

**COURSE LEARNING OUTCOME EVALUATION REPORT
VOCABULARY**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY**

2024

1. IDENTITY

Study program	: Department of English Language Education
Course title	: Vocabulary
Course Cluster	: Linguistic
Course code	: PBI6125
Credit units	: 2 units
Level of Study	: Undergraduate
Semester	: Even (I)
Academic year	: 2024
Lecturer	: M. Junaidi Marzuki

2. PROGRAM LEARNING OUTCOMES (PLOS), COURSE LEARNING OUTCOMES (CLOS) AND SUB- COURSE LEARNING OUTCOMES SUB-(CLOS).

Program Learning Outcomes (PLOS) Mapped to the Course.	
CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic and NWDI values into linguistic, pedagogical, and professional practices grounded in social responsibility
CPL-3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.
CPL-4	Able to apply English for Specific Purposes (ESP) at B2 CEFR level to meet workplace, industry, and entrepreneurship needs based on English proficiency.
CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.
Course Learning Outcomes (CLOs)	
CLOs	Students are able to identify and explain basic English vocabulary related to personal and everyday life topics
CLOs	Students are able to use vocabulary related to objects, places, and public life appropriately in context.
CLOs	Students are able to understand and use vocabulary related to social interaction and daily needs in spoken and written communication.
CLOs	Students are able to apply thematic vocabulary accurately and meaningfully in describing people, things, situations, and activities.
CLOs	Students are able to demonstrate vocabulary mastery through contextual tasks and independent vocabulary learning strategies.
Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Students are able to identify vocabulary related to self and personal identity.

Sub-CLOs	Students are able to identify vocabulary related to family members and relationships.
Sub-CLOs	Students are able to identify vocabulary related to daily activities and routines.
Sub-CLOs	Students are able to explain the meanings of words in simple contexts.
Sub-CLOs	Students are able to identify vocabulary related to clothes and personal belongings.
Sub-CLOs	Students are able to identify vocabulary related to transportation and travel.
Sub-CLOs	Students are able to identify vocabulary related to places in town and public facilities.
Sub-CLOs	Students are able to describe places and transportation using simple expressions.
Sub-CLOs	Students are able to identify vocabulary related to food and drinks.
Sub-CLOs	Students are able to identify vocabulary related to shopping and prices.
Sub-CLOs	Students are able to identify vocabulary related to weather and seasons.
Sub-CLOs	Students are able to describe people using appropriate vocabulary.
Sub-CLOs	Students are able to describe objects and clothes using relevant adjectives.

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Quiz	Multiple-choice
2	CLO-2	Quiz	Multiple-choice
3	CLO-3	Quiz	Multiple-choice
4	CLO-4	Quiz	Multiple-choice
5	CLO-5	Quiz	Multiple-choice

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO 1	≥ 75% of students score ≥ 70	80% of students score ≥ 70	Achieved
CLO 2	≥ 80% of students score ≥ 70	84% of students score ≥ 70	Achieved
CLO 3	≥ 85% of students score ≥ 70	87% of students score ≥ 70	Achieved
CLO 4	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 5	≥ 80% of students score ≥ 70	86% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

The assessment results indicate that all Course Learning Outcomes (CLOs) in the Vocabulary Building course were successfully achieved, as the actual achievement in each CLO exceeded the predetermined target. CLO 1 reached 80% against the

target of 75%, CLO 2 achieved 84% against 80%, CLO 3 achieved 87% against 85%, CLO 4 reached 85% against 80%, and CLO 5 achieved 86% against 80%. These results show that most students were able to attain the expected level of vocabulary mastery, particularly in identifying, understanding, and using thematic vocabulary related to daily life, social interaction, and descriptive contexts. Overall, the findings suggest that the course implementation was effective in supporting students' vocabulary development, although continued reinforcement in contextual vocabulary use through speaking and writing activities remains important for further improvement.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Although all CLOs were achieved, there were still 13%–20% of students who scored below 70 in each CLO. This indicates that some students still had difficulty mastering the expected vocabulary outcomes	Provide remedial teaching, extra vocabulary practice, and follow-up assignments for low-achieving students. Lecturers can also use review sessions and short quizzes to monitor students' progress regularly.
2	The achievement margin in CLO 3 was relatively small (87% actual vs 85% target), showing that students may still face challenges in using vocabulary related to food, shopping, weather, and short contextual communication tasks.	Increase contextual vocabulary practice through short dialogues, role plays, and guided writing activities. More repeated exposure and practice in real-life contexts should be integrated into classroom activities
3	Students may be able to recognize vocabulary, but their ability to use vocabulary actively in speaking and writing may still need improvement, especially in descriptive and communicative tasks	Strengthen productive vocabulary activities such as sentence making, pair conversations, short presentations, and paragraph writing. Vocabulary recycling across topics should also be applied to help students retain and use words more effectively.

7. CONCLUSION

Overall, the assessment results indicate that the implementation of the Vocabulary Building course was effective in supporting students' vocabulary development. All CLOs were categorized as Achieved, and each one surpassed the predetermined benchmark. This suggests that the thematic and contextual approach used in the course contributed positively to students' ability to identify, understand, and use English vocabulary in simple communicative situations.

The strongest relative performance was seen in CLO 5, which exceeded the target by 6%, showing that students responded well to contextual and applied

vocabulary tasks. Meanwhile, although CLO 3 also achieved its target, the margin above the target was smaller than the others, which may suggest that vocabulary use in more contextualized dialogue and writing tasks still needs continuous reinforcement.