

COURSE LEARNING OUTCOME EVALUATION REPORT
CROSS CULTURE UNDERSTANDING



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

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1. IDENTITY

Study program	: Department of English Language Education
Course title	: Cross Culture Understanding
Course Cluster	: Language and Culture
Course code	: PBI6643
Credit units	: 2 units
Level of Study	: Undergraduate
Semester	: Even (VI)
Academic year	: 2024/2025
Lecturer	: Baiq Suprapti Handini, 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-2	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-3	Applies critical, creative, systematic, and innovative thinking, along with nationalist values, in developing multimodality-based English language instruction to address 21st-century educational challenges.
CPL-6	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.
CPL-7	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.
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 explain the relationship between language and culture in various global contexts.
CLOs	Students are able to identify and describe cultural differences (e.g., values, communication styles, time and space patterns) across different societies.
CLOs	Students are able to analyze intercultural conflicts and cultural adjustment processes in communication.
CLOs	Students are able to demonstrate effective verbal and non-verbal communication strategies in multicultural contexts.
CLOs	Students are able to conduct simple cultural analysis and present findings through discussion or written reports.

Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Students are able to explain the relationship between language and culture.
Sub-CLOs	Students are able to identify and describe cultural differences across societies.
Sub-CLOs	Students are able to analyze intercultural conflicts and cultural adjustment processes.
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Sub-CLOs	Students are able to analyze intercultural conflicts and cultural adjustment processes.

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Quiz	Multiple-choice and matching questions on language-culture concepts
2	CLO-2	Written assignment	Short essay or paragraph analyzing cultural differences; assessed using a rubric for clarity, accuracy, and depth
3	CLO-3	Performance task	Role-play or scenario-based analysis; evaluated with a rubric for critical thinking and problem-solving
4	CLO-4	Written test	Oral presentation or group discussion; assessed using a rubric for communication clarity, adaptability, and cultural appropriateness
5	CLO-5	Error analysis task	Short research report and presentation; evaluated with a rubric for research quality, analysis, and presentation skills

4. ACHIEVEMENT

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	84% of students score ≥ 70	Achieved
CLO 4	≥ 80% of students score ≥ 70	80% of students score ≥ 70	Achieved
CLO 5	≥ 80% of students score ≥ 70	83% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

Based on the data of Course Learning Outcomes (CLOs) achievement, it can be observed that all five CLOs have been categorized as “Achieved.” Overall, students demonstrate satisfactory performance in mastering the targeted competencies related to cross-cultural understanding and intercultural communication. CLO 1 shows that 80% of students achieved scores ≥ 70 , exceeding the target of 75%. This indicates that most students have a solid understanding of the relationship between language and culture. Similarly, CLO 2 demonstrates strong performance, with 84% of students meeting the minimum score, surpassing the target of 80%. This reflects students’ ability to identify and describe cultural differences across societies effectively. For CLO 3, 84% of students achieved the expected score, slightly below the target of 85%. Although it is still categorized as achieved, this suggests that students may need further reinforcement in analyzing intercultural conflicts and cultural adjustment processes. CLO 4 exactly meets its target, with 80% of students achieving the expected score, showing that students are capable of applying effective verbal and non-verbal communication strategies in multicultural contexts. Meanwhile, CLO 5 exceeds the target slightly (83% vs 80%), indicating good competence in conducting simple cultural analyses and presenting findings through discussion or written reports. Overall, these results show that students are developing both theoretical knowledge and practical skills in cross-cultural understanding, although additional experiential practice could further enhance their intercultural competence.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	No significant issue; target exceeded. Students demonstrated solid understanding of language-culture connections.	Maintain current teaching strategies and continue reinforcement through contextual examples and reflective exercises.
2	No significant issue; student performance is good.	Sustain effective teaching methods and integrate more real-life intercultural scenarios for practice.
3	Slightly below target; some students struggle with applying conflict resolution and cultural adjustment strategies.	Provide additional practice through role-plays, scenario-based discussions, and guided reflection activities.
4	Achievement meets minimum target only; some students need reinforcement in non-verbal cues and culturally appropriate expressions.	Enhance learning through interactive group discussions, simulations, and feedback on verbal and non-verbal communication.
5	Minor gaps in presenting cultural analysis clearly and systematically.	Increase use of project-based assignments, peer review, and guided presentation practice to strengthen analytical and communication skills.

7. CONCLUSION

The results indicate that students have generally achieved the targeted competencies in Cross-Cultural Understanding (CCU), demonstrating solid knowledge of language-culture relationships, the ability to identify cultural differences, and competence in communication and cultural analysis. While performance in analyzing intercultural conflicts and presenting findings shows minor gaps, these areas can be strengthened through additional experiential learning, role-plays, and project-based activities. Overall, the course effectively

develops students' intercultural awareness and practical skills, preparing them to navigate multicultural and globalized contexts.