

**COURSE LEARNING OUTCOME EVALUATION REPORT OF
SEMINAR ON THESIS PROPOSAL**



**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	: Seminar on Thesis Proposal
Course Cluster	: Research on English Language Teaching (ELT).
Course code	: -
Credit units	: 2 units
Level of Study	: Undergraduate
Semester	: Odd (VII)
Academic year	: 2024/2025
Lecturer	: Dr. Yulia Agustina

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

Program Learning Outcomes (PLOS) Mapped to the Course.	
Lo1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility
Lo2	Applies critical, creative, systematic, and innovative thinking, along with nationalist values, in developing multimodality-based English language instruction to address 21st-century educational challenges.
Lo5	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.
Lo6	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.
Lo7	Able to identify, analyze, and solve issues related to quality, relevance, and access in English language education through responsible data-driven and research-based decision-making.
Lo8	Able to design and conduct research in English language education and produce systematic scientific reports in accordance with academic standards by utilizing information technology ethically.
Lo9	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	The students are able to integrate academic ethics, Islamic values, and social responsibility in the design and presentation of research proposals to ensure integrity and humanitarian principles.
Clo 2	The students are able to apply critical, systematic, and innovative thinking to synthesize relevant theories and previous research in English language education, addressing 21st-century educational challenges.
Clo 3	The students are able to Demonstrate high-level academic English (equivalent to B2 CEFR) in writing a structured research proposal and defending it orally in a formal academic setting.
Clo 4	The students are able to formulate research problems that aim to develop or evaluate adaptive, technology-based, or inclusive English language teaching models based on sound pedagogical principles.
Clo 5	The students are able to Analyze contemporary issues in English education (quality, relevance, and access) to justify the urgency of the proposed research using a data-driven approach.
Clo 6	The students are able to design a robust research methodology (quantitative, qualitative, or R&D) for English education by utilizing appropriate digital tools and information technology ethically.
Clo 7	The students are able to demonstrate leadership, collaboration, and self-reflection skills during peer-review sessions and take responsibility for professional feedback.
Clo 8	The students are able to critically and ethically integrate emerging educational technologies (e.g., AI tools, digital platforms) within the proposed research to enhance English language teaching quality.
Sub-Course Learning Outcomes (Sub-CLOs)	
Clo 1&5	(Lo1, Lo6) Students are able to analyze (C4) contemporary issues in ELT to identify research gaps and apply (C3) Islamic values and academic ethics in selecting a socially responsible research topic.
Clo 2	(Lo2) Students are able to synthesize (C5) academic literature and previous research to build a critical, systematic, and innovative theoretical framework that addresses 21st-century educational challenges.
Clo 8	(Lo9) Students are able to critically evaluate (C5) and integrate (C6) emerging educational technologies ethically as either a research tool or an intervention to enhance the quality of English teaching.
Clo 4	(Lo5)Students are able to formulate (C6) an adaptive and inclusive research design, including instruments and data analysis techniques, based on sound pedagogical and psychological principles.
Clo 6	(Lo7) Students are able to develop (C6) a complete and systematic scientific report (Research Proposal) using information technology and reference managers according to academic standards.
Clo 3	(Lo3) Students are able to produce (C6) a written proposal in accurate academic English (B2 CEFR level) and defend (C5) it orally with clarity and professional confidence.
Clo 7	(Lo8) Students are able to demonstrate (C3) leadership and self-reflection by Collaborating (C2) in peer-review sessions and taking responsibility for revising the proposal based on professional feedback.

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
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1	CLO 1 & 5 (Analyze contemporary issues, gaps, and research ethics)	Participation & Case Study	Ethics Workshop Participation Rubric and Gap Analysis Worksheet
2	CLO 3 (Construct logical background / Chapter 1)	Written Draft Outline	Background Move-Analysis Checklist and Draft Outline (Ch. 1)
3	CLO 2 (Synthesis of literature and framework / Chapter 2)	Synthesis Matrix	Literature Mapping Rubric and Synthesis Matrix Table
4	CLO 4 & 6 (Design systematic research methods / Chapter 3)	Method Rationale Paper	Methodological Fit Rubric and Chapter 3 Narrative Plan
5	CLO 4 (Develop and validate research instruments)	Prototype Instrument	Instrument Draft and Validity/Reliability Logic Rubric
6	CLO 6 (Produce full systematic thesis proposal)	Final Draft Submission	Holistic Proposal Rubric and Turnitin Similarity Report (<20%)
7	CLO 7 (Defend proposal and engage in peer critique)	Oral Presentation/Simulation	Presentation Performance Rubric and Peer-Review Revision Log

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO 1	≥ 85% of students score ≥ 71 (Proficient)	88% of students score ≥ 71	Achieved
CLO 2	≥ 80% of students score ≥ 70	≥ 83% of students score ≥ 70	Achieved
CLO 3	≥ 75% of students score ≥ 71 (Proficient)	79% of students score ≥ 71	Achieved
CLO 4	≥ 75% of students score ≥ 70	77% of students score ≥ 70	Achieved
CLO 5 & 6	≥ 70% of students score ≥ 70	74% of students score ≥ 70	Achieved
CLO 7, 8, & 9	≥ 85% of students score ≥ 71 (Good-Excellent)	89% of students score ≥ 71	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

The analysis of learning outcomes for the Seminar on Thesis Proposal course indicates a high level of achievement in transforming students' conceptual knowledge into professional research defense readiness. In the initial phase (CLO 1 & 5), students successfully demonstrated the ability to identify critical research gaps in 21st-century English Language Education (ELE) while upholding academic ethics

and Islamic values, as evidenced by their data-driven background rationales. The development phase (CLO 2, 3, 4, & 6) showed significant progress in academic writing, where students achieved B2 CEFR level proficiency in synthesizing complex literature and designing robust, technology-integrated methodologies. A key highlight of the achievement is the ethical integration of emerging technologies and AI as research interventions (CLO 8), which enhanced the innovation of the proposed teaching models. Finally, the culmination of learning (CLO 7 & 9) was realized through successful oral defense simulations, where students displayed professional confidence, mastery of content, and a reflective approach to peer critique. Overall, the consistency between the final written proposals and oral performances confirms that the course has effectively met its objective of preparing students for their actual undergraduate thesis.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Students struggle to justify the urgency of their research and bridge the gap between "ideal" and "reality" in ELT.	Conduct intensive writing workshops focusing on "Gap Analysis" and data-driven problem identification using current ELT databases.
2	Difficulty in synthesizing theories and previous research into a cohesive conceptual framework for Chapter 2.	Implement digital literature mapping tools (e.g., Connected Papers) and use a "Synthesis Matrix" for critical appraisal.
3	Challenges in selecting and justifying a specific research design (Qualitative, Quantitative, or R&D) that fits the research questions.	Provide methodological seminars and individual consultations to ensure "Methodological Rigor" and consistency across all chapters.
4	Inadequate mastery of reference management and high similarity indices in initial proposal drafts.	Integrate virtual lab sessions for Mendeley/Zotero mastery and conduct regular Turnitin similarity checks with mandatory paraphrasing clinics.
5	Anxiety and lack of professional confidence when defending the proposal and responding to critical academic feedback.	Increase the frequency of "Mock Defense" simulations and implement "Peer-Review Revision Logs" to foster reflective academic discourse.

7. CONCLUSION

The Seminar on Thesis Proposal course serves as a pivotal academic bridge that transforms students from learners into independent researchers by successfully aligning Program Learning Outcomes (Lo1–Lo9) with specific Course Learning Outcomes (CLO1–CLO9). The analysis of learning achievement indicates a robust mastery of research fundamentals, where students demonstrated high proficiency (averaging 74%–89% achievement) in identifying 21st-century English Language Education gaps, synthesizing complex literature into cohesive conceptual frameworks, and designing technology-integrated methodologies.

While students excelled in academic English writing at the B2 CEFR level and utilized digital tools like Mendeley and connected papers effectively, the identified challenges in "Methodological Fit" and "Oral Defense Confidence" were strategically addressed through an improvement plan involving intensive mock defense simulations and one-on-one methodological clinics. Ultimately, the successful production of ethically sound, three-chapter proposals and the students' ability to professionally defend their scientific arguments confirm that this course has effectively fostered a culture of academic rigor and accountability, ensuring that graduates are fully prepared for their final undergraduate thesis journey.