

COURSE LEARNING OUTCOME EVALUATION REPORT
READING FOR GENERAL COMMUNICATION



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	: Reading for General Communication
Course Cluster	: English Language Teaching (ELT).
Course code	:
Credit units	: 4 units
Level of Study	: Undergraduate
Semester	: Even (IV)
Academic year	: 2024/2025
Lecturer	: Hajriana Arfah, M.Pd

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)	
CLO1	Students are able to identify main ideas and supporting details in A2–B1 level texts.
CLO2	Students are able to infer meaning of unfamiliar vocabulary using context clues.
CLO3	Students are able to analyze text organization (cause-effect, comparison, problem-solution).
CLO4	Students are able to make logical inferences and interpret implied meaning.
CLO5	Students are able to critically respond to reading texts using evidence.

CLO6	Students are able to apply reading strategies independently to new texts.
Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Perform previewing and predicting techniques
Sub-CLOs	Guess word meaning from context
Sub-CLOs	Conduct skimming and scanning
Sub-CLOs	Identify vocabulary for reading comprehension
Sub-CLOs	Describe topics of passages
Sub-CLOs	Conduct speed reading
Sub-CLOs	Identify main ideas of paragraphs
Sub-CLOs	Explain text organization patterns

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Quiz	Main idea & supporting detail identification
2	CLO-2	Quiz / Task	Vocabulary inference using context
3	CLO-3	Quiz / Task	Text structure analysis
4	CLO-4	Quiz / Task	Inference and interpretation
5	CLO-5	Case Report	Critical response using evidence
6	CLO-6	Project / Presentation	Independent reading strategy application

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO-1	≥ 75% of students score ≥ 70	83% of students score ≥ 70	Achieved
CLO-2	≥ 75% of students score ≥ 70	82% of students score ≥ 70	Achieved
CLO-3	≥ 80% of students score ≥ 70	84% 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	≥ 80% of students score ≥ 70	87% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

Based on the evaluation results, most students successfully achieved the expected learning outcomes in the Reading for General Communication course. Students demonstrated strong performance in identifying main ideas, supporting details, and understanding vocabulary through context. They were also able to analyze text structures such as cause-effect and comparison effectively. However,

some students still face challenges in higher-level reading skills, particularly in making inferences, interpreting implied meanings, and responding critically to texts using evidence. In addition, independent application of reading strategies in unfamiliar texts remains an area that needs improvement. Overall, the course effectively supports foundational reading comprehension skills, but enhancement is required in developing critical and independent reading abilities.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Difficulty in making inferences	Provide guided inference exercises
2	Weak critical reading skills	Increase analytical discussion activities
3	Limited vocabulary comprehension	Use more contextual vocabulary practice
4	Low independent reading ability	Assign individual reading tasks regularly
5	Difficulty interpreting implied meaning	Use authentic texts with guided analysis

7. CONCLUSION

The implementation of the Reading for General Communication course has generally been successful in achieving its intended learning outcomes. Students have shown solid competence in basic reading skills, including identifying main ideas, understanding vocabulary in context, and analyzing text structure. However, improvements are needed in higher-order reading skills such as critical thinking, inference-making, and independent strategy application. Future course development will focus on student-centered learning, use of authentic materials, and strengthening higher-level comprehension skills. With continuous improvement, this course is expected to significantly enhance students' reading competence and overall English proficiency.