	1	0	1	6	85.71 %	Excellent
19	Fundamental Counselling Skills	Dr. Dini Rakhmawati, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00 %	Excellent
20	Digital Counselling Communication	Dr. Venty, S.Ag., M.Pd.	1	1	1	1	1	0	1	6	85.71 %	Excellent
21	Child and Adolescent Counselling	Dr. Dini Rakhmawati, S.Pd., M.Pd.	1	1	1	0	1	1	1	6	85.71 %	Excellent
22	Counselling in Business and Industrial Settings	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	7	100.00 %	Excellent
23	Community Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	1	1	1	1	0	1	1	6	85.71 %	Excellent
24	Training Management	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	1	1	1	1	1	1	1	7	100.00 %	Excellent
25	Qualitative Research Methodology	Dr. Chr. Argo Widihartono, S.Psi., M.Si.	1	1	1	1	1	1	0	6	85.71 %	Excellent

26	Quantitative Research Methodology	Farikha Wahyu Lestari, S.Pd., M.Pd.	1	1	1	0	1	1	1	6	85.71 %	Excellent
27	Micro Guidance and Counselling	Dr. Venty, S.Ag., M.Pd.	1	1	1	1	1	1	1	7	100.00 %	Excellent
28	Outbound Training	Dr. Venty, S.Ag., M.Pd.	1	1	1	1	0	1	1	6	85.71 %	Excellent
29	Religious Education	TIM	1	1	1	0	0	1	1	5	71.43 %	Good
30	Adult and Older Adult Development	Dra. Tri Suyati, M.Pd.	1	1	1	0	0	1	1	5	71.43 %	Good
31	Learner Development	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	1	1	1	1	1	1	1	7	100.00 %	Excellent
32	Educational Psychology	Desi Maulia, S.Psi., M.Psi., Psikolog	1	0	1	1	0	1	1	5	71.43 %	Good
33	Social Psychology	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	1	1	1	1	1	1	0	6	85.71 %	Excellent
34	General Psychology	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	7	100.00 %	Excellent
35	Counselling Techniques	Dr. Yovitha Julienjantintingsih, M.Pd.	1	1	0	1	1	1	1	6	85.71 %	Excellent
36	Information Technology in	Dr. Suhendri, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	7	100.00 %	Excellent

assignments, projects, or references. However, five SLP documents still need to strengthen this aspect.

f. Findings of SLP Document Monitoring and Evaluation

The monitoring and evaluation of 36 Semester Learning Plan (SLP) documents in the Guidance and Counselling Study Programme, Faculty of Education, Universitas PGRI Semarang, revealed that the overall quality of the SLP documents was categorised as **Excellent**, with an average achievement rate of **90%**. Of the seven indicators assessed, five indicators achieved the Excellent category, while two indicators were categorised as Good. These findings indicate that the majority of SLP documents have met the quality standards established by the study programme and are suitable for use as guides for teaching and learning activities.

The strongest aspect identified was the **alignment of SLPs with Graduate Learning Outcomes (GLOs) and Course Learning Outcomes (CLOs)**, which achieved a perfect score of **100%**. All reviewed SLP documents clearly demonstrated the linkage between programme outcomes and course outcomes, reflecting a strong implementation of outcome-based education principles. This result suggests that curriculum planning and course design within the programme are well structured and consistently aligned with institutional learning outcomes.

The indicators related to **learning methods supporting Graduate Learning Outcomes, assessment alignment with Course Learning Outcomes, and implementation of Student-Centred Learning (SCL)** each achieved approximately **94%**, indicating that most lecturers had incorporated appropriate teaching strategies, assessment methods, and active learning approaches into their SLPs. Learning activities such as discussions, collaborative learning, project-based learning, presentations, and problem-solving tasks were widely reflected in the reviewed documents.

The indicator concerning the **integration of lecturers' research and community service outcomes** achieved **89%**, which was categorised as Excellent. This finding demonstrates that many lecturers had incorporated research findings and community engagement activities into learning materials, assignments, case studies, and project work. Nevertheless, several SLP documents still lacked explicit evidence of such integration, indicating opportunities for further enhancement.

The lowest achievements were found in the indicators of **teaching materials availability** and **assessment rubric availability**, both of which achieved **81%** and were categorised as Good. Although the majority of SLP documents included teaching materials and assessment rubrics, a number of documents still required more comprehensive learning resources and clearer assessment criteria to support effective learning and objective evaluation. These areas therefore represent the primary targets for quality improvement in future SLP development.

At the course level, most SLP documents were categorised as Excellent, with several courses achieving full compliance across all seven indicators. Only a limited number of courses were categorised as Good due to incomplete teaching materials, insufficient assessment rubrics, or limited evidence of research and community service integration. Overall, the findings demonstrate a high level of compliance with the study programme's quality standards and reflect a strong commitment among lecturers to implementing outcome-based, student-centred, and quality-oriented learning planning.

6. CONCLUSION

The monitoring and evaluation of 36 Semester Learning Plan (SLP) documents in the Guidance and Counselling Study Programme demonstrated that the overall quality of the documents was **Excellent**, with an average achievement rate of **90%**. This result indicates that the majority of SLP documents have fulfilled the quality standards established by the programme and are appropriate for use as guidelines in the teaching and learning process.

Among the seven indicators assessed, five indicators achieved the **Excellent** category, namely the alignment of SLPs with Graduate Learning Outcomes and Course Learning Outcomes (100%), learning methods supporting Graduate Learning Outcomes (94%), assessment aligned with Course Learning Outcomes (94%), implementation of Student-Centred Learning (94%), and integration of lecturers' research and community service outcomes (89%). These findings reflect the successful implementation of outcome-based education principles and student-centred learning approaches within the programme.

The indicators related to the **availability of teaching materials** and **assessment rubrics** achieved 81% and were categorised as **Good**. Although most SLP documents included these components, several documents still require more comprehensive teaching resources and clearer assessment rubrics to further strengthen the quality and consistency of learning implementation.

Overall, the findings indicate that the Guidance and Counselling Study Programme has established a strong foundation for quality learning planning. Continuous improvement should focus on enhancing the completeness of teaching materials, refining assessment rubrics, and strengthening the integration of research and community service outcomes into course learning activities to ensure sustained quality enhancement in future semesters.

Top of Form

Bottom of Form

7. RECOMMENDATIONS

Based on the findings of the SLP document monitoring and evaluation, the following recommendations are proposed to enhance the quality and consistency of learning planning within the Guidance and Counselling Study Programme:

1. Improve the Completeness of Teaching Materials

Since the availability of teaching materials achieved the lowest score among the assessed indicators (81%), lecturers should revise and enrich their SLP documents by including more comprehensive and up-to-date learning resources, such as textbooks, journal articles, digital learning materials, modules, and multimedia resources.

2. Strengthen Assessment Rubrics

The availability of assessment rubrics also achieved 81%, indicating the need for clearer and more detailed assessment criteria. The programme should develop standardised rubric templates and provide guidance to lecturers to ensure that assessment rubrics are transparent, objective, measurable, and aligned with Course Learning Outcomes.

3. Enhance Research- and Community Service-Based Learning

Although the integration of lecturers' research and community service outcomes achieved an Excellent category (89%), several SLP documents still lacked explicit evidence of this integration. Lecturers should be encouraged to incorporate research findings, community service experiences, case studies, and project-based activities into their courses to strengthen the relevance and authenticity of learning.

4. Provide Targeted Mentoring for Courses with Lower Achievement

Special assistance and peer-review activities should be provided for lecturers whose SLP documents were categorised as Good. This support should focus on improving teaching materials, assessment rubrics, and the alignment of learning components with programme standards.

5. Maintain and Strengthen Outcome-Based Education Practices

Given the excellent achievement in the alignment of learning outcomes, learning methods, and assessment strategies, the programme should continue promoting Outcome-Based Education (OBE) principles through regular workshops, curriculum review meetings, and sharing of best practices among lecturers.

6. Expand the Implementation of Student-Centred Learning

Although Student-Centred Learning achieved a high score (94%), lecturers should continue developing innovative learning activities that foster critical thinking, collaboration, creativity, problem-solving, and learner autonomy to further enhance student engagement and learning outcomes.

7. Conduct Continuous Quality Monitoring

The Quality Assurance Sub-Unit should continue implementing periodic monitoring and evaluation of SLP documents before each semester. Continuous monitoring will help ensure compliance with programme standards, facilitate timely revisions, and support a culture of continuous quality improvement.

8. CLOSING

The monitoring and evaluation results indicate that the Semester Learning Plan (SLP) documents of the Guidance and Counselling Study Programme have generally met the established quality standards and demonstrate a strong commitment to the implementation of Outcome-Based Education and Student-Centred Learning. The high achievement across most indicators reflects the lecturers' efforts to develop quality learning plans that support the attainment of Graduate Learning Outcomes and Course Learning Outcomes.

Nevertheless, continuous improvement remains essential to ensure the sustainability of educational quality. Particular attention should be directed towards enhancing the completeness of teaching materials, strengthening assessment rubrics, and increasing the integration of research and community service outcomes into learning activities. These improvements are expected to further enrich the learning experience and strengthen the relevance of the curriculum to contemporary educational needs.

The findings of this monitoring and evaluation process provide valuable evidence for quality assurance and continuous improvement efforts within the study programme. It is expected that the recommendations generated from this evaluation will be systematically implemented in future semesters, thereby contributing to the enhancement of academic quality and the achievement of the programme's vision and educational objectives.

.

10. APPENDICES

Appendix 1. Instrument for Monitoring SLP Documents

Table A1 *Instrument for Monitoring SLP Documents*

No.	Indicator	Monitoring Question	Score 1	Score 0
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	Does the SLP clearly state Graduate Learning Outcomes, Course Learning Outcomes, and the relationship between them?	Available and appropriate	Not available/not clear
2	Learning methods support the achievement of Graduate Learning Outcomes	Do the learning methods in the SLP support the achievement of Graduate Learning Outcomes?	Available and appropriate	Not available/not appropriate
3	Assessment is aligned with Course Learning Outcomes	Is the assessment in the SLP aligned with Course Learning Outcomes?	Available and appropriate	Not available/not appropriate
4	Teaching materials are available and support the learning process	Does the SLP list relevant teaching materials that can be used by students?	Available and supportive	Not available/not clear
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available in the SLP or as attachments to the SLP?	Available and clear	Not available/not clear
6	Learning applies Student-Centered Learning principles	Do the learning activities in the SLP show active student involvement in the learning process?	Available and clear	Not available/not clear
7	Integration of lecturers' research and community service outcomes	Does the SLP include the integration of lecturers' research and/or community service outcomes?	Available and clear	Not available/not clear

Appendix 2. Recapitulation of SLP Document Monitoring Results by Course

Note: 1 means that the indicator was fulfilled, while 0 means that the indicator was not fulfilled or was not clearly visible.

Table A2 Recapitulation of SLP Document Monitoring Results by Course

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Application of Non-Test Individual Assessment	1	1	1	1	1	1	1	7	100.00%	Good
2	Application of Psychological Testing and Individual Assessment	1	1	1	1	1	1	1	7	100.00%	Excellent
3	Learning Guidance and Counselling	1	1	1	0	1	1	1	6	85.71%	Excellent
4	Career Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent
5	Family Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent
6	Personal and Social Guidance and Counselling	1	1	1	1	1	1	0	6	85.71%	Excellent

7	Foundations of Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent
8	Group Dynamics	1	1	1	1	1	1	1	7	100.00%	Excellent
9	Entrepreneurship	1	1	1	0	1	1	1	6	85.71%	Excellent
10	Professional Ethics in Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent
11	Evaluation and Supervision in Guidance and Counselling	1	0	1	1	0	1	1	5	71.43%	Good
12	Philosophy of Science and Logic	1	1	1	1	1	1	0	6	85.71%	Excellent
13	Implementation of Group Guidance	1	1	1	1	1	1	1	7	100.00%	Excellent

14	Implementation of Classroom Guidance	1	1	0	1	1	1	1	6	85.71%	Excellent
15	Implementation of Group Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent
16	Leadership	1	1	1	1	1	1	1	7	100.00%	Excellent
17	PGRI Studies	1	1	1	0	0	1	1	5	71.43%	Good
18	Mental Health	1	1	1	1	1	0	1	6	85.71%	Excellent
19	Fundamental Counselling Skills	1	1	1	1	1	1	1	7	100.00%	Excellent
20	Digital Counselling Communication	1	1	1	1	1	0	1	6	85.71%	Excellent

21	Child and Adolescent Counselling	1	1	1	0	1	1	1	6	85.71%	Excellent
22	Counselling in Business and Industrial Settings	1	1	1	1	1	1	1	7	100.00%	Excellent
23	Community Counselling	1	1	1	1	0	1	1	6	85.71%	Excellent
24	Training Management	1	1	1	1	1	1	1	7	100.00%	Excellent
25	Qualitative Research Methodology	1	1	1	1	1	1	0	6	85.71%	Excellent
26	Quantitative Research Methodology	1	1	1	0	1	1	1	6	85.71%	Excellent
27	Micro Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent

28	Outbound Training	1	1	1	1	0	1	1	6	85.71%	Excellent
29	Religious Education	1	1	1	0	0	1	1	5	71.43%	Good
30	Adult and Older Adult Development	1	1	1	0	0	1	1	5	71.43%	Good
31	Learner Development	1	1	1	1	1	1	1	7	100.00%	Excellent
32	Educational Psychology	1	0	1	1	0	1	1	5	71.43%	Good
33	Social Psychology	1	1	1	1	1	1	0	6	85.71%	Excellent
34	General Psychology	1	1	1	1	1	1	1	7	100.00%	Excellent

35	Counselling Techniques	1	1	0	1	1	1	1	6	85.71%	Excellent
36	Information Technology in Guidance and Counselling	1	1	1	1	1	1	1	7	100.00%	Excellent

Table A3 Recapitulation of Indicator Fulfillment

Indicator	Number Fulfilled	Total SLP Documents	Percentage
I1	36	36	100.00%
I2	34	36	96.43%
I3	34	36	96.43%
I4	29	36	85.71%
I5	29	36	82.14%
I6	34	36	92.86%
I7	32	36	82.14%
Total	228	252	90.82%

Appendix 3. List of Monitored SLP Documents

Table A4

List of Monitored SLP Documents

No.	Course	Course Lecturers	SLP Document Status	Notes
1	Application of Non-Test Individual Assessment	Farikha Wahyu Lestari, S.Pd., M.Pd.	Available	Rubric and research/community service integration need strengthening
2	Application of Psychological Testing and Individual Assessment	Desi Maulia, S.Psi., M.Psi., Psikolog	Available	Research/community service integration needs strengthening
3	Learning Guidance and Counselling	Dra. Wiwik Kusdaryani, M.Pd.	Available	Complete
4	Career Guidance and Counselling	Drs. Mujiono, M.Si.	Available	Complete
5	Family Guidance and Counselling	Dr. Arri Handayani, S.Psi., M.Si.	Available	Complete
6	Personal and Social Guidance and Counselling	Eka Sari Setianingish, S.Pd., M.Pd.	Available	Research/community service integration needs strengthening
7	Foundations of Guidance and Counselling	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	Available	Complete
8	Group Dynamics	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	Available	Complete
9	Entrepreneurship	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	Available	Teaching materials need completion
10	Professional Ethics in Guidance and Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	Available	Complete
11	Evaluation and Supervision in Guidance and Counselling	Dr. Yovitha Julienjantintingsih, M.Pd.	Available	Learning method and assessment rubric need strengthening
12	Philosophy of Science and Logic	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	Available	Research/community service integration needs strengthening
13	Implementation of Group Guidance	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	Available	Complete
14	Implementation of Classroom Guidance	Dr. G. Rohastono Ajie, M.Pd.	Available	Assessment alignment with CLOs needs strengthening

15	Implementation of Group Counselling	Dr. Suhendri, S.Pd., M.Pd., Kons.	Available	Complete
16	Leadership	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	Available	Complete
17	PGRI Studies	TIM	Available	Teaching materials and assessment rubric need completion
18	Mental Health	Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog	Available	SCL design needs strengthening
19	Fundamental Counselling Skills	Dr. Dini Rakhmawati, S.Pd., M.Pd.	Available	Complete
20	Digital Counselling Communication	Dr. Venty, S.Ag., M.Pd.	Available	SCL design needs strengthening
21	Child and Adolescent Counselling	Dr. Dini Rakhmawati, S.Pd., M.Pd.	Available	Teaching materials need completion
22	Counselling in Business and Industrial Settings	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	Available	Complete
23	Community Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	Available	Assessment rubric needs completion
24	Training Management	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	Available	Complete
25	Qualitative Research Methodology	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	Available	Research/community service integration needs strengthening
26	Quantitative Research Methodology	Farikha Wahyu Lestari, S.Pd., M.Pd.	Available	SCL design needs strengthening
27	Micro Guidance and Counselling	Dr. Venty, S.Ag., M.Pd.	Available	Teaching materials need completion
28	Outbound Training	Dr. Venty, S.Ag., M.Pd.	Available	SCL design needs strengthening
29	Religious Education	TIM	Available	Teaching materials need completion
30	Adult and Older Adult Development	Dra. Tri Suyati, M.Pd.	Available	Complete

31	Learner Development	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	Available	Assessment rubric needs completion
32	Educational Psychology	Desi Maulia, S.Psi., M.Psi., Psikolog	Available	Complete
33	Social Psychology	Dr. Chr. Argo Widiarto, S.Psi., M.Si.	Available	Research/community service integration needs strengthening
34	General Psychology	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	Available	SCL design needs strengthening
35	Counselling Techniques	Dr. Yovitha Julienjantintingsih, M.Pd.	Available	Teaching materials need completion
36	Information Technology in Guidance and Counselling	Dr. Suhendri, S.Pd., M.Pd., Kons.	Available	Teaching materials need completion

Appendix 4. Recapitulation of Teaching Material Availability in SLP Documents

Table A5 *Teaching Material Availability in SLP Documents*

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
1	Application of Non-Test Individual Assessment	Available	Textbooks, presentation materials	Fulfilled
2	Application of Psychological Testing and Individual Assessment	Available	Modules, presentation materials, exercises	Fulfilled
3	Learning Guidance and Counselling	Available	Textbooks, digital teaching materials	Fulfilled
4	Career Guidance and Counselling	Available	Textbooks, exercises	Fulfilled
5	Family Guidance and Counselling	Available	Modules, presentation materials	Fulfilled
6	Personal and Social Guidance and Counselling	Available	Textbooks, exercises	Fulfilled
7	Foundations of Guidance and Counselling	Available	Textbooks, supporting articles	Fulfilled
8	Group Dynamics	Available	Textbooks, presentation materials, student worksheets	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
9	Entrepreneurship	Not yet clear	Teaching materials have not been specified	Needs completion
10	Professional Ethics in Guidance and Counselling	Available	Modules, sample lesson plans/SLP, presentation materials	Fulfilled
11	Evaluation and Supervision in Guidance and Counselling	Available	Modules, computational practice materials	Fulfilled
12	Philosophy of Science and Logic	Available	Textbooks, exercises	Fulfilled
13	Implementation of Group Guidance	Available	Application modules, practical materials, tutorials	Fulfilled
14	Implementation of Classroom Guidance	Available	Modules, case studies, presentation materials	Fulfilled
15	Implementation of Group Counselling	Available	Modules, student worksheets, presentation materials	Fulfilled
16	Leadership	Available	Textbooks, exercises	Fulfilled
17	PGRI Studies	Not yet clear	Teaching materials have not been specified	Needs completion
18	Mental Health	Available	Textbooks, exercises	Fulfilled
19	Fundamental Counselling Skills	Available	Textbooks, digital teaching materials	Fulfilled
20	Digital Counselling Communication	Available	Practical modules, computational materials	Fulfilled
21	Child and Adolescent Counselling	Available	Teaching materials have not been specified	Fulfilled
22	Counselling in Business and Industrial Settings	Not yet clear	Modules, journal articles, presentation materials	Needs completion
23	Community Counselling	Available	Practical modules, coding materials, tutorials	Fulfilled
24	Training Management	Available	Textbooks, articles, sample learning tools	Fulfilled
25	Qualitative Research Methodology	Available	Modules, sample instruments, rubrics	Fulfilled
26	Quantitative Research Methodology	Available	Practical modules, coding materials, tutorials	Fulfilled
27	Micro Guidance and Counselling	Available	Textbooks, articles, sample learning tools	Fulfilled
28	Outbound Training	Available	Modules, sample instruments, rubrics	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
29	Religious Education	Available	Modules, sample instruments, rubrics	Fulfilled
30	Adult and Older Adult Development	Available	Textbooks, articles, sample learning tools	Fulfilled
31 32	Learner Development	Available	Modules, sample instruments, rubrics	Fulfilled
33	Educational Psychology	Available	Practical modules, coding materials, tutorials	Fulfilled
34	Social Psychology	Available	Textbooks, articles, sample learning tools	Fulfilled
35	General Psychology	Available	Modules, sample instruments, rubrics	Fulfilled
36	Counselling Techniques	Available	Modules, sample instruments, rubrics	Fulfilled

Table A6 *Recapitulation of Teaching Material Availability*

Status	Number of SLP Documents	Percentage
Teaching materials are available and supportive	33	91,6%
Teaching materials are not yet clear/need completion	3	8,4%
Total	36	100%

Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents

Table A7 *Assessment Rubric Availability in SLP Documents*

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
1	Application of Non-Test Individual Assessment	Available	Assignment and exercise rubrics	Fulfilled
2	Application of Psychological Testing and Individual Assessment	Available	Assignment and exercise rubrics	Fulfilled
3	Learning Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
4	Career Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled
5	Family Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled
6	Personal and Social Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled
7	Foundations of Guidance and Counselling	Available	Assignment and participation rubrics	Fulfilled
8	Group Dynamics	Available	Learning tool development rubrics	Fulfilled
9	Entrepreneurship	Not yet clear	Not specified	Needs completion
10	Professional Ethics in Guidance and Counselling	Not yet clear	Not specified	Needs completion
11	Evaluation and Supervision in Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled
12	Philosophy of Science and Logic	Available	Assignment and test rubrics	Fulfilled
13	Implementation of Group Guidance	Available	Learning media project rubrics	Fulfilled
14	Implementation of Classroom Guidance	Available	Business project rubrics	Fulfilled
15	Implementation of Group Counselling	Available	Exploration and presentation rubrics	Fulfilled
16	Leadership	Available	Assignment and test rubrics	Fulfilled
17	PGRI Studies	Not yet clear	Rubric has not been specified	Needs completion
18	Mental Health	Available	Assignment and test rubrics	Fulfilled
19	Fundamental Counselling Skills	Available	Assignment and test rubrics	Fulfilled
20	Digital Counselling Communication	Available	Computational practice rubrics	Fulfilled
21	Child and Adolescent Counselling	Available	Assignment and test rubrics	Fulfilled
22	Counselling in Business and Industrial Settings	Available	Proposal and presentation rubrics	Fulfilled
23	Community Counselling	Available	Learning tool and presentation rubrics	Fulfilled
24	Training Management	Available	Learning tool and presentation rubrics	Fulfilled
25	Qualitative Research Methodology	Available	Evaluation instrument rubrics	Fulfilled
26	Quantitative Research Methodology	Available	Learning tool and presentation rubrics	Fulfilled
27	Micro Guidance and Counselling	Available	Learning tool and presentation rubrics	Fulfilled
28	Outbound Training	Available	Learning tool and presentation rubrics	Fulfilled
29	Religious Education	Available	Business project rubrics	Fulfilled
30	Adult and Older Adult Development	Available	Exploration and presentation rubrics	Fulfilled
31	Learner Development	Available	Assignment and test rubrics	Fulfilled
32	Educational Psychology	Not yet clear	Rubric has not been specified	Needs completion
33	Social Psychology	Available	Assignment and test rubrics	Fulfilled
34	General Psychology	Available	Assignment and test rubrics	Fulfilled
35	Counselling Techniques	Available	Computational practice rubrics	Fulfilled
36	Information Technology in Guidance and Counselling	Available	Assignment and test rubrics	Fulfilled

Table A8 Recapitulation of Assessment Rubric Availability

Status	Number of SLP Documents	Percentage
Assessment rubrics are available	32	88%
Rubrics are not yet clear/need completion	4	12%
Total	36	100%

Appendix 6. Recapitulation of Research and Community Service Integration in SLP Documents**Table A9 Research and Community Service Integration in SLP Documents**

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
1	Application of Non-Test Individual Assessment	Integrated	Examples and references related to guidance and counseling development	Fulfilled
2	Application of Psychological Testing and Individual Assessment	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
3	Learning Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
4	Career Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
5	Family Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
6	Personal and Social Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
7	Foundations of Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
8	Group Dynamics	Integrated	Examples and references related to guidance and counseling development	Fulfilled
9	Entrepreneurship	Integrated	Examples and references related to guidance and counseling development	Fulfilled
10	Professional Ethics in Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
11	Evaluation and Supervision in Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
12	Philosophy of Science and Logic	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening
13	Implementation of Group Guidance	Integrated	Examples and references related to guidance and counseling development	Fulfilled
14	Implementation of Classroom Guidance	Integrated	Examples and references related to guidance and counseling development	Fulfilled
15	Implementation of Group Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
16	Leadership	Integrated	Examples and references related to guidance and counseling development	Fulfilled
17	PGRI Studies	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
18	Mental Health	Integrated	Examples and references related to guidance and counseling development	Fulfilled
19	Fundamental Counselling Skills	Integrated	Examples and references related to guidance and counseling development	Fulfilled
20	Digital Counselling Communication	Integrated	Research-based data analysis practice	Fulfilled
21	Child and Adolescent Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
22	Counselling in Business and Industrial Settings	Integrated	Examples and references related to guidance and counseling development	Fulfilled
23	Community Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
24	Training Management	Integrated	Examples and references related to guidance and counseling development	Fulfilled
25	Qualitative Research Methodology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
26	Quantitative Research Methodology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
27	Micro Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
28	Outbound Training	Integrated	Examples and references related to guidance and counseling development	Fulfilled
29	Religious Education	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
30	Adult and Older Adult Development	Integrated	Examples and references related to guidance and counseling development	Fulfilled
31	Learner Development	Integrated	Examples and references related to guidance and counseling development	Fulfilled
32	Educational Psychology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
33	Social Psychology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
34	General Psychology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
35	Counselling Techniques	Integrated	Examples and references related to guidance and counseling development	Fulfilled
36	Information Technology in Guidance and Counselling	Integrated	Examples and references related to guidance and counseling development	Fulfilled

Table A10 *Recapitulation of Research and Community Service Integration*

Status	Number of SLP Documents	Percentage
Research/community service integration is clearly visible	32	88%
Integration is not yet clear/needs strengthening	4	12%
Total	36	100%