

**COURSE LEARNING OUTCOME EVALUATION REPORT
EXTENSIVE READING**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY
2024/2025**

1. IDENTITY

Study program	: Department of English Language Education
Course title	: Extensive Reading
Course Cluster	: English Language Teaching (ELT).
Course code	: PBI6529
Credit units	: 2
Level of Study	: Undergraduate
Semester	: Even (IV)
Academic year	: 2024/2025
Lecturer	: Astrid Dwimaulani, MA

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.
CPL8	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	Understand the benefits of reading activities
CLOs	Describe the characteristics of British and American novels
CLOs	Identify and differentiate the characteristics of British and American novels
CLOs	Evaluate the effectiveness of reading short stories
CLOs	Create a detailed account of someone experiences from biography and autobiography
CLOs	Demonstrate critical thinking by evaluating arguments presented in popular articles
CLOs	Reflect on the ethical considerations frequently discussed in scientific journals

Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	The students are able to know the cognitive and social benefits of reading
Sub-CLOs	The students are able to review British and American novel
Sub-CLOs	The students are able to summarize and simplified novel
Sub-CLOs	The students are able to analyze short stories
Sub-CLOs	The students are able to analyze biography and autobiography
Sub-CLOs	The students are able to report popular articles
Sub-CLOs	The students are able to report scientific journals

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Reading Review	Novel analysis report
2	CLO-2	Written / Oral Report	Comparative novel analysis
3	CLO-3	Reading Analysis	Short story evaluation rubric
4	CLO-4	Reading Analysis	Biography/autobiography text analysis
5	CLO-5	Critical Review	Popular article analysis
6	CLO-6	Academic Review	Scientific journal review
7	CLO-7	Scientific Report	Writing

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO-1	≥ 75% of students score ≥ 70	82% of students score ≥ 70	Achieved
CLO-2	≥ 80% of students score ≥ 70	84% of students score ≥ 70	Achieved
CLO-3	≥ 80% of students score ≥ 70	83% 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
CLO-6	≥ 85% of students score ≥ 70	88% of students score ≥ 70	Achieved
CLO-7	≥ 80% of students score ≥ 70	84% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

Based on the results of the assessments conducted throughout the semester, most students were able to achieve the expected learning outcomes in the Extensive Reading course. Students demonstrated a fairly good understanding of different literary genres, including British and American novels, simplified novels, short stories, biographies, autobiographies, popular articles, and scientific journals. Students showed improvement in their ability to identify key ideas, summarize

reading materials, and analyze literary and informational texts critically. Through reading reviews, discussions, and written reports, students were able to demonstrate both literal and inferential comprehension skills. Furthermore, students developed their critical reading abilities by evaluating arguments in popular articles and reflecting on ethical considerations presented in scientific journals. However, several students still encountered difficulties when conducting deeper critical analysis and synthesizing complex information from academic texts. Overall, the course implementation effectively enhanced students' reading comprehension, analytical thinking, and academic reporting skills in English.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Some students encounter difficulties understanding complex vocabulary in literary texts.	Provide vocabulary-building activities, especially advanced ones, and guided reading strategies.
2	Students sometimes struggle to analyze literary elements critically.	Introduce structured literary analysis frameworks and guided discussion sessions.
3	Some students experience challenges summarizing long reading texts effectively.	Provide summarizing techniques and practice exercises.
4	Students require additional support when analyzing scientific journal articles.	Introduce step-by-step journal reading strategies and academic reading workshops.
5	Student participation in reading discussions varies.	Implement collaborative reading groups and peer discussion activities.

7. CONCLUSION

Overall, the implementation of the Extensive Reading course has successfully supported the achievement of the expected learning outcomes. Students demonstrated the ability to comprehend, analyze, and evaluate various types of reading materials, including literary and academic texts. The course also contributed to the development of students' critical reading, analytical thinking, and academic reporting skills. However, further improvement is still required in students' ability to conduct deeper literary analysis and interpret complex academic texts. Future course implementation will focus on strengthening guided

reading strategies, expanding students' academic vocabulary, and providing more opportunities for collaborative discussion and critical reflection.

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