COURSE PORTFOLIO

Study Program	:	MATHEMATICS - S1
Semester	:	ODD 2024/2025
Course Code	:	23H03112702
Course Name	:	Basic Chemistry
Coordinator	:	Dr. Djabal Nur Basir, S.Si.,M.Si.
Lecturer Team Member	:	

Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

Number and percentage of lecturer and student attendance
(data source: monitoring the attendance of lecturers and students)

	Lecturer Attendance	Student Attendance
Basic Chemistry A	Total Meeting : times.	Number of students: 40 persons Presence ≥ 80% : Presence < 80% :
Basic Chemistry B	Total Meeting : times.	Number of students: 47 persons Presence ≥ 80% : Presence < 80% :

Materials/practicum provided

1. Atomic Structure
2. Periodic system of elements
3. Bond chemistry
4. Stoichiometry
5. Solution
6. Equilibrium chemistry
7. Acid-base equilibrium
8. Chemical kinetics
9. Thermodynamics chemistry
10. Electrochemistry
11. Hydrocarbon Compounds
12. Groups Functional Organic Compounds
13. Biomolecular Basis

The learning methods implemented

Small Group Discussion, Collaborative Learning, Case Study

The assessment method implemented

1. Case Study (CS)
2. Collaborative Learning (CoL)
3. UTS

4. UAS

Supplementary information (if available)

None

2. Learning Outcomes

Measurement results of CLO

Assessment and Evaluation of Student Achievement of CLO[a]

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
ILO 1	CLO-1	Collaborative Learning (CoL)	14.00 %	76.15
ILO 1	CLO-1	Case Study (CS)	12.00 %	76.32
ILO 1	CLO-1	Case Study (CS)	16.00 %	76.41
ILO 1	CLO-1	UTS	15.00 %	76.51
ILO 1	CLO-1	Collaborative Learning (CoL)	16.00 %	76.84
ILO 1	CLO-1	UAS	15.00 %	76.95
S1	CLO-1	Collaborative Learning (CoL)	14.00 %	76.15
S1	CLO-1	Case Study (CS)	12.00 %	76.32
S1	CLO-1	Case Study (CS)	16.00 %	76.41
S1	CLO-1	UTS	15.00 %	76.51
S1	CLO-1	Collaborative Learning (CoL)	16.00 %	76.84
S1	CLO-1	UAS	15.00 %	76.95

a: result criteria: very satisfactory if the average score is ≥ 80; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is < 70.

Percentage of students who achieved a very satisfactory CLO score [b]

(data source: student scores per assessment according to CLOs)

CLO	% of students who achieved a CLO score of at least 80
CLO-1	12.64%
CLO-2	0.00%

b: result criteria: very satisfactory if ≥80% of students score ≥80; satisfactory if 70%-79.9% of students score ≥80; less satisfactory if < 70% of students score ≥80.

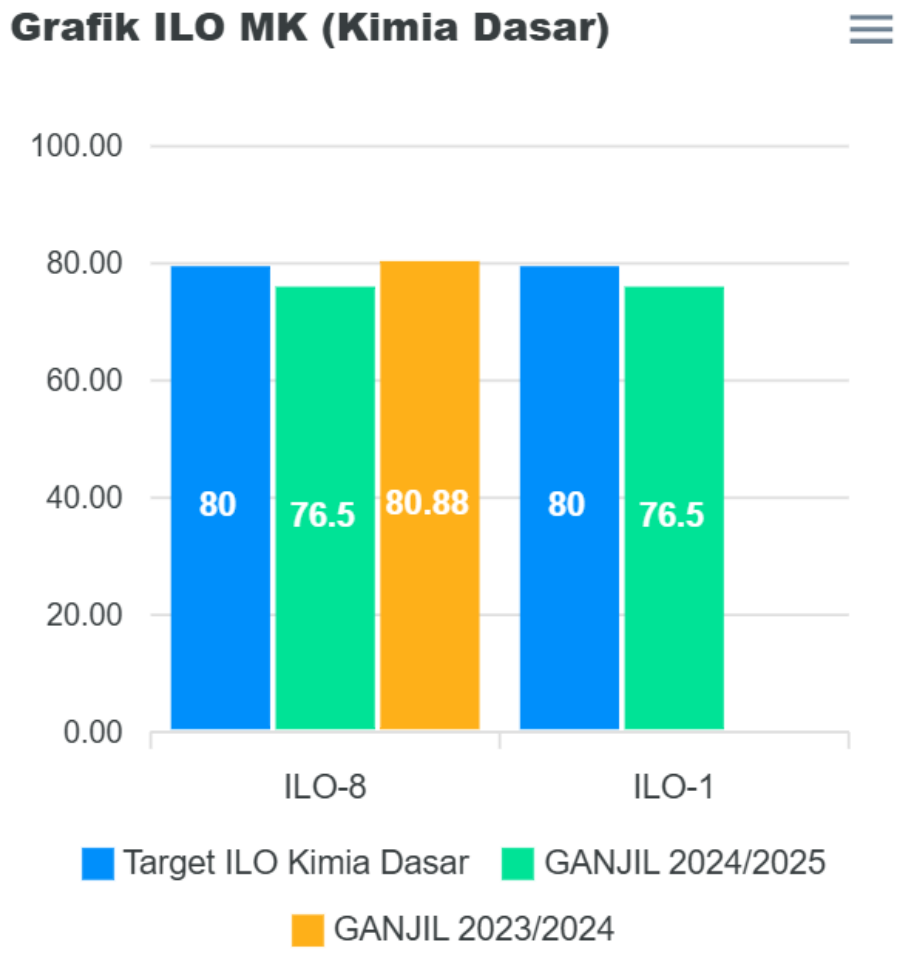
Course Grade

Course Grade	Number and Percentage of Students
A	86 (98.9%)
A-	0 (0.0%)

Course Grade	Number and Percentage of Students
B+	0 (0.0%)
B	0 (0.0%)
B-	0 (0.0%)
C+	0 (0.0%)
C	0 (0.0%)
D	0 (0.0%)
E	1 (1.1%)

3. Learning evaluation (survey) results

(data source: items / narratives of the results of the MK evaluation questionnaire by students)



Hasil Pengukuran CPL MK Kimia Dasar

4. Analysis and Reflection

Analysis

1. Decreased Performance in Previously Evaluated CPL

Data analysis shows a clear decline in performance in ILO-8. In the Odd 2023/2024 period, the

achievements for ILO-8 were very good and managed to exceed the target with a score of 80.88. However, in the Odd 2024/2025 period, its performance fell by around 4 points to 76.5, which is now below the set target.

2. Uniform Performance Pattern and Potential Measurement Problems In the last evaluation period (Odd 2024/2025), there was a perfectly uniform performance pattern, where the two different CPLs (ILO-8 and ILO-1) both had exactly identical achievement scores, namely 76.5. In addition, historical data for ILO-1 is not available for previous periods, indicating inconsistencies in the CPL monitoring process.

Reflections

1. The Need for Proactive Intervention to Prevent Continued Regression

The decline in ILO-8 from "above target" to "below target" levels reflects a regression or setback trend that needs to be addressed immediately. This should be an early warning signal for proactive intervention. It is necessary to carry out a comparative analysis between the two periods to identify what changes caused this decline, in order to prevent performance from continuing to decline in the future.

2. Indication of Reliance on a Single Assessment and Urgency for Improvement

The absolute uniformity of scores reflects the high probability of dependence on a single assessment method (for example, only UAS scores) used to measure both CPLs. This reflection shows that there are weaknesses in the evaluation system which is unable to differentiate students' mastery of each topic. Therefore, there is an urgent need to diversify evaluation methods so that measurements become more valid and can provide richer diagnostic information for improvement.

5. Follow-up Plan

In response to the decline in performance in ILO-8 as well as uniform and below target achievements in the Basic Chemistry Course, the follow-up plan will implement a dual approach. The main priority is to diversify evaluation methods by integrating various assessment instruments such as quizzes and structured assignments, to stop dependence on single assessments and obtain more valid measurements for each CPL. In parallel, a comparative analysis will be carried out to identify the causes of the decline in performance at ILO-8, in order to formulate an improvement strategy that is right on target. The aim of this intervention is to restore learning achievements so that they can again reach the target of 80 in the next period.

6. Follow-up results on the previous semester's evaluation

Following the findings of the previous semester's evaluation for the Basic Chemistry Course, which identified a decline in performance on the ILO-8 as well as uniform scores indicating a reliance on a single assessment, an intervention plan focused on diversifying the evaluation has been implemented. This plan involves the introduction of formative quizzes and structured assignments to complement the final evaluation, as well as specific reinforcement of ILO-8 related material. This success proves that diverse assessments provide more valid measurements and promote better understanding, so it is recommended that this new evaluation structure be established as a permanent standard.

Makassar, 24 Oktober 2025

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