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

QUALITY ASSURANCE UNIT
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND INFORMATION TECHNOLOGY
UNIVERSITAS PGRI SEMARANG
2025

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

Faculty-Level Quality Assurance Unit Team

1. Dr. Harto Nuroso, M.Pd.
2. Dr. Heni Purwati, M.Pd.

PREFACE

Praise be to God Almighty for His blessings and grace, so that the Faculty-Level Monitoring and Evaluation Report of Semester Learning Plan (SLP) Documents for the Odd Semester of the 2024/2025 Academic Year in the Faculty of Mathematics Education, Natural Sciences, and Information Technology, 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 at the faculty level. The report consolidates the monitoring and evaluation results from four study programs, namely Information Technology Education, Mathematics Education, Biology Education, and Physics Education.

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 Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang;
5. The Heads of Study Programs within FPMIPATI;
6. The Quality Assurance Sub-Units of all study programs;
7. All course lecturers in the Faculty of Mathematics Education, Natural Sciences, and Information Technology.

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 FPMIPATI, Universitas PGRI Semarang.

Semarang, February 27, 2025
Quality Assurance Unit
Faculty of Mathematics Education, Natural Sciences, and Information Technology,

Dr. Harto Nuroso, M.Pd.

TABLE OF CONTENTS

1. INTRODUCTION

The Semester Learning Plan (SLP) is a central academic document used by lecturers as a guideline for implementing the teaching and learning process. The SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics.

At the faculty level, monitoring and evaluation of SLP documents are conducted to ensure that learning planning in all study programs is aligned with established academic quality standards and supports the achievement of graduate competencies. The faculty-level report is prepared by consolidating the results of the study program-level reports so that the analysis reflects the overall condition of FPMIPATI.

The consolidated data in this report cover 118 SLP documents from four study programs: Information Technology Education (41 documents), Mathematics Education (30 documents), Biology Education (22 documents), and Physics Education (25 documents).

The indicators used in the faculty-level monitoring and evaluation are as follows:

a. SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes.
b. Learning methods support the achievement of Graduate Learning Outcomes.
c. 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 Student-Centered Learning principles.
g. Learning activities integrate lecturers' research and community service outcomes.

The legal and institutional bases for conducting this monitoring and evaluation 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 Mathematics Education, Natural Sciences, and Information Technology, 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 fulfills the principles of good learning

planning. A high-quality SLP must clearly demonstrate the relationship among learning outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In the Outcome-Based Education approach, SLP documents must show alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. 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 FACULTY-LEVEL MONITORING AND EVALUATION

The faculty-level monitoring and evaluation was conducted by consolidating the monitoring results from each Quality Assurance Sub-Unit at the study program level. The data were obtained from four monitoring and evaluation reports of SLP documents for the Odd Semester of the 2024/2025 Academic Year.

Each SLP document was reviewed based on the predetermined indicators. The study program-level results were then compiled, recalculated, and analyzed to obtain a faculty-level overview of SLP document quality.

a. The study program Quality Assurance Sub-Units prepared monitoring instruments for SLP documents;
b. Course lecturers submitted or uploaded SLP documents;
c. Monitoring teams reviewed each SLP document based on the established indicators;
d. The results were recapitulated in the form of indicator achievement percentages;
e. Faculty-level aggregation was conducted by combining the number of fulfilled indicators across all study programs;
f. The faculty-level analysis, conclusions, and recommendations were formulated based on the consolidated data.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring Semester Learning Plan 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	SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Learning methods support the achievement of 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	Assessment is aligned 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	Teaching materials are available and support the learning process	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Learning activities apply Student-Centered Learning principles	Does the learning design in the SLP apply Student-Centered Learning principles?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Learning activities integrate 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 scoring rubric follows the instruments used by the study programs. For faculty aggregation, indicator fulfillment was converted into fulfilled/not fulfilled status based on the recapitulation tables in each study program report.

Table 2. 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 FACULTY-LEVEL MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The faculty-level monitoring and evaluation covered 118 SLP documents from four study programs. Based on the consolidated results, the overall achievement of SLP document quality indicators reached 88.38%, which is categorized as Excellent.

The category composition of monitored SLP documents shows that 96 SLP documents (81.36%) were categorized as Excellent, 12 documents (10.17%) were categorized as Good, 5 documents (4.24%) were categorized as Fair, 3 documents (2.54%) were categorized as Poor, and 2 documents (1.69%) were categorized as Very Poor.

These findings indicate that, at the faculty level, most SLP documents have fulfilled the required academic quality standards and are appropriate to be used as learning guidelines. However, continuous improvement remains necessary, particularly in indicators that still show relatively lower achievement and in documents that require substantial revision.

b. Recapitulation by Study Program

Table 3. *Faculty-Level Recapitulation by Study Program*

Study Program	Number of SLP Documents	Fulfilled Indicators	Achievement	Category	Excellent Documents	Good Documents	Fair Documents
Information Technology Education	41	254/287	88.50%	Excellent	27	14	0
Mathematics Education	30	205/210	97.62%	Excellent	30	0	0
Physics Education	25	164/175	93.71%	Excellent	24	1	0
Biology Education	22	132/154	85.71%	Excellent	18	4	0
Faculty Total/Average	118	755/826	91.40%	Excellent	99	18	1

Note: The faculty-level aggregation was recalculated from the per-indicator fulfillment data in each study program report to ensure consistency across study programs. The Information Technology Education report used a different indicator formulation; therefore, its indicators were treated as equivalent learning-plan quality components for faculty-level consolidation.

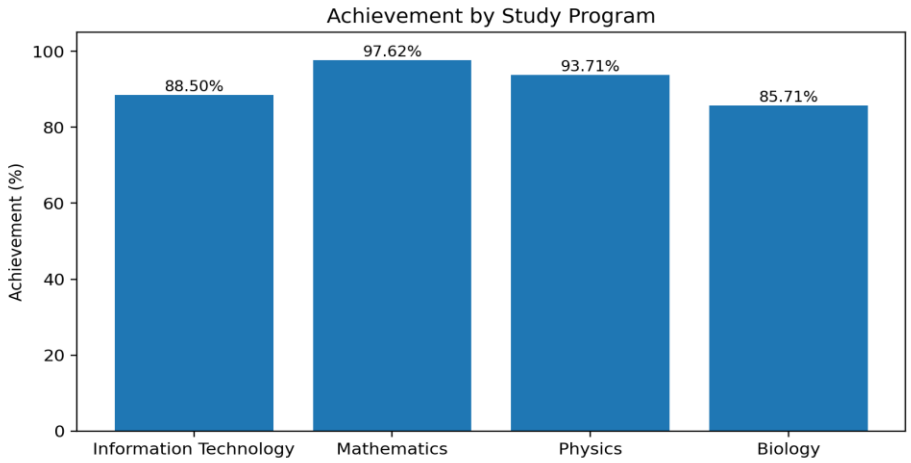

Figure 1. *Achievement by Study Program*

c. Faculty-Level Indicator Achievement

Table 4. *Faculty-Level Indicator Achievement*

Code	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
I1	Alignment of learning outcomes in SLP documents (source-report I1)	117/118	99.15%	Excellent
I2	Alignment/support of detailed outcomes, methods, or learning design (source-report I2)	109/118	92.37%	Excellent
I3	Alignment/completeness of assessment or learning materials according to source-report I3	114/118	96.61%	Excellent
I4	Availability/alignment of teaching materials, methods, or learning experiences according to source-report I4	105/118	88.98%	Excellent
I5	Assessment rubrics, learning characteristics, or related quality components according to source-report I5	105/118	88.98%	Excellent
I6	Student-Centered Learning, assessment criteria, or related quality components according to source-report I6	105/118	88.98%	Excellent
I7	Research/community service integration or assessment weight/form alignment according to source-report I7	100/118	84.75%	Good
Average	Overall indicator achievement	755/826	91.40%	Excellent

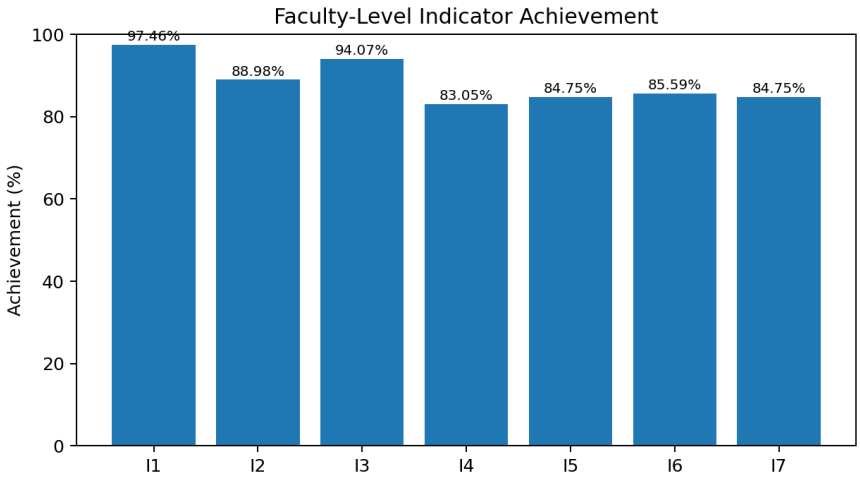

Figure 2. Faculty-Level Indicator Achievement in SLP Document Monitoring

The highest achievement was found in Indicator I1, namely SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, which reached 99.15%. This result indicates that the strongest component of SLP document quality across the faculty was related to the alignment between learning planning and the expected learning outcomes.

The lowest achievement was found in Indicator I7, namely Learning activities integrate lecturers' research and community service outcomes, which reached 84.75%. This indicator should become a priority for improvement at the faculty level because it shows the largest proportion of documents requiring clarification or strengthening, particularly in explicitly integrating lecturers' research outputs, community service outcomes, case studies, project assignments, references, and contextual learning materials into the SLP documents.

In addition, Indicators I4, I5, and I6 each reached 88.98%, indicating that teaching material availability, assessment rubric availability, and Student-Centered Learning implementation were generally strong but still require continuous improvement to ensure more consistent quality across all study programs.

d. Category Composition of SLP Documents

Table 5*. Category Composition of SLP Documents at the Faculty Level*

Category	Number of SLP Documents	Percentage
Excellent	99	83.89%
Good	19	16.10%
Fair	0	0%
Poor	0	0%
Very Poor	0	0%

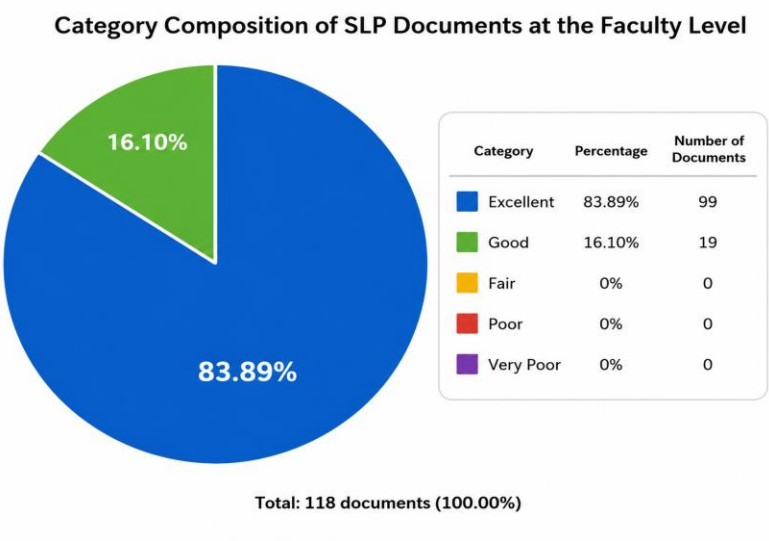

***Figure 3**. Category Composition of SLP Documents*

Based on the category composition, the majority of SLP documents were categorized as Excellent (83.90%). The Good category accounted for 16.10%, These findings show that the quality of SLP documents at FPMIPATI is generally strong, while targeted improvement is needed so that all SLP documents can consistently reach the Excellent category.

e. Analysis of Results by Indicator

1) I1 - Alignment of learning outcomes reached 118/118 or 100%. This was the strongest faculty-level indicator and shows that almost all SLP documents had demonstrated alignment between learning planning and expected learning outcomes.

2) I2 - Alignment/support of detailed outcomes, learning methods, or learning design reached 109/118 or 92.37%. This indicates that most SLP documents had used learning designs and methods that support the achievement of graduate competencies, although several documents still require clearer mapping.

3) I3 - Assessment or material alignment according to the source-report indicator reached 114/118 or 96.61%. This result indicates that assessment and/or material components were generally aligned with the intended learning outcomes.

4) I4 - Availability/alignment of teaching materials, learning methods, or learning experiences reached 105/118 or 88.98%. Although categorized as Excellent, several documents still require more explicit teaching materials, digital learning resources, or learning experiences.

5) I5 - Assessment rubrics, learning characteristics, or related quality components reached 105/118 or 88.98%. This indicates that rubrics and related quality components are generally available but still need improvement in several courses, especially for project-based, practical, presentation, portfolio, and performance assessments.

6) I6 - Student-Centered Learning, assessment criteria, or related quality components reached 105/118 or 88.98%. Most SLP documents had reflected active learning or assessment criteria, but several documents should describe student roles, learning experiences, and assessment indicators more explicitly.

f. I7 - Research/community service integration or assessment weight/form alignment reached 100/118 or 84.75%. This was the lowest faculty-level achievement and should become a priority for improvement, particularly by strengthening the explicit integration of research and community service outcomes and the consistency of assessment forms and weighting where applicable.

g. Findings of Faculty-Level Monitoring and Evaluation

1) The overall achievement of the faculty-level monitoring indicators reached the Excellent category.
2) Almost all monitored SLP documents across the faculty demonstrated alignment with learning outcomes.
3) The strongest indicator was I1, namely the alignment of SLP documents with learning outcomes.
4) Assessment alignment and learning design components were generally strong across the faculty.
5) The lowest achievement was found in I7, indicating the need for strengthening advanced quality components such as research/community service integration and assessment weight/form alignment according to each study program instrument.
6) Teaching materials, assessment rubrics, learning experiences, and Student-Centered Learning activities were generally available but still need clearer and more explicit documentation in several SLP documents.
7) Most SLP documents were categorized as Excellent, while a smaller proportion were categorized as Good and one document was categorized as Fair.
8) At the faculty level, the monitoring results indicate that SLP documents are generally appropriate to be used as learning guidelines and support the implementation of Outcome-Based Education.

6. CONCLUSION

Based on the faculty-level monitoring and evaluation results, the overall quality of Semester Learning Plan documents in FPMIPATI Universitas PGRI Semarang for the Odd Semester of the 2024/2025 Academic Year was categorized as Excellent**,** with an average indicator achievement of 91.40%**.**

The monitoring covered 118 SLP documents from four study programs. A total of 99 documents (83.89%) were categorized as Excellent**,** 19 documents (16.10%) were categorized as Good**,** and no documents were categorized as Fair, Poor, or Very Poor**.** These results indicate that most SLP documents across the faculty have fulfilled the expected quality standards and are appropriate to be used as learning guidelines.

The highest achievement was found in Indicator I1**,** namely the alignment between SLP documents and learning outcomes, which reached 99.15%**.** This shows that the alignment of

Semester Learning Plans with Graduate Learning Outcomes and Course Learning Outcomes has become the strongest component of learning planning at the faculty level.

Meanwhile, the lowest achievement was found in Indicator I7**,** namely the integration of lecturers' research and community service outcomes or assessment weight/form alignment, which reached 84.75%**.** Therefore, continued strengthening is required, particularly in the explicit integration of research and community service outcomes, the completeness of assessment rubrics, the clarity of teaching materials, and the description of learning experiences in SLP documents.

7. RECOMMENDATIONS

a. The faculty should maintain the consistency of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes across all study programs.
b. Study programs should continue to strengthen the alignment among learning methods, learning experiences, and intended learning outcomes.
c. Course lecturers should ensure that assessment methods and instruments are explicitly mapped to Course Learning Outcomes.
d. Teaching materials should be updated, completed, and clearly listed in SLP documents, including textbooks, modules, scientific articles, digital learning resources, and student worksheets.
e. Assessment rubrics should be attached or described in more detail in SLP documents, especially for project-based, practical, portfolio, presentation, and performance assessments.
f. Student-Centered Learning activities should be made more explicit in the SLP, including student roles, collaborative learning strategies, reflective activities, and authentic learning experiences.
g. Lecturers should strengthen the integration of research and community service outcomes into learning through case studies, teaching materials, assignments, projects, references, and community-based learning activities.
h. The Faculty Quality Assurance Unit should provide technical assistance and a standardized checklist to help study programs improve SLP documents before the semester begins.
i. Monitoring and evaluation of SLP documents should be conducted regularly every semester and followed by documented improvement actions.

8. CLOSING

This Faculty-Level Monitoring and Evaluation Report of Semester Learning Plan Documents was prepared as part of the implementation of the Internal Quality Assurance System in the Faculty

of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

The consolidated results indicate that the quality of SLP documents across the faculty was generally categorized as Excellent, with an average achievement of 91.40%. These results demonstrate that learning planning in the faculty has been developed in accordance with academic standards and supports the implementation of Outcome-Based Education.

This report is expected to serve as a basis for reflection, follow-up actions, and continuous quality improvement for the faculty, study programs, lecturers, and quality assurance units. Through sustainable quality assurance practices, FPMIPATI is expected to continuously improve the quality of learning planning and strengthen the achievement of graduate competencies.

9. APPENDICES

The appendices present the supporting data for the faculty-level monitoring and evaluation report. The data consolidate the monitoring results from the Information Technology Education, Mathematics Education, Biology Education, and Physics Education Study Programs.

Appendix 1. Instrument for Monitoring Semester Learning Plan Documents

***Table A1**. Instrument for Monitoring Semester Learning Plan Documents*

No.	Indicator	Monitoring Question	Evidence Reviewed
1	SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Learning methods support the achievement of 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	Assessment is aligned 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	Teaching materials are available and support the learning process	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Learning activities apply Student-Centered Learning principles	Does the learning design in the SLP apply Student-Centered Learning principles?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Learning activities integrate 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

Appendix 2. Scoring Rubric and Achievement Category

The scoring system follows the instruments used in the study program reports. For the faculty-level aggregation, indicator achievement was consolidated based on fulfilled and not yet clearly fulfilled indicators in each study program report.

Table A2. *Scoring Rubric*

Score/Status	Criteria	Interpretation for Faculty-Level Aggregation
Fulfilled	The indicator is available, appropriate, and clearly reflected in the SLP document.	Counted as fulfilled in the faculty-level recapitulation.
Not yet clear / needs improvement	The indicator is partially available, incomplete, or not explicitly visible in the SLP document.	Counted as requiring improvement in the faculty-level analysis.

Table A3. *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.

Appendix 3. Recapitulation of Monitored SLP Documents by Study Program

Table A4*. Recapitulation of Monitored SLP Documents by Study Program*

Study Program	Number of Monitored SLP Documents	Contribution to Faculty Data	General Category
Information Technology Education	41	41/118	Excellent
Mathematics Education	30	30/118	Excellent
Biology Education	25	25/118	Excellent
Physics Education	22	22/118	Excellent
Faculty Total	118	100.00%	Excellent

Appendix 4. Faculty-Level Recapitulation of SLP Indicator Achievement

Table A5*. Faculty-Level Recapitulation of SLP Indicator Achievement*

Code	Indicator	Number Fulfilled	Percentage	Category
I1	SLP alignment with Graduate Learning	115/118	97.46%	Excellent

	Outcomes and Course Learning Outcomes			
I2	Learning methods support the achievement of Graduate Learning Outcomes	105/118	88.98%	Excellent
I3	Assessment is aligned with Course Learning Outcomes	111/118	94.07%	Excellent
I4	Teaching materials are available and support the learning process	98/118	83.05%	Good
I5	Assessment rubrics are available as a basis for objective assessment	100/118	84.75%	Good
I6	Learning activities apply Student-Centered Learning principles	101/118	85.59%	Excellent
I7	Learning activities integrate lecturers' research and community service outcomes	100/118	84.75%	Good
Average	**Overall indicator achievement**	**730/826**	**88.38%**	**Excellent**

Appendix 5. Recapitulation of Indicator Achievement by Study Program

Table A6. *Recapitulation of Indicator Achievement by Study Program*

Study Program	I1	I2	I3	I4	I5	I6	I7	Total	Achievement	Category
Information Technology Education	40/41 (97.56%)	34/41 (82.93%)	41/41 (100.00%)	34/41 (82.93%)	35/41 (85.37%)	33/41 (80.49%)	37/41 (90.24%)	254/287	88.50%	Excellent
Mathematics Education	30/30 (100.00%)	30/30 (100.00%)	30/30 (100.00%)	30/30 (100.00%)	30/30 (100.00%)	30/30 (100.00%)	25/30 (83.33%)	205/210	97.62%	Excellent
Biology Education	25/25 (100.00%)	25/25 (100.00%)	24/25 (96.00%)	24/25 (96.00%)	21/25 (84.00%)	24/25 (96.00%)	21/25 (84.00%)	164/175	93.71%	Excellent
Physics Education	22/22 (100.00%)	20/22 (90.91%)	19/22 (86.36%)	17/22 (77.27%)	19/22 (86.36%)	18/22 (81.82%)	17/22 (77.27%)	132/154	85.71%	Excellent
Faculty Total	117/118 (99.15%)	109/118 (92.37%)	114/118 (96.61%)	105/118 (88.98%)	105/118 (88.98%)	105/118 (88.98%)	100/118 (84.75%)	755/826	91.40%	Excellent

Appendix 6. Recapitulation of SLP Document Categories at Faculty Level

Table A7. *SLP Document Category Composition by Study Program and Faculty Level*

Study Program	Total SLP	Excellent	Excellent (%)	Good	Good (%)	Fair	Fair (%)	Poor	Poor (%)	Very Poor	Very Poor (%)
Information Technology Education	41	27	65.85%	13	31.71%	1	2.44%	0	0.00%	0	0.00%
Mathematics Education	30	30	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Biology Education	25	24	96.00%	1	4.00%	0	0.00%	0	0.00%	0	0.00%
Physics Education	22	18	81.82%	4	18.18%	0	0.00%	0	0.00%	0	0.00%
Faculty Total	118	99	83.90%	18	15.25%	1	0.85%	0	0.00%	0	0.00%

Appendix 7. Recapitulation of Monitoring Results by Course across Study Programs

The following table consolidates course-level monitoring results from the four study program reports. Indicator scores follow the scoring format used in each source report.

Table A8. *Consolidated Monitoring Results by Course across Study Programs*

Study Program	No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	%	Category
Information Technology Education	1	Microkontroler	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	2	Belajar & Pembelajaran Ilkom	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	3	Sumber Belajar dan Media Pembelajaran	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	4	Matematika Lanjut	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	5	Sistem Informasi	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	6	e-Business	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	7	Internet of Things	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	8	Landasan Kependidikan	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	9	Pemrograman Game	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	10	Pengolahan Data Digital	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	11	Analisa dan Desain Sistem	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	12	Perkembangan Peserta Didik	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	13	Keamanan Jarkom	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	14	Struktur Data	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	15	Jaringan Komputer	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	16	Seminar Teknologi Informasi	1	1	1	1	1	1	1	7	100	Excellent
Information Technology	17	Artificial Intelligence	1	1	1	1	1	1	1	7	100	Excellent

Education												
Information Technology Education	18	Pemrograman Komputer	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	19	VR System	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	20	Decision Support System	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	21	Desain Fotografi & Videografi	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	22	Mobile Programming	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	23	Human Computer Interaction	1	0	1	0	1	1	1	5	71.43	Good
Information Technology Education	24	Digital Forensic	1	0	1	0	1	1	1	5	71.43	Good
Information Technology Education	25	Algoritma Pemrograman	1	0	1	1	1	0	1	5	71.43	Good
Information Technology Education	26	Etika Profesi	1	1	1	1	0	0	1	5	71,43	Good
Information Technology Education	27	Evaluasi Proses dan Hasil Belajar	1	1	1	1	1	1	0	6	85,71	Excellent
Information Technology Education	28	Mikroteaching	1	1	1	1	0	1	1	6	85,71	Excellent
Information Technology Education	29	Praktikum Pemrograman Game	0	1	1	1	1	0	0	5	71.43	Good
Information Technology Education	30	Praktikum Keamanan Jarkom	1	1	1	1	0	0	1	5	71.43	Good
Information Technology Education	31	Praktikum VR System	1	1	1	0	1	1	0	5	71.43	Good
Information Technology Education	32	Praktikum Mobile Programming	1	1	1	1	0	1	1	6	85.71	Excellent
Information Technology Education	33	Praktikum Artificial Intelligence	1	0	1	1	1	0	1	5	71.43	Good
Information Technology Education	34	Praktikum Jaringan Komputer	1	1	1	1	1	1	1	7	100	Excellent
Information Technology Education	35	Praktikum Pemrograman Komputer	1	0	1	0	1	1	1	5	71.43	Good
Information Technology Education	36	Praktikum Desain Fotografi & Videografi	1	0	1	0	1	1	1	5	71.43	Good
Information Technology Education	37	Praktikum Analisa dan Desain Sistem	1	1	1	1	0	0	1	6	71.43.	Good

Information Technology Education	38	Praktikum e-Business	1	1	1	1	0	0	1	5	71,43	Good
Information Technology Education	39	Praktikum Decision Support System	1	0	1	0	1	1	1	5	71,43	Good
Information Technology Education	40	Praktikum Sistem Informasi	1	1	1	1	1	1	0	5	71,43	Good
Information Technology Education	41	Praktikum Human Computer Interaction	1	1	1	0	1	0	1	5	71.43	Good
Mathematics Education	1	Geometry	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	2	Analytical Geometry	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	3	Student Development	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	4	Junior High School Mathematics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	5	Real Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	6	Financial Mathematics and Insurance	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	7	Philosophy of Mathematics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	8	Vector Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	9	Differential Calculus	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	10	Innovation in Mathematics Learning	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	11	Discrete Mathematics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	12	Microteaching	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	13	Introduction to Basic Mathematics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	14	Introduction to Real Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	15	Multivariate Calculus	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	16	Research Data Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	17	PMBS	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	18	Programming Algorithm	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	19	Ring Theory	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	20	Group Theory	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	21	Trigonometry	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	22	Curriculum Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	23	Algebra	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	24	Mathematics Learning Strategies	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	25	Transformation Geometry	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	26	Mathematics Seminar	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	27	Mathematical Economics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	28	Statistical Methods	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	29	Complex Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	30	Evaluation of Mathematics Learning Process and Outcomes	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	1	Basic Chemistry	1	1	1	1	1	1	1	7/7	100%	Excellent

Biology Education	2	Learner Development	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	3	Basic Biology	1	1	1	0	1	0	1	5/7	71.43%	Good
Biology Education	4	Foundations of Education	1	1	1	0	1	0	1	5/7	71.43%	Good
Biology Education	5	Laboratory Techniques	1	1	1	1	1	1	1	7/7	100%	Excellent
Biology Education	6	Biology Learning Strategies	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	7	Animal Physiology	1	0	1	1	1	1	1	6/7	85.71%	Excellent
Biology Education	8	Cell Biology	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	9	Development of Science Curriculum	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Biology Education	10	Strategic and Marketing Analysis	1	1	1	1	0	1	1	6/7	85.71%	Excellent
Biology Education	11	Human Resource Management	1	0	1	1	1	1	1	6/7	85.71%	Excellent
Biology Education	12	Biology Learning Assessment	1	1	1	0	1	0	1	5/7	71.43%	Good
Biology Education	13	Advanced Human Anatomy and Physiology	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	14	Evolution	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Biology Education	15	Microteaching	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	16	Environmental Science	1	1	1	1	0	1	1	6/7	85.71%	Excellent
Biology Education	17	Fishery Cultivation	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Biology Education	18	Biotechnology	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	19	Biology Seminar	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Biology Education	20	Scientific Publication	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Biology Education	21	Orchid Cultivation	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	22	Microbiology	1	1	1	1	0	0	1	5/7	71.43%	Good
Physics Education	1	Mathematical Physics	1	1	1	1	0	1	0	5	71%	Good
Physics Education	2	Mechanics 2	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	3	Computational Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	4	Microteaching	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	5	Research Methodology	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	6	Philosophy of Science	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	7	Modern Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	8	Electricity and Magnetism	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	9	Entrepreneurship	1	1	1	0	1	1	1	6	86%	Excellent
Physics Education	10	Interfacing 1	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	11	Advanced Electronics Laboratory	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	12	Fundamental Physics: Thermal Mechanics (Theory)	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	13	Advanced Materials Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	14	Fundamental Physics: Thermal Mechanics (Practical)	1	1	0	1	1	1	1	6	86%	Excellent
Physics Education	15	High School Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	16	Student Development	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	17	Physics Experiments	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	18	Basic Statistics	1	1	1	1	1	0	1	6	86%	Excellent
Physics Education	19	Scientific Publications in Physics Education	1	1	1	1	1	1	1	7	100%	Excellent

Physics Education	20	Thesis Proposal Seminar	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	21	Basic Electronics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	22	Basic Electronics Laboratory	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	23	Statistical Physics	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	24	Physics Learning and Teaching	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	25	Physics Learning Strategies	1	1	1	1	1	1	1	7	100%	Excellent

Appendix 8. List of Monitored SLP Documents by Study Program

All monitored SLP documents were available. Notes were generated based on indicators that were not yet fully fulfilled or still required strengthening in each course-level recapitulation.

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
Information Technology Education	1	Microkontroler	Andi Priyolistiyanto, S.Kom, M.Kom	Available	Complete
Information Technology Education	2	Belajar & Pembelajaran Ilkom	Th. Indriati Wardani, M.Pd., M.Kom	Available	Complete
Information Technology Education	3	Sumber Belajar dan Media Pembelajaran	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	4	Matematika Lanjut	Drs. Sudargo, M.Si	Available	Complete
Information Technology Education	5	Sistem Informasi	Wijayanto, S,T., M.Kom	Available	Complete
Information Technology Education	6	e-Business	Th. Indriati W, M.Pd., M.Kom	Available	Complete
Information Technology Education	7	Internet of Things	Bambang Hadi Kunaryoo,S.T.,M.T	Available	Complete
Information Technology Education	8	Landasan Kependidikan	Dr. Prayito,M.Pd	Available	Complete
Information Technology	9	Pemrograman Game	Wijayanto, S,T., M.Kom	Available	Complete

Education					
Information Technology Education	10	Pengolahan Data Digital	Th. Indriati W, M.Pd., M.Kom	Available	Complete
Information Technology Education	11	Analisa dan Desain Sistem	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Complete
Information Technology Education	12	Perkembangan Peserta Didik	Dr. Lilik Ariyanto, M.Pd	Available	Complete
Information Technology Education	13	Keamanan Jarkom	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	14	Struktur Data	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Complete
Information Technology Education	15	Jaringan Komputer	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	16	Seminar Teknologi Informasi	Dr. Supandi,M.Si	Available	Complete
Information Technology Education	17	Artificial Intelligence	Wijayanto, S,T., M.Kom	Available	Complete
Information Technology Education	18	Pemrograman Komputer	Wijayanto, S,T., M.Kom	Available	Complete
Information Technology Education	19	VR System	Prof. Ahmad Buchori,M.Pd	Available	Complete
Information Technology Education	20	Decision Support System	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Complete
Information Technology Education	21	Desain Fotografi & Videografi	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	22	Mobile Programming	Wijayanto, S,T., M.Kom	Available	Complete
Information	23	Human Computer Interaction	Th. Indriati W, M.Pd., M.Kom	Available	Needs

Technology Education					strengthening in I2, I4
Information Technology Education	24	Digital Forensic	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Needs strengthening in I2, I4
Information Technology Education	25	Algoritma Pemrograman	Dr. Prayito,M.Pd	Available	Needs strengthening in I2, I6
Information Technology Education	26	Etika Profesi	Dr. Lilik Ariyanto, M.Pd	Available	Needs strengthening in I5, I6
Information Technology Education	27	Evaluasi Proses dan Hasil Belajar	Dr. Heni Purwati,,M.Pd	Available	Needs strengthening in I7
Information Technology Education	28	Mikroteaching	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I5
Information Technology Education	29	Praktikum Pemrograman Game	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I1, I7
Information Technology Education	30	Praktikum Keamanan Jarkom	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Needs strengthening in I5, I6
Information Technology Education	31	Praktikum VR System	Prof. Ahmad Buchori,M.Pd	Available	Needs strengthening in I4, I7
Information Technology Education	32	Praktikum Mobile Programming	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I5
Information Technology Education	33	Praktikum Artificial Intelligence	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I2, I6
Information Technology Education	34	Praktikum Jaringan Komputer	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	35	Praktikum Pemrograman Komputer	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I2, I4
Information Technology Education	36	Praktikum Desain Fotografi & Videografi	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Needs strengthening in I2, I4

Information Technology Education	37	Praktikum Analisa dan Desain Sistem	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Needs strengthening in I5, I6
Information Technology Education	38	Praktikum e-Business	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I5, I6
Information Technology Education	39	Praktikum Decision Support System	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Needs strengthening in I7
Information Technology Education	40	Praktikum Sistem Informasi	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I4, I6
Information Technology Education	41	Praktikum Human Computer Interaction	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I4, I6
Mathematics Education	1	Geometry	Dr. M. Prayito, M.Pd., Agnita Siska, M.Pd,	Available	Needs strengthening in I7
Mathematics Education	2	Analytical Geometry	Dr. Aryo Andri Nugroho, M.Pd	Available	Needs strengthening in I7
Mathematics Education	3	Student Development	Sugiyanti, M.Pd.	Available	Complete
Mathematics Education	4	Junior High School Mathematics	Dina Prasetyowati, M.Pd., Dr. Ali Shodiqin, M.Pd.	Available	Complete
Mathematics Education	5	Real Analysis	Rizky Esti Utami, M.Pd.	Available	Complete
Mathematics Education	6	Financial Mathematics and Insurance	Dr. Heni Purwati, M.Pd. Endahwuri, M.Pd.	Available	Needs strengthening in I7
Mathematics Education	7	Philosophy of Mathematics	Dr. Drs. Nizaruddin, M.Si., Yanuar Hery Murtianto, M.Pd.	Available	Complete
Mathematics Education	8	Vector Analysis	Irkham Ulil Albab, M.Pd.	Available	Complete
Mathematics Education	9	Differential Calculus	Dr. Supandi, M.Si, Drs. Sudargo, M.Si.	Available	Needs strengthening in I7
Mathematics Education	10	Innovation in Mathematics Learning	Dr. Intan Indiati, M.Pd.	Available	Complete
Mathematics Education	11	Discrete Mathematics	Noviana Dini Rahmawati, S.Pd., M.Pd., Dr. Rasiman, M.Pd.	Available	Complete
Mathematics Education	12	Microteaching	Irkham Ulil Albab, M.Pd., Dr. FX. Didik Purwosetyono, M.Pd., Rina Dwi Setyowati, M.Pd., Farida Nursyahidah, M.Pd.	Available	Needs strengthening in I7
Mathematics	13	Introduction to Basic	M. Saefuddin Zuhri, M.Pd.	Available	Complete

Education		Mathematics			
Mathematics Education	14	Introduction to Real Analysis	Dr. Drs. Nizaruddin, M.Si., Rizky Esti Utami, M.Pd.	Available	Complete
Mathematics Education	15	Multivariate Calculus	Yanuar Hery Murtianto, M.Pd.	Available	Complete
Mathematics Education	16	Research Data Analysis	Nurina Happy, M.Pd.	Available	Complete
Mathematics Education	17	PMBS	Aurora Nur Aini, M.Sc., Nurina Happy, M.Pd.	Available	Complete
Mathematics Education	18	Programming Algorithm	Aurora Nur Aini, M.Sc.	Available	Complete
Mathematics Education	19	Ring Theory	Dr. Widya K, M.Pd.	Available	Complete
Mathematics Education	20	Group Theory	Rina Dwi Setyowati, M.Pd., Agnita Siska, M.Pd.	Available	Complete
Mathematics Education	21	Trigonometry	Farida Nursyahidah, M.Pd., Dr. Lilik Ariyanto, M.Pd.	Available	Complete
Mathematics Education	22	Curriculum Analysis	Dr. Ida Dwijayanti, S.Pd, M.Pd	Available	Complete
Mathematics Education	23	Algebra	Rina Dwi Setyowati, M.Pd., Agnita Siska, M.Pd.	Available	Complete
Mathematics Education	24	Mathematics Learning Strategies	Dr. Muhtarom, M.Pd.	Available	Complete
Mathematics Education	25	Transformation Geometry	Prof. Dr. Achmad Buchori, M.Pd., Noviana Dini Rahmawati, S.Pd., M.Pd., Dr. Aryo Andri Nugroho, S.Si., M.Pd.	Available	Complete
Mathematics Education	26	Mathematics Seminar	Dr. Lukman Harun, M.Pd.	Available	Complete
Mathematics Education	27	Mathematical Economics	Dhian Endahwuri, M.Pd., Dr. Heni Purwati, M.Pd.	Available	Complete
Mathematics Education	28	Statistical Methods	Drs. Sudargo, M.Si., Dewi Wulandari, M.Si.	Available	Complete
Mathematics Education	29	Complex Analysis	Dr. FX. Didik Purwosetyono, M.Pd., Rizky Esti Utami, M.Pd.	Available	Complete
Mathematics Education	30	Evaluation of Mathematics Learning Process and Outcomes	Dr. Heni Purwati, M.Pd., Noviana Dini Rahmawati, S.Pd., M.Pd.	Available	Complete
Biology Education	1	Basic Chemistry	Dr. Maria Ulfah, M.Pd	Available	Complete
Biology Education	2	Learner Development	Rivanna Citraning Rachmawati, S.Si.; M.Pd; Reni Rakhmawati, S.Pd., M.Pd	Available	Needs strengthening in I7
Biology Education	3	Basic Biology	Ipah Budi Minarti, S.Pd, M.Pd.; Fibria Kaswinarni, S.Si, M.Si	Available	Needs strengthening in I4,

					I6
Biology Education	4	Foundations of Education	Dr. Prasetiyo, M.Pd	Available	Needs strengthening in I4, I6
Biology Education	5	Laboratory Techniques	M. Anas Dzakiy, S.Si, M.Sc; Reni Rakhmawati, S.Pd, M.Pd	Available	Complete
Biology Education	6	Biology Learning Strategies	Dr. Fenny Roshayanti, S.Pd M.Pd.; Atip Nurwahyunani, S.Si, S.Pd, M.Pd	Available	Needs strengthening in I7
Biology Education	7	Animal Physiology	Dr. Mei Sulistyoningsih, M.Si; Reni Rakhmawati, S.Pd, M.Pd	Available	Needs strengthening in I2
Biology Education	8	Cell Biology	Reni Rakhmawati, S.Pd, M.Pd.; Lussana Rosita Dewi, S.Si, M.Pd.	Available	Needs strengthening in I7
Biology Education	9	Development of Science Curriculum	Dr. Eny Hartadiyati, MSi, Med. ; Dr. Sumarno, M.Pd	Available	Needs strengthening in I4
Biology Education	10	Strategic and Marketing Analysis	Dr. Mei Sulistyowati, S.Si, M.Si.	Available	Needs strengthening in I5
Biology Education	11	Human Resource Management	Dr. Mei Sulistyowati, S.Si, M.Si.	Available	Needs strengthening in I2
Biology Education	12	Biology Learning Assessment	Dr. Prasetiyo., M.Pd; Ipah Budi Minarti, S.Pd, M.Pd	Available	Needs strengthening in I4, I6
Biology Education	13	Advanced Human Anatomy and Physiology	Dr. Fenny Roshayanti, S.Pd M.Pd.; Fibria Kaswinarni, S.Si, M.Si.	Available	Complete
Biology Education	14	Evolution	Reni Rakhmawati, S.Pd, M.Pd; Praptining Rahayu, M.Pd	Available	Needs strengthening in I3
Biology Education	15	Microteaching	Eko Retno Mulyaningrum, M.Pd.; Dr. Syaipul Hayat, M.Pd	Available	Complete
Biology Education	16	Environmental Science	Dr. Ling. Maria Ulfa, M.Pd; Fibria Kaswinarni, S.Si, M.Si	Available	Needs strengthening in I5
Biology Education	17	Fishery Cultivation	Praptining Rahayu, S.Si, M.Pd; Atip Nurwahyunani, M.Pd	Available	Needs strengthening in I4
Biology Education	18	Biotechnology	Prof. Dr. Endah Rita S.D., S.Si, M.Si; Atip Nurwahyunani, M.Pd.	Available	Needs strengthening in I7
Biology Education	19	Biology Seminar	Eko Retno Mulyaningrum S.Pd., M.Pd. dan Praptining Rahayu, S.Si., M.Pd	Available	Needs strengthening in I3
Biology Education	20	Scientific Publication	Lussana Rosita Dewi, S.Si, M.Pd.	Available	Needs strengthening in I3
Biology Education	21	Orchid Cultivation	Dr. Ling Maria Ulfa, M.Pd.; Rivanna Citraning Rachmawati, S.Si.,M.Pd	Available	Needs strengthening in I7
Biology Education	22	Microbiology	Atip Nur Wahyunani, M.Pd.; Prof. Dr. Endah Rita, M.Si	Available	Needs strengthening in I5,

					I6
Physics Education	1	Mathematical Physics	Joko Saefan, M.Sc	Available	Needs strengthening in I5, I7
Physics Education	2	Mechanics 2	Joko Saefan, M.Sc	Available	Needs strengthening in I7
Physics Education	3	Computational Physics	Joko Saefan, M.Sc	Available	Complete
Physics Education	4	Microteaching	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	5	Research Methodology	Dr. Harto Nuroso, M.Pd	Available	Complete
Physics Education	6	Philosophy of Science	Dr. Harto Nuroso, M.Pd	Available	Needs strengthening in I7
Physics Education	7	Modern Physics	Dr. Ummi Kaltsum, M.Sc	Available	Complete
Physics Education	8	Electricity and Magnetism	Dr. Sigit Ristanto, M.Sc	Available	Complete
Physics Education	9	Entrepreneurship	Wawan Kurniawan, M.Si	Available	Needs strengthening in I4
Physics Education	10	Interfacing 1	Wawan Kurniawan, M.Si	Available	Complete
Physics Education	11	Advanced Electronics Laboratory	Wawan Kurniawan, M.Si	Available	Needs strengthening in I5
Physics Education	12	Fundamental Physics: Thermal Mechanics (Theory)	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Needs strengthening in I7
Physics Education	13	Advanced Materials Physics	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Complete
Physics Education	14	Fundamental Physics: Thermal Mechanics (Practical)	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Needs strengthening in I3
Physics Education	15	High School Physics	Prof. Dr. Nur Khoiri, M.Pd	Available	Complete
Physics Education	16	Student Development	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	17	Physics Experiments	Dr. Sigit Ristanto, M.Sc	Available	Needs strengthening in I5
Physics Education	18	Basic Statistics	Dr. Harto Nuroso, M.Pd	Available	Needs strengthening in I6
Physics Education	19	Scientific Publications in Physics Education	Joko Saefan, M.Sc	Available	Complete
Physics Education	20	Thesis Proposal Seminar	Prof. Dr. Nur Khoiri, M.Pd	Available	Complete
Physics Education	21	Basic Electronics	Wawan Kurniawan, M.Si	Available	Complete
Physics Education	22	Basic Electronics Laboratory	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	23	Statistical Physics	Dr. Ummi Kaltsum, M.Sc	Available	Needs strengthening in I5
Physics Education	24	Physics Learning and Teaching	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	25	Physics Learning Strategies	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete

Table A9. List of Monitored SLP Documents by Study Program

Appendix 9. Recapitulation of Teaching Material Availability at Faculty Level

Study Program	Total SLP	Teaching Materials Available and Supportive	Percentage	Need Completion/Clarification	Percentage
Information Technology Education	41	38	92.68%	3	7.32%
Mathematics Education	30	30	100.00%	0	0.00%
Biology Education	22	18	81.82%	4	18.18%
Physics Education	25	24	96.00%	1	4.00%
Faculty Total	118	110	93.22%	8	6.78%

Table A10. Teaching Material Availability at Faculty Level

At the faculty level, teaching materials were available and supportive in 110 of 118 SLP documents (93.22%). This indicates a Excellent category, although several documents still need clearer specification of textbooks, modules, digital resources, articles, worksheets, or other supporting references.

Appendix 10. Recapitulation of Assessment Rubric Availability at Faculty Level

Study Program	Total SLP	Rubrics Available	Percentage	Need Completion/Clarification	Percentage
Information Technology Education	41	29	70.73%	12	29.27%
Mathematics Education	30	30	100.00%	0	0.00%
Biology Education	22	19	86.36%	3	13.64%
Physics Education	25	21	84.00%	4	16.00%
Faculty Total	118	99	83.90%	19	16.10%

Table A11. Assessment Rubric Availability at Faculty Level

Assessment rubric availability reached 83.90% at the faculty level. Therefore, assessment rubrics for assignments, projects, presentations, portfolios, practical work, and performance assessment should be strengthened.

Appendix 11. Recapitulation of Student-Centered Learning Implementation at Faculty Level

Study Program	Total SLP	SCL Clearly Reflected	Percentage	Need Strengthening	Percentage
Information Technology Education	41	30	73.17%	11	26.83%
Mathematics Education	30	30	100.00%	0	0.00%
Biology Education	22	18	81.82%	4	18.18%
Physics Education	25	24	96.00%	1	4.00%
Faculty Total	118	102	86.44%	16	13.56%

Table A12. Student-Centered Learning Implementation at Faculty Level

Student-Centered Learning implementation was clearly reflected in 102 of 118 SLP documents (86.44%). This shows that most learning plans have incorporated active learning activities, such as discussion, problem solving, collaboration, projects, case studies, and reflection.

Appendix 12. Recapitulation of Research and Community Service Integration at Faculty Level

Study Program	Total SLP	Research/Community Service Integration Clearly Visible	Percentage	Need Strengthening	Percentage
Information Technology Education	41	37	90.24%	4	9.76%
Mathematics Education	30	25	83.33%	5	16.67%
Biology Education	22	17	77.27%	5	22.73%
Physics Education	25	21	84.00%	4	16.00%
Faculty Total	118	100	84.75%	18	15.25%

Table A13. Research and Community Service Integration at Faculty Level

The integration of lecturers' research and community service outcomes reached 84.75% at the faculty level. Although categorized as Good, this aspect should be continuously strengthened so that research outputs, community service products, case studies, project topics, and research-based references are more explicitly written in SLP documents.

Appendix 13. Summary of Findings and Follow-Up Recommendations by Study Program

Study Program/Level	Key Findings	Follow-Up Recommendations
Information Technology Education	Overall achievement reached 79.44%. The strongest indicators were I1, I3, and I7, while I4 was relatively lower than other indicators.	Strengthen the alignment among learning methods, sub-CLOs, and learning experiences; improve learning characteristics and assessment criteria; and provide technical assistance for courses categorized as Fair, Poor, and Very Poor.
Mathematics Education	Overall achievement reached 97.62%. Six indicators were fully achieved, while I7 was the lowest indicator.	Maintain the quality of SLP preparation and strengthen explicit integration of lecturers' research and community service outcomes in SLP documents.
Biology Education	Overall achievement reached 86.36%. I1 was fully achieved, while I4, I6, and I7 still require strengthening in several courses.	Improve teaching material specification, make Student-Centered Learning activities more explicit, and strengthen research/community service integration.
Physics Education	Overall achievement reached 93.71%. I1 and I2 were fully achieved, while I5 and I7 were relatively lower.	Complete assessment rubrics and strengthen the integration of research and community service outcomes, especially in courses where these elements are not yet clearly visible.
Faculty Level	The overall faculty achievement reached 88.38% and was categorized as Excellent. The lowest faculty-level achievement was I4.	Provide a standardized SLP checklist, conduct technical assistance before each semester, and monitor follow-up actions for indicators requiring improvement.

Table A14. Summary of Findings and Follow-Up Recommendations by Study Program