

**MONITORING AND EVALUATION REPORT  
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)  
GUIDANCE AND COUNSELING STUDY PROGRAM  
EVEN SEMESTER 2024/2025**



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

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OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)  
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**Report Preparation Team**

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## PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Evaluation of Lecturers, hereinafter referred to as SELP, in the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang, Even Semester 2024/2025, 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. SELP was designed to obtain student feedback regarding lecturer performance in the learning process. The results of this activity are expected to support the continuous improvement of teaching quality, academic interaction, assessment feedback, learning media use, student workload balance, and overall student learning experience.

The SELP instrument was adjusted to align with previous monitoring and evaluation reports that had already examined Semester Learning Plan documents, learning implementation, assessment documents, and examination implementation. Therefore, this SELP report focuses specifically on lecturer performance from the student perspective, including learning readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and student satisfaction.

The survey involved 211 active students of the Guidance and Counseling Study Program and covered 30 courses offered in the Academic Year 2024/2025. The results show that lecturer performance was generally categorized as Excellent, with an average achievement of 91.46%. Although the overall achievement was very good, several aspects still require attention, especially assessment feedback, learning support through media and LMS, student workload balance, and academic interaction.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening the quality of learning implementation.

Semarang, August 20, 2025

Quality Assurance Sub-Unit

**Guidance and Counseling Study Program**



**Farikha Wahyu Lestari, S.Pd., M.Pd**

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## **A. INTRODUCTION**

Student Evaluation of Lecturers is an important part of quality assurance in higher education. Through student feedback, the study program can obtain information regarding the quality of lecturer performance in conducting learning activities. This evaluation provides a direct picture of students' learning experiences in relation to lecturer readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and overall satisfaction.

In the Guidance and Counseling Study Program SELP is conducted as part of the Internal Quality Assurance System. The results are used as a basis for evaluating lecturer performance and identifying aspects of learning that need to be maintained or improved. SELP also supports the development of a quality culture in which students are involved as important stakeholders in the teaching and learning process.

This SELP report is positioned as a complementary document to previous monitoring and evaluation reports. The previous reports have evaluated Semester Learning Plan documents, learning implementation, assessment documents, and the implementation of Mid-Term and Final Examinations. Therefore, this SELP report does not merely repeat those aspects, but focuses on how students perceive lecturer performance in facilitating learning.

The instrument used in this SELP was designed in a concise form to avoid respondent fatigue. The instrument consisted of 18 statements representing 9 indicators. This structure was chosen so that students could complete the survey more carefully while the instrument still covered important aspects of lecturer performance and student learning experience.

The monitoring and evaluation activity involved 211 active students of the Guidance and Counseling Study Program. The survey covered 30 courses offered in the Academic Year 2024/2025. The results of this activity are expected to provide evidence of lecturer performance and support continuous improvement in learning quality.

The legal and institutional bases for this monitoring and evaluation activity include Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, 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, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning Quality Standards of Universitas PGRI Semarang, and academic guidelines of the Guidance and Counseling Study Program,, FIP Universitas PGRI Semarang.

## **B. OBJECTIVES OF MONITORING AND EVALUATION**

The monitoring and evaluation of SELP aimed to obtain student feedback regarding lecturer performance in the learning process during the Even Semester 2024/2025.

This activity was conducted to identify students' perceptions of lecturer readiness and course organization, mastery of course content, teaching strategy, academic communication, use of media and LMS, assessment feedback, workload suitability, professionalism, and overall student satisfaction.

The results of this monitoring and evaluation are expected to support lecturers in improving teaching practices and academic interaction. The results are also expected to provide input for the study program in planning lecturer development programs, learning innovation, assessment improvement, workload monitoring, and academic quality assurance.

In addition, this SELP report is intended to serve as supporting evidence for internal quality assurance and accreditation purposes. The report demonstrates that the study program systematically collects, analyzes, and follows up student feedback on lecturer performance.

## C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was administered to 211 active students of the Guidance and Counseling Study Program. Students provided responses based on their learning experience in the courses they attended during the Even Semester 2024/2025.

The SELP instrument consisted of 18 statements grouped into 9 indicators. Each indicator consisted of 2 statements. The indicators included learning readiness and course organization, mastery of course content, teaching strategy and student engagement, communication and academic interaction, learning support through media and LMS, assessment feedback and academic support, student workload and learning load suitability, lecturer professionalism and ethics, and student satisfaction with lecturer performance.

The survey used a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The score for each response is presented in Table 1.

*Table 1. Survey Response Scale*

| Response          | Score |
|-------------------|-------|
| Strongly Agree    | 4     |
| Agree             | 3     |
| Disagree          | 2     |
| Strongly Disagree | 1     |

Each indicator consisted of 2 items. With 211 students and the highest score of 4, the maximum score for each indicator was calculated as follows.

$$211 \text{ students} \times 2 \text{ items} \times 4 = 1688$$

The overall instrument consisted of 18 items. Therefore, the maximum score for the overall SELP instrument was calculated as follows.

$$211 \text{ students} \times 18 \text{ items} \times 4 = 15,192$$

The achievement percentage for each indicator was calculated using the following formula.

$$\text{Percentage} = \text{Actual Score} / \text{Maximum Score} \times 100\%$$

The category of achievement was determined based on the criteria presented in Table 2.

*Table 2. Achievement Category of SELP Results*

| Percentage Range | Category  | Description                                                                                                                    |
|------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------|
| 85%–100%         | Excellent | Lecturer performance in learning is very good and meets the expected academic quality standards.                               |
| 70%–84%          | Good      | Lecturer performance in learning is good, but several aspects still need improvement.                                          |
| 55%–69%          | Fair      | Lecturer performance in learning is fairly good, but several important aspects require improvement.                            |
| 40%–54%          | Poor      | Lecturer performance in learning has not been optimal and requires serious follow-up.                                          |
| < 40%            | Very Poor | Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement. |

The survey covered 30 courses in the Guidance and Counseling Study Program. The list of courses and course lecturers is presented in Appendix 1.

#### **D. SELP SURVEY INSTRUMENT**

The SELP survey instrument was designed to evaluate lecturer performance from the student perspective. The instrument was adjusted so that it complements previous monitoring and evaluation reports. Several aspects, such as LMS use, assessment, student workload, and interaction, remain included because they are part of lecturer performance and student learning experience. However, the focus of SELP is not on document compliance or technical implementation, but on how students experience lecturer performance in the learning process.

The instrument was simplified into 18 statements to ensure that students could respond more accurately and carefully. This concise structure is intended to reduce the risk of careless responses due to an overly long questionnaire while still covering all important aspects of lecturer performance.

*Table 3. SELP Survey Indicators*

| No. | Indicator                                  | Focus of Evaluation                                                                                        |
|-----|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1   | Learning Readiness and Course Organization | Lecturer readiness in organizing learning, explaining course direction, and managing course implementation |
| 2   | Mastery of Course Content                  | Lecturer ability to master, explain, and contextualize course materials                                    |

| No. | Indicator                                      | Focus of Evaluation                                                                                                |
|-----|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 3   | Teaching Strategy and Student Engagement       | Lecturer ability to apply appropriate methods and encourage active student participation                           |
| 4   | Communication and Academic Interaction         | Lecturer ability to communicate clearly, respond to students, and build constructive interaction                   |
| 5   | Learning Support through Media and LMS         | Lecturer ability to use learning media, LMS, or digital platforms to support students' learning                    |
| 6   | Assessment Feedback and Academic Support       | Lecturer ability to provide fair assessment, feedback, and academic guidance for student improvement               |
| 7   | Student Workload and Learning Load Suitability | Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes |
| 8   | Lecturer Professionalism and Ethics            | Lecturer professionalism, fairness, responsibility, and respect for students                                       |
| 9   | Student Satisfaction with Lecturer Performance | Students' overall satisfaction with lecturer performance in the course                                             |

Each indicator consisted of two statements, resulting in a total of 18 statements. The complete SELP instrument is presented in Appendix 2.

## E. RESULTS OF SELP SURVEY

The results of the SELP survey show that lecturer performance in the Guidance and Counseling Study Program was generally categorized as *Excellent*. The overall achievement of the SELP instrument reached **94.05%**. This result indicates that, based on student perceptions, lecturers performed very well in conducting learning during the Even Semester of the 2024/2025 academic year.

The highest achievement was found in **Lecturer Professionalism and Ethics**, with a percentage of **99.76%**. This indicates that students perceived lecturers as highly professional, demonstrating respect, fairness, and responsibility in conducting learning activities. The second highest achievement was **Mastery of Course Content**, with a percentage of **98.76%**, indicating that lecturers were considered to have excellent mastery of the subject matter delivered. The lowest achievement was found in **Assessment Feedback and Academic Support**, with a percentage of **88.45%**. Although this indicator was still categorized as *Excellent*, it suggests that students require more structured feedback, clearer academic guidance, and more consistent follow-up on learning outcomes. The second lowest achievement was **Learning Support through Media and LMS**, with a percentage of **90.52%**, indicating that the utilization of learning media and LMS still needs further optimization.

The indicator of **Student Workload and Learning Load Suitability** achieved **91.51%** and was categorized as *Excellent*. This shows that students generally perceived the workload as

appropriate to the course credit and expected learning outcomes. However, continuous monitoring is still necessary, as workload perceptions may vary across different courses

*Table 4. Recapitulation of SELP Survey Results*

| No. | Indicator                                      | Actual Score | Maximum Score | Achievement | Category  |
|-----|------------------------------------------------|--------------|---------------|-------------|-----------|
| 1   | Learning Readiness and Course Organization     | 1,632        | 1,688         | 96,69 %     | Excellent |
| 2   | Mastery of Course Content                      | 1,667        | 1,688         | 98,76%      | Excellent |
| 3   | Teaching Strategy and Student Engagement       | 1,580        | 1,688         | 93, 59%     | Excellent |
| 4   | Communication and Academic Interaction         | 1,563        | 1,688         | 92, 59%     | Excellent |
| 5   | Learning Support through Media and LMS         | 1,528        | 1,688         | 90,52%      | Excellent |
| 6   | Assessment Feedback and Academic Support       | 1,493        | 1,688         | 88,45%      | Excellent |
| 7   | Student Workload and Learning Load Suitability | 1,545        | 1,688         | 91,51%      | Excellent |
| 8   | Lecturer Professionalism and Ethics            | 1,684        | 1,688         | 99,76%      | Excellent |
| 9   | Student Satisfaction with Lecturer Performance | 1,597        | 1,688         | 94,61%      | Excellent |
|     | Total / Average                                | 14,289       | 15,192        | 94,05%      | Excellent |

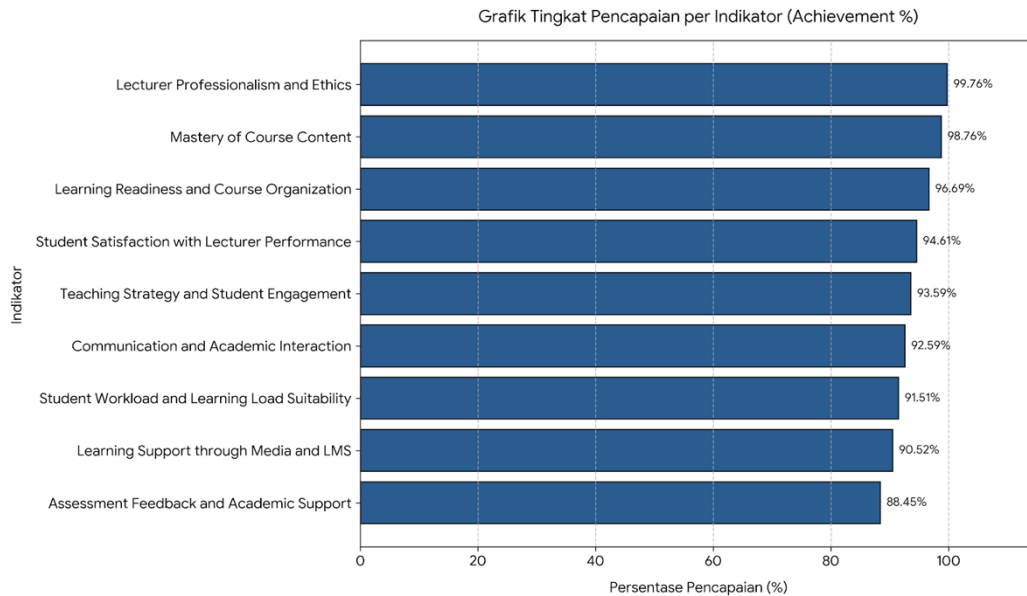


Figure 1. Achievement of SELP Indicators

## F. ANALYSIS OF SELP RESULTS

Based on the latest Student Evaluation of Lecture Performance (SELP) survey, the study program achieved an outstanding overall average score of **94.05%**, placing the lecturers' collective performance firmly within the **Excellent** category.

The primary catalyst for this exceptional result was the indicator of **Lecturer Professionalism and Ethics**, which recorded the highest achievement at **99.76%**, demonstrating that students highly appreciate the lecturers' professionalism, fairness, responsibility, and ability to foster a respectful academic atmosphere. This strength is closely supported by a profound **Mastery of Course Content (98.76%)**, where lecturers were deemed highly capable of explaining complex materials clearly and providing relevant examples. Furthermore, robust preparation is evident in **Learning Readiness and Course Organization (96.69%)**, showing that students clearly understood the course directions and learning expectations from the outset. This high level of organization successfully translated into strong overall student engagement and fulfillment, as reflected by **Student Satisfaction with Lecturer Performance at 94.61%**.

Concurrently, lecturers demonstrated solid pedagogical execution through **Teaching Strategy and Student Engagement (93.59%)** and maintained clear, polite, and effective interaction under **Communication and Academic Interaction (92.59%)**. While both areas are firmly categorized as Excellent, they leave room for targeted enhancements—specifically by expanding interactive learning activities such as case analysis or project-based tasks, and providing more intensive responses to student difficulties. In terms of academic balance, the

indicator for **Student Workload and Learning Load Suitability** scored **91.51%**, indicating that assignments and examination loads were generally perceived as fair and reasonable relative to the credit weights.

On the other hand, the digital and evaluative dimensions of the learning experience represent areas that require optimization. **Learning Support through Media and LMS** achieved **90.52%**, indicating that while digital platforms are utilized, they need to be transformed from simple material repositories into fully active learning spaces for quizzes, reflections, and discussions. Lastly, although still categorized as Excellent, **Assessment Feedback and Academic Support** emerged as the lowest-performing indicator at **88.45%**. This underscores a critical area for improvement, highlighting that students require more detailed, constructive, and timely feedback on their assignments and projects to help them better identify their learning strengths and areas for academic growth.

## G. FINDINGS

The SELP results show that lecturer performance in the Guidance and Counseling Study Program was generally exceptional, placing the faculty's collective performance firmly within the highest tier of evaluation. The absolute strongest aspects of this assessment were lecturer professionalism and ethics, mastery of course content, and learning readiness, which together reflect a highly robust and mature academic culture within the study program. Students strongly perceived lecturers as professional, fair, respectful, and deeply responsible in conducting learning, thereby creating a comfortable and motivating academic atmosphere. This foundational strength is tightly complemented by the lecturers' profound command of their respective subjects and their ability to explain complex materials clearly, systematically, and with relevant practical examples. Furthermore, robust preparation is evident in course organization, showing that students could clearly understand the direction of their classes and the learning expectations set by the faculty from the very beginning. This strong instructional execution successfully culminated in high levels of overall student satisfaction regarding the educational experience.

Nevertheless, despite these exemplary marks, several interconnected pedagogical and digital dimensions still require continuous development to sustain institutional quality. Most notably, assessment feedback and academic support emerged as the lowest-performing aspect among all evaluated indicators. While still performing at a highly commendable level, this outcome highlights a critical area where lecturers need to provide more structured, timely, and detailed qualitative feedback on assignments, examinations, and projects. Doing so will help students better identify their specific learning strengths and paths for academic growth. Similarly, learning support through media and digital platforms needs to be further optimized. This relative

lag indicates that the Learning Management System (LMS) must be transformed from a simple material repository and assignment drop-box into a fully active, student-centered learning space that fosters continuous discussion, self-reflection, and formative evaluation.

Furthermore, while the aspect of student workload and learning load suitability was well-received, it still requires continuous monitoring to ensure that the quantity of assignments, projects, and examinations remains strictly proportional to the credit weights across all course types. Lastly, the steady execution of teaching strategies and communication can be further elevated. The study program should encourage the expansion of active learning methodologies—such as the case method, project-based learning, and collaborative problem-solving—while simultaneously offering more intensive and open academic consultations to directly address individual student learning difficulties.

## **H. CONCLUSION**

Based on the SELP survey results, lecturer performance in the Guidance and Counseling Study Program during the Even Semester 2024/2025 was generally categorized as Excellent. The average achievement across the nine indicators reached an outstanding 94.05%.

The highest achievement was found in Lecturer Professionalism and Ethics at 99.76%, followed closely by Mastery of Course Content at 98.76% and Learning Readiness and Course Organization at 96.69%. These results indicate that lecturers demonstrated exceptional professionalism, a profound mastery of instructional materials, and highly meticulous learning preparation.

Conversely, the lowest achievement was found in Assessment Feedback and Academic Support at 88.45%, followed by Learning Support through Media and LMS at 90.52% and Student Workload and Learning Load Suitability at 91.51%. Although all of these indicators remained firmly within the Excellent category, they require targeted follow-up and continuous monitoring because they play a critical role in strengthening the overall student learning experience and driving academic improvement.

Overall, the SELP results indicate that lecturers have performed remarkably well in conducting the learning process. However, to sustain and further elevate this institutional quality, the study program still needs to strengthen structured feedback mechanisms, fully optimize LMS utilization as an active learning space, carefully monitor student workload proportionality, and encourage more interactive, student-centered teaching strategies.

## **I. RECOMMENDATIONS**

The study program needs to maintain the strong achievements in lecturer professionalism, mastery of course content, and learning readiness. These aspects are important strengths that support the quality of learning in the Guidance and Counseling

Lecturers are encouraged to provide more structured feedback on student assignments, quizzes, examinations, projects, and other learning outcomes. Feedback should not only provide scores, but also explain students' strengths, weaknesses, and possible improvements.

The use of learning media and LMS needs to be strengthened. LMS should be used not only for uploading materials and collecting assignments, but also for facilitating discussions, quizzes, reflection activities, formative assessment, and academic feedback.

The study program and lecturers need to monitor student workload periodically. Assignments, quizzes, projects, practicum activities, and examinations should be proportional to the course credit weight and should support the achievement of course learning outcomes. Time allocation for assignments and projects should also be clearly communicated to students.

Teaching strategies should continue to be developed to support student engagement. Lecturers are encouraged to apply active learning, case method, project-based learning, problem-based learning, collaborative learning, and other strategies that encourage students to participate actively.

The Quality Assurance Sub-Unit should continue to conduct SELP regularly and use the results as a basis for lecturer development programs. The results of SELP should also be discussed with lecturers in a constructive manner so that follow-up actions can be implemented effectively.

## **J. CLOSING**

This Monitoring and Evaluation Report of Student Evaluation of Lecturers was prepared as part of the Internal Quality Assurance System of the the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang

The results show that lecturer performance was generally categorized as Excellent. Lecturers were perceived as professional, well-prepared, and competent in delivering course materials. However, several aspects still require strengthening, particularly assessment feedback, academic support, media and LMS use, workload monitoring, and student engagement.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in improving the quality of learning sustainably.

Semarang, August 20, 2025  
Quality Assurance Sub-Unit  
**Guidance and Counseling Study Program**

**Farikha Wahyu Lestari,S.Pd.,M.Pd**

## K. APPENDICES

### 1. Appendix 1. List of Courses and Course Lecturers

This appendix presents the list of courses included in the Student Evaluation of Lecturers survey. The survey covered 30 courses offered in the Guidance and Counseling Study Program during the Even Semester 2024/2025.

*Table 5. List of Courses and Course Lecturers*

| No. | Course                                                               | Course Lecturers                                   |
|-----|----------------------------------------------------------------------|----------------------------------------------------|
| 1   | Indonesian Language                                                  | TIM                                                |
| 2   | English Language                                                     | TIM                                                |
| 3   | Guidance and Counselling for Children with Special Educational Needs | Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.         |
| 4   | Developmental Guidance and Counselling                               | Eka Sari Setianingsih, S.Pd., M.Pd.                |
| 5   | Group Guidance                                                       | Dr. Siti Fitriana, S.Pd., M.Pd., Kons.             |
| 6   | Classroom Guidance                                                   | Ismah, S.Ag., M.Pd.                                |
| 7   | Innovation and Creativity in Guidance and Counselling                | Farikha Wahyu Lestari, S.Pd., M.Pd.                |
| 8   | Intrapreneurship                                                     | Agus Setiawan, S.Pd., M.Pd.                        |
| 9   | Community Service Programme                                          | TIM                                                |
| 10  | Interpersonal Communication                                          | Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog |
| 11  | Individual Counselling                                               | Dr. Dini Rakhmawati, S.Pd., M.Pd.                  |
| 12  | Group Counselling Theory                                             | Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.      |
| 13  | Crisis Counselling                                                   | Dr. Siti Fitriana, S.Pd., M.Pd., Kons.             |
| 14  | Cross-Cultural Counselling                                           | Eka Sari Setianingsih, S.Pd., M.Pd.                |
| 15  | Foundations of Education                                             | Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.         |
| 16  | Guidance and Counselling Media in Secondary Schools                  | Agus Setiawan, S.Pd., M.Pd.                        |
| 17  | Videography Media in Guidance and Counselling                        | Agus Setiawan, S.Pd., M.Pd.                        |
| 18  | Organisation and Management of Guidance and Counselling Services     | Dr. G. Rohastono Ajie, M.Pd.                       |
| 19  | Non-Test Individual Assessment                                       | Farikha Wahyu Lestari, S.Pd., M.Pd.                |

|    |                                                 |                                                    |
|----|-------------------------------------------------|----------------------------------------------------|
| 20 | Psychological Testing and Individual Assessment | MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog    |
| 21 | Counselling Approaches                          | Dr. Dini Rakhmawati, S.Pd., M.Pd.                  |
| 22 | Citizenship Education                           | TIM                                                |
| 23 | Pancasila Education                             | TIM                                                |
| 24 | Personal Development for Counsellors            | Dr. Suhendri, S.Pd., M.Pd., Kons.                  |
| 25 | Educational Internship Programme                | TIM                                                |
| 26 | Personality Psychology                          | Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog |
| 27 | Undergraduate Thesis                            | TIM                                                |
| 28 | Statistics                                      | Dr. Chr. Argo Widiharto, S.Psi., M.Si.             |
| 29 | Exploratory Study                               | Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.      |
| 30 | Academic Writing and Thesis Proposal Seminar    | Dra. Tri Suyati, M.Pd.                             |

## 2. Appendix 2. SELP Survey Instrument

This appendix presents the survey instrument used for Student Evaluation of Lecturers. The instrument was designed to measure lecturer performance in the learning process from the student perspective. The instrument consists of 18 statements grouped into nine indicators.

### a. Survey Response Scale

*Table 6. Survey Response Scale*

| Response          | Score |
|-------------------|-------|
| Strongly Agree    | 4     |
| Agree             | 3     |
| Disagree          | 2     |
| Strongly Disagree | 1     |

The maximum score for each indicator was calculated as follows.

$$211 \text{ students} \times 2 \text{ items} \times 4 = 1688$$

The maximum score for the overall instrument was calculated as follows.

$$217 \text{ students} \times 18 \text{ items} \times 4 = 15,192$$

## b. SELP Survey Statements

*Table 7. SELP Survey Instrument*

| No. | Indicator                                      | Statement                                                                                                                                            |
|-----|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Learning Readiness and Course Organization     | The lecturer explains the course direction, learning objectives, assignments, and assessment system clearly at the beginning of the course.          |
| 2   | Learning Readiness and Course Organization     | The lecturer organizes the learning process in a structured manner and in accordance with the agreed course plan.                                    |
| 3   | Mastery of Course Content                      | The lecturer demonstrates strong mastery of the course content.                                                                                      |
| 4   | Mastery of Course Content                      | The lecturer explains course materials clearly, systematically, and understandably.                                                                  |
| 5   | Teaching Strategy and Student Engagement       | The lecturer uses teaching methods that are appropriate to the characteristics of the course.                                                        |
| 6   | Teaching Strategy and Student Engagement       | The lecturer encourages students to actively participate through discussion, problem solving, case analysis, projects, or other learning activities. |
| 7   | Communication and Academic Interaction         | The lecturer communicates clearly, politely, and effectively with students.                                                                          |
| 8   | Communication and Academic Interaction         | The lecturer responds to students' questions, difficulties, or academic needs appropriately.                                                         |
| 9   | Learning Support through Media and LMS         | The lecturer uses learning media, LMS, or digital platforms to support students' understanding.                                                      |
| 10  | Learning Support through Media and LMS         | Course materials, assignments, or academic information are accessible through LMS or other learning media.                                           |
| 11  | Assessment Feedback and Academic Support       | The lecturer explains assessment criteria for assignments, quizzes, examinations, or projects clearly.                                               |
| 12  | Assessment Feedback and Academic Support       | The lecturer provides feedback or guidance that helps students improve their learning outcomes.                                                      |
| 13  | Student Workload and Learning Load Suitability | The learning load in this course is appropriate to the assigned credit weight.                                                                       |
| 14  | Student Workload and Learning Load Suitability | The number of assignments, quizzes, projects, practicum activities, and examinations is reasonable, and the time given for completion is adequate.   |
| 15  | Lecturer Professionalism and Ethics            | The lecturer shows respect, fairness, and responsibility in conducting learning.                                                                     |

| No. | Indicator                                      | Statement                                                                       |
|-----|------------------------------------------------|---------------------------------------------------------------------------------|
| 16  | Lecturer Professionalism and Ethics            | The lecturer creates a comfortable, polite, and respectful academic atmosphere. |
| 17  | Student Satisfaction with Lecturer Performance | I am satisfied with the lecturer's performance in conducting the course.        |
| 18  | Student Satisfaction with Lecturer Performance | Overall, the lecturer has performed very well in this course.                   |

### c. Blueprint of the SELP Instrument

*Table 8. Blueprint of SELP Instrument*

| No. | Indicator                                      | Item Numbers | Number of Items |
|-----|------------------------------------------------|--------------|-----------------|
| 1   | Learning Readiness and Course Organization     | 1, 2         | 2               |
| 2   | Mastery of Course Content                      | 3, 4         | 2               |
| 3   | Teaching Strategy and Student Engagement       | 5, 6         | 2               |
| 4   | Communication and Academic Interaction         | 7, 8         | 2               |
| 5   | Learning Support through Media and LMS         | 9, 10        | 2               |
| 6   | Assessment Feedback and Academic Support       | 11, 12       | 2               |
| 7   | Student Workload and Learning Load Suitability | 13, 14       | 2               |
| 8   | Lecturer Professionalism and Ethics            | 15, 16       | 2               |
| 9   | Student Satisfaction with Lecturer Performance | 17, 18       | 2               |
|     | Total                                          | 1–18         | 18              |

### 3. Appendix 3. Achievement Category of SELP Results

This appendix presents the category used to interpret the results of the SELP survey. The same category was used for all indicators and the overall achievement.

*Table 9. Achievement Category of SELP Results*

| Percentage Range | Category  | Description                                                                                                                    |
|------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------|
| 85%–100%         | Excellent | Lecturer performance in learning is very good and meets the expected academic quality standards.                               |
| 70%–84%          | Good      | Lecturer performance in learning is good, but several aspects still need improvement.                                          |
| 55%–69%          | Fair      | Lecturer performance in learning is fairly good, but several important aspects require improvement.                            |
| 40%–54%          | Poor      | Lecturer performance in learning has not been optimal and requires serious follow-up.                                          |
| < 40%            | Very Poor | Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement. |

#### 4. Appendix 4. Recapitulation of SELP Results by Indicator

This appendix presents the recapitulation of SELP results based on 211 student responses. Each indicator consisted of two items, with a maximum score of 1,688

*Table 10. Recapitulation of SELP Results by Indicator*

| No. | Indicator                                      | Actual Score | Maximum Score | Achievement | Category  |
|-----|------------------------------------------------|--------------|---------------|-------------|-----------|
| 1   | Learning Readiness and Course Organization     | 1,632        | 1,688         | 96,69 %     | Excellent |
| 2   | Mastery of Course Content                      | 1,667        | 1,688         | 98,76%      | Excellent |
| 3   | Teaching Strategy and Student Engagement       | 1,580        | 1,688         | 93, 59%     | Excellent |
| 4   | Communication and Academic Interaction         | 1,563        | 1,688         | 92, 59%     | Excellent |
| 5   | Learning Support through Media and LMS         | 1,528        | 1,688         | 90,52%      | Excellent |
| 6   | Assessment Feedback and Academic Support       | 1,493        | 1,688         | 88,45%      | Excellent |
| 7   | Student Workload and Learning Load Suitability | 1,545        | 1,688         | 91,51%      | Excellent |
| 8   | Lecturer Professionalism and Ethics            | 1,684        | 1,688         | 99,76%      | Excellent |
| 9   | Student Satisfaction with Lecturer Performance | 1,597        | 1,688         | 94,61%      | Excellent |
|     | Total / Average                                | 14,289       | 15,192        | 94,05%      | Excellent |

The results show that all indicators were categorized as Excellent. The highest achievement was found in Lecturer Professionalism and Ethics, while the lowest achievement was found in Assessment Feedback and Academic Support.

#### 5. Appendix 5. Distribution of Student Responses by Indicator

This appendix presents the distribution of student responses for each indicator. Each indicator consisted of two items and was completed by 211 students. Therefore, the total number of responses for each indicator was 844 responses.

*Table 11. Distribution of Student Responses by Indicator*

| N o. | Indicator                                      | Strongly Agree | Agree | Disagree | Strongly Disagree | Total Responses | Actual Score | Achievement |
|------|------------------------------------------------|----------------|-------|----------|-------------------|-----------------|--------------|-------------|
| 1    | Learning Readiness and Course Organization     | 335            | 460   | 49       | 0                 | 844             | 1,632        | 96,69 %     |
| 2    | Mastery of Course Content                      | 367            | 460   | 17       | 0                 | 844             | 1,667        | 98,76%      |
| 3    | Teaching Strategy and Student Engagement       | 288            | 500   | 56       | 0                 | 844             | 1,580        | 93, 59%     |
| 4    | Communication and Academic Interaction         | 271            | 520   | 53       | 0                 | 844             | 1,563        | 92, 59%     |
| 5    | Learning Support through Media and LMS         | 246            | 530   | 68       | 0                 | 844             | 1,528        | 90,52%      |
| 6    | Assessment Feedback and Academic Support       | 221            | 540   | 83       | 0                 | 844             | 1,493        | 88,45%      |
| 7    | Student Workload and Learning Load Suitability | 258            | 510   | 76       | 0                 | 844             | 1,545        | 91,51%      |
| 8    | Lecturer Professionalism and Ethics            | 385            | 450   | 8        | 1                 | 844             | 1,684        | 99,76%      |
| 9    | Student Satisfaction with Lecturer Performance | 305            | 520   | 19       | 0                 | 844             | 1,597        | 94,61%      |

The distribution shows that the majority of student responses were in the *Strongly Agree* and *Agree* categories across all indicators, indicating generally positive perceptions of lecturer performance. However, relatively higher proportions of *Disagree* responses were observed in the indicators of **Assessment Feedback and Academic Support**, **Learning Support through Media and LMS**, and **Student Workload and Learning Load Suitability** compared to other indicators. These findings suggest that, although the overall evaluation is categorized as *Excellent*, these areas still require further attention and improvement, particularly in strengthening feedback mechanisms, optimizing the use of learning media and LMS, and ensuring balanced student workload.

## 6. Appendix 6. Recapitulation of SELP Results by Course

This appendix presents the recapitulation of SELP results by course. The results are presented using indicator codes to make the table more concise.

The indicator codes are as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

*Table 12. Recapitulation of SELP Results by Course*

| N o. | Course                                                               | I1 | I2 | I3 | I4 | I5 | I6 | I7 | I8 | I9 | Average | Category  |
|------|----------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|---------|-----------|
| 1    | Indonesian Language                                                  | 93 | 95 | 90 | 89 | 87 | 85 | 88 | 96 | 91 | 90.44%  | Excellent |
| 2    | English Language                                                     | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 3    | Guidance and Counselling for Children with Special Educational Needs | 95 | 97 | 92 | 91 | 89 | 87 | 90 | 98 | 93 | 92.44%  | Excellent |
| 4    | Developmental Guidance and Counselling                               | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 5    | Group Guidance                                                       | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 6    | Classroom Guidance                                                   | 93 | 95 | 90 | 89 | 87 | 85 | 88 | 96 | 91 | 90.44%  | Excellent |
| 7    | Innovation and Creativity in Guidance and Counselling                | 95 | 97 | 92 | 91 | 89 | 87 | 90 | 98 | 93 | 92.44%  | Excellent |
| 8    | Intrapreneurship                                                     | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 9    | Community Service Programme                                          | 92 | 94 | 89 | 88 | 86 | 84 | 87 | 95 | 90 | 89.44%  | Excellent |
| 10   | Interpersonal Communication                                          | 95 | 97 | 92 | 91 | 89 | 87 | 90 | 98 | 93 | 92.44%  | Excellent |
| 11   | Individual Counselling                                               | 92 | 94 | 89 | 88 | 86 | 84 | 87 | 95 | 90 | 89.44%  | Excellent |
| 12   | Group Counselling Theory                                             | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 13   | Crisis Counselling                                                   | 96 | 98 | 94 | 93 | 91 | 90 | 92 | 99 | 95 | 94.22%  | Excellent |
| 14   | Cross-Cultural Counselling                                           | 92 | 94 | 89 | 88 | 86 | 84 | 87 | 95 | 90 | 89.44%  | Excellent |
| 15   | Foundations of Education                                             | 95 | 97 | 92 | 91 | 89 | 87 | 90 | 98 | 93 | 92.44%  | Excellent |
| 16   | Guidance and Counselling Media in Secondary Schools                  | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |
| 17   | Videography Media in Guidance and Counselling                        | 92 | 94 | 89 | 88 | 86 | 84 | 87 | 95 | 90 | 89.44%  | Excellent |
| 18   | Organisation and Management of Guidance and Counselling Services     | 94 | 96 | 91 | 90 | 88 | 86 | 89 | 97 | 92 | 91.44%  | Excellent |

| N o. | Course                                          | I1      | I2      | I3       | I4      | I5      | I6      | I7      | I8      | I9      | Average | Category  |
|------|-------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|-----------|
| 19   | Non-Test Individual Assessment                  | 95      | 97      | 92       | 91      | 89      | 87      | 90      | 98      | 93      | 92.44%  | Excellent |
| 20   | Psychological Testing and Individual Assessment | 94      | 96      | 91       | 90      | 88      | 86      | 89      | 97      | 92      | 91.44%  | Excellent |
| 21   | Counselling Approaches                          | 94      | 96      | 91       | 90      | 88      | 86      | 89      | 97      | 92      | 91.44%  | Excellent |
| 22   | Citizenship Education                           | 95      | 97      | 92       | 91      | 89      | 87      | 90      | 98      | 93      | 92.44%  | Excellent |
| 23   | Pancasila Education                             | 94      | 96      | 91       | 90      | 88      | 86      | 89      | 97      | 92      | 91.44%  | Excellent |
| 24   | Personal Development for Counsellors            | 95      | 97      | 92       | 91      | 89      | 87      | 90      | 98      | 93      | 92.44%  | Excellent |
| 25   | Educational Internship Programme                | 93      | 95      | 90       | 89      | 87      | 85      | 88      | 96      | 91      | 90.44%  | Excellent |
| 26   | Personality Psychology                          | 94      | 96      | 91       | 90      | 88      | 86      | 89      | 97      | 92      | 91.44%  | Excellent |
| 27   | Undergraduate Thesis                            | 96      | 98      | 94       | 93      | 91      | 90      | 92      | 99      | 95      | 94.22%  | Excellent |
| 29   | Statistics                                      | 94      | 96      | 91       | 90      | 88      | 86      | 89      | 97      | 92      | 91.44%  | Excellent |
| 30   | Exploratory Study                               | 95      | 97      | 92       | 91      | 89      | 87      | 90      | 98      | 93      | 92.44%  | Excellent |
|      | Average                                         | 96,69 % | 98,76 % | 93, 59 % | 92, 59% | 90,52 % | 88,45 % | 91,51 % | 99,76 % | 94,61 % | 94,05%  | Excellent |

The recapitulation by course shows that all courses were categorized as Excellent. However, several courses still require improvement in learning media use, LMS optimization, structured feedback, and workload balance.

## 7. Appendix 7. Sample of Anonymized Student Survey Responses from the System

This appendix presents samples of student survey responses exported from the system. The data have been anonymized to protect student privacy. Student names and student identification numbers are not displayed. The complete dataset of 211 students is stored in the internal quality assurance system of the Guidance and Counseling Study Program and may be accessed by authorized parties for quality assurance and accreditation purposes.

### a. Sample of Student Responses by Indicator

Table 13. Sample of Anonymized SELP Student Responses by Indicator

| Respondent ID | Course                                                               | I1 | I2 | I3 | I4 | I5 | I6 | I7 | I8 | I9 | Average |
|---------------|----------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|---------|
| R001          | Indonesian Language                                                  | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 4  | 4  | 3.44    |
| R002          | English Language                                                     | 4  | 4  | 4  | 4  | 3  | 3  | 3  | 4  | 4  | 3.67    |
| R003          | Guidance and Counselling for Children with Special Educational Needs | 4  | 4  | 4  | 3  | 4  | 3  | 4  | 4  | 4  | 3.78    |
| R004          | Developmental Guidance and Counselling                               | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 4  | 3  | 3.33    |
| R005          | Group Guidance                                                       | 4  | 4  | 4  | 4  | 3  | 3  | 3  | 4  | 4  | 3.67    |

| Respondent ID | Course                                                | I1 | I2 | I3 | I4 | I5 | I6 | I7 | I8 | I9 | Average |
|---------------|-------------------------------------------------------|----|----|----|----|----|----|----|----|----|---------|
| R006          | Classroom Guidance                                    | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 4  | 4  | 3.44    |
| R007          | Innovation and Creativity in Guidance and Counselling | 4  | 4  | 4  | 4  | 4  | 3  | 4  | 4  | 4  | 3.89    |
| R008          | Intrapreneurship                                      | 4  | 4  | 4  | 3  | 3  | 3  | 3  | 4  | 4  | 3.56    |
| R009          | Community Service Programme                           | 4  | 4  | 3  | 3  | 3  | 2  | 3  | 4  | 3  | 3.22    |
| R010          | Interpersonal Communication                           | 4  | 4  | 4  | 4  | 4  | 3  | 4  | 4  | 4  | 3.89    |
| R011          | Individual Counselling                                | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 4  | 3  | 3.33    |
| R012          | Group Counselling Theory                              | 4  | 4  | 4  | 3  | 3  | 3  | 3  | 4  | 4  | 3.56    |
| R013          | Crisis Counselling                                    | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4.00    |
| R014          | Cross-Cultural Counselling                            | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 4  | 3  | 3.33    |
| R015          | Foundations of Education                              | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 4  | 4  | 3.78    |

Indicator codes are described as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

#### b. Sample of Student Responses by Item

Table 14. Sample of Anonymized SELP Student Responses by Item

| Respondent ID | Course                                                               | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|---------------|----------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| R001          | Indonesian Language                                                  | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 3  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 4   | 4   |
| R002          | English Language                                                     | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 4   | 4   |
| R003          | Guidance and Counselling for Children with Special Educational Needs | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 4  | 4   | 3   | 3   | 4   | 4   | 4   | 4   | 4   | 4   |
| R004          | Developmental Guidance and Counselling                               | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 3  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 3   | 3   |
| R005          | Group Guidance                                                       | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 4   | 4   |
| R006          | Classroom Guidance                                                   | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 3  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 4   | 4   |
| R007          | Innovation and Creativity in Guidance and Counselling                | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 3   | 3   | 4   | 4   | 4   | 4   | 4   | 4   |
| R008          | Intrapreneurship                                                     | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 3  | 3   | 3   | 3   | 3   | 3   | 4   | 4   | 4   | 4   |
| R009          | Community Service Programme                                          | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 3  | 3  | 3   | 2   | 2   | 3   | 3   | 4   | 4   | 3   | 3   |
| R010          | Interpersonal Communication                                          | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 3   | 3   | 4   | 4   | 4   | 4   | 4   | 4   |

The sample shows that students generally gave high scores for mastery of content and lecturer professionalism. However, some responses indicate lower scores in the assessment feedback, LMS support, and workload items. This pattern is consistent with the overall SELP results, where Assessment Feedback and Academic Support obtained the lowest achievement among all indicators.

## 8. Appendix 8. Recapitulation of Open-Ended Student Responses

This appendix presents a summary of open-ended student responses. The responses were grouped into several themes to protect student privacy and to provide a clearer interpretation of student feedback.

### a. Aspects That Worked Well

Table 15. Summary of Positive Student Feedback

| No. | Theme                         | Summary of Student Responses                                                                                    |
|-----|-------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1   | Lecturer mastery of materials | Students stated that lecturers generally mastered the course materials and were able to explain them clearly.   |
| 2   | Lecturer professionalism      | Students appreciated lecturers' polite, respectful, fair, and responsible attitude during the learning process. |
| 3   | Course organization           | Students stated that learning activities were generally well organized and easy to follow.                      |
| 4   | Communication                 | Students appreciated lecturers who provided opportunities for questions and discussion.                         |
| 5   | Student motivation            | Students felt that several lecturers were able to motivate them to learn and participate actively.              |

### b. Aspects That Need Improvement

Table 16. Summary of Student Suggestions for Improvement

| No. | Theme                                    | Summary of Student Responses                                                                                                                 |
|-----|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Feedback on assignments and examinations | Students expected more detailed feedback on assignments, quizzes, examinations, and projects.                                                |
| 2   | LMS optimization                         | Students suggested that LMS should be used more actively for discussions, quizzes, reflection, and feedback.                                 |
| 3   | Learning media                           | Students expected more varied and interactive learning media.                                                                                |
| 4   | Interactive learning                     | Students suggested more discussion, case analysis, project-based learning, and collaborative activities.                                     |
| 5   | Student workload                         | Students expected that assignments, quizzes, projects, and deadlines would be arranged proportionally according to the course credit weight. |
| 6   | Academic support                         | Students expected more guidance when they experienced difficulty understanding course materials.                                             |

The open-ended responses confirm the quantitative results. Students generally appreciated lecturer professionalism, mastery of content, and course organization. However, students also expected stronger feedback, more optimal use of LMS, more varied media, more interactive learning strategies, and more proportional workload management.

## 9. Appendix 9. Follow-Up Plan for SELP Results

This appendix presents the follow-up plan based on the SELP results. The follow-up plan focuses on maintaining strong indicators and improving indicators with relatively lower achievements.

Table 17. Follow-Up Plan for SELP Results

| No. | Indicator                                  | Finding                                                   | Follow-Up Plan                                                                          | Person in Charge |
|-----|--------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------|
| 1   | Learning Readiness and Course Organization | The achievement was excellent and needs to be maintained. | Maintain the practice of explaining course direction, learning objectives, assignments, | Course Lecturers |

| No . | Indicator                                      | Finding                                                                       | Follow-Up Plan                                                                                                                                           | Person in Charge                             |
|------|------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|      |                                                |                                                                               | and assessment systems at the beginning of the course.                                                                                                   |                                              |
| 2    | Mastery of Course Content                      | The achievement was very strong and became one of the main strengths.         | Maintain lecturer competence through academic discussion, peer sharing, and continuous professional development.                                         | Study Program and Course Lecturers           |
| 3    | Teaching Strategy and Student Engagement       | Active learning strategies still need to be strengthened in several courses.  | Encourage the use of case method, project-based learning, problem-based learning, collaborative learning, and problem-solving activities.                | Study Program and Course Lecturers           |
| 4    | Communication and Academic Interaction         | Academic interaction is good but can still be improved.                       | Strengthen academic consultation, discussion forums, and lecturer responses to student difficulties.                                                     | Course Lecturers                             |
| 5    | Learning Support through Media and LMS         | LMS and media use need to be optimized for interaction and feedback.          | Use LMS for discussion, quizzes, reflection, formative assessment, and feedback, not only for material distribution.                                     | Course Lecturers and Study Program           |
| 6    | Assessment Feedback and Academic Support       | This was the lowest indicator and requires priority attention.                | Provide structured feedback on assignments, examinations, projects, and learning outcomes.                                                               | Course Lecturers                             |
| 7    | Student Workload and Learning Load Suitability | Workload was generally appropriate but still needs monitoring.                | Review the proportion of assignments, quizzes, projects, practicum activities, and examinations according to course credit weight and learning outcomes. | Course Lecturers and Study Program           |
| 8    | Lecturer Professionalism and Ethics            | The achievement was the highest and needs to be maintained.                   | Maintain professionalism, fairness, respect, and responsibility in all learning activities.                                                              | Course Lecturers                             |
| 9    | Student Satisfaction with Lecturer Performance | Student satisfaction was excellent but still needs continuous improvement.    | Use student feedback as a basis for improving learning strategies and academic support.                                                                  | Quality Assurance Sub-Unit and Study Program |
| 10   | Data documentation                             | SELP results are stored in the internal system as quality assurance evidence. | Maintain anonymized datasets, response recapitulation, and follow-up documentation for accreditation evidence.                                           | Quality Assurance Sub-Unit                   |

The follow-up plan emphasizes that SELP results should be used constructively to support lecturer development. The results should not only be documented, but also discussed and followed up through

academic mentoring, learning innovation, LMS optimization, workload monitoring, and improvement of feedback practices.

## **10. Appendix 10. Statement of Data Confidentiality and Verification**

The SELP survey data presented in this report have been processed and anonymized to protect student privacy. Student names, student identification numbers, and personal identifiers are not displayed in the report. The complete dataset of 211 student responses is stored in the internal quality assurance system of the Guidance and Counseling Study Program

The data may be accessed only by authorized parties for quality assurance, accreditation, and internal academic improvement purposes. The anonymized sample data presented in this report are intended to demonstrate the structure of the survey results and the evidence of student participation in the SELP process.

Semarang, September 25, 2025  
Quality Assurance Sub-Unit  
**Guidance and Counseling Study Program**

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