Assessment Mini-Tool

Chemistry-based Curriculum in Two-Year College Programs

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Introduction and Instructions

Scope

This assessment of the chemistry-based curriculum corresponds to Section V of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The assessment tool is designed to allow chemistry faculty and administrations to assess the achievements and areas for improvement of the chemistry-based programs and courses at their institution.

This section assesses only the chemistry and/or chemistry-based technology curriculum at your institution. It will guide you through the following topics:

* Pedagogy and prerequisites
* Chemistry course offerings
* Course development and scheduling

For a more in-depth evaluation of chemistry or chemistry-based technology education at your college, please use the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*, which can be downloaded at www.acs.org/2YGuidelines.

Instructions for using the assessment mini-tool

Collect data prior to completion of the mini-tool assessment form.

The mini- tool compiles a wide range of data from a variety of sources. It is most efficient to compile the data prior to completion of the assessment form.

It may be beneficial to consult the *ACS Guidelines for Chemistry in Two-Year College Programs* while completing the form. The PDF may be downloaded at [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines); hardcopies are available upon request from the ACS Office of Two-Year Colleges.

Complete the comments sections.

Completing the comments sections in the form provides extra nuance to your assessment. For example, a question may ask whether funds are available for faculty professional development, and you may indicate that it is. In the comments section, you could then describe whether these funds are sufficient to keep faculty current in their fields, whether faculty are encouraged to use these funds, and so on.

***Consider completion of other mini-tools.***

Once you have completed this mini-tool, you can choose to assess other aspects of chemistry and chemistry-based technology education at your institution. ACS offers assessment mini-tools that address institutional environment, faculty and staff, infrastructure, curriculum, scholarly research and related activities, development of student skills, student mentoring and advising, self-evaluation and assessment, and partnerships.

A more in-depth analysis can be achieved using the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*, which collects demographics information and leads the user through an analysis of the challenges and opportunities available. If you use the complete form, you may replace Section III with the results of this assessment of faculty and staff status.

Contact ACS with questions and feedback.

Please direct any questions or concerns, as well as feedback regarding the assessment tool itself, to the ACS Office of Two-Year Colleges ([2YColleges@acs.org](mailto:2YColleges@acs.org); 1-800-227-5558, ext. 6108).

Development of the assessment tool

When the revised *ACS Guidelines for Chemistry in Two-Year College Programs* were released in 2009, the Society Committee on Education (SOCED) appointed the Task Force on Two-Year College Activities. The task force was charged with determining the interest in and viability of strategies for engaging and supporting two-year college programs.

In 2010, the task force partnered with the governing body of the ACS Two-Year College Chemistry Consortium (2YC3), the ACS Division of Chemical Education Committee on Chemistry in the Two-Year College (COCTYC). Together, the task force and COCTYC are developing several resources for the two-year college chemistry community.

One of the resources under development by the task force and COCTYC is the assessment tool. This tool was developed in recognition of the increasing pressure on two-year college programs to document and assess their activities. The tool was piloted and refined in 2011–2012 and released to the general public in 2013.

One such resource was the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. This tool was developed in recognition of the increasing pressure on two-year college programs to document and assess their activities. The tool was piloted and refined in 2011–2012 and released to the general public in 2013. It is managed by the ACS Office of Two-Year Colleges with input from the Two-Year College Advisory Board and the Assessment Review Panel.

In 2014, Sections II through X of the *ACS Assessment Tool for Chemistry in Two-Year College Programs* were made available as individual tools for assessment specific aspects of two-year college programs.

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Curriculum

See Section 5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 10-14.

A. Pedagogy and prerequisites

1. **Indicate your agreement with the following statements.**

|  | | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty members are encouraged to use a variety of pedagogical techniques. | |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |
| Support is available to help faculty members stay current with best practices in chemistry pedagogy and modern theories of learning and cognition. |  | |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |
| Chemistry faculty regularly take advantage of opportunities to learn and apply new pedagogical techniques. |  | |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |

1. **Indicate who is involved with determining course prerequisites. (Check all that apply.)**

Faculty

Administration

District

State

Other (specify): Click here to enter text.)

1. **Indicate who assesses student preparation and readiness for chemistry courses. (Check all that apply.)**

Faculty

Student services department(s)

Administration

District

State

Other (specify): Click here to enter text.

1. **Indicate who checks student compliance with course prerequisites. (Check all that apply.)**

Faculty

Student services department(s)

Administration

District

State

Other (specify): Click here to enter text.

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B. Chemistry course offerings

Additional chemistry course information is attached.

|  | Is this course offered? | How often is this course offered, on average? | What is the total number of students enrolled in the course? | Is the lecture offered in alternate formats?  (Select all that apply) | Is the laboratory experience offered in alternate formats?  (Select all that apply) |
| --- | --- | --- | --- | --- | --- |
| General Chemistry | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| Organic Chemistry | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| Preparatory Chemistry | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| Chemistry for Health Science Majors | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| General Education Chemistry | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |

|  | Is this course offered? | How often is this course offered, on average? | What is the total number of students enrolled in the course? | Is the lecture offered in alternate formats?  (Select all that apply) | Is the laboratory experience offered in alternate formats?  (Select all that apply) |
| --- | --- | --- | --- | --- | --- |
| Other (specify): Click here to enter text.) | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| Other (specify): Click here to enter text.) | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |
| Other (specify): Click here to enter text.) | Yes, as a single-term course  Yes, as a multi-term sequence  No | More than once per year  Once per year  Less than once per year | Click here to enter text.  per term  per year | Yes, online  Yes, hybrid  Yes, other  No  N/A | Yes, online  Yes, hybrid  Yes, other  No  N/A |

***Provide any additional information about the chemistry course offerings.***

Click here to enter text.

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C. Course development and scheduling

1. **Indicate your agreement with the following statements.**

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| The faculty have influence over the days, times, and how many sections of each course are taught. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| The faculty have influence over how many students are allowed per lecture/laboratory section. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Course scheduling allows students to complete all needed chemistry courses in order. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Course scheduling allows students to complete all needed chemistry courses in a timely fashion. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |

1. **Provide any additional information pertaining to the statements in question 1.**

Click here to enter text.

1. **Indicate your agreement with the following statements.**

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| Faculty, counselors, and advisers communicate internally with respect to student transfer issues. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Faculty communicate regularly with four-year colleges regarding student transfer issues. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Faculty communicate regularly with allied health schools regarding student transfer issues. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Faculty communicate regularly with technical schools regarding student transfer issues. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |
| Faculty communicate regularly with transfer/articulation offices regarding student transfer issues. |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | |

1. **Provide any additional information pertaining to faculty communication regarding student transfer issues.**

Click here to enter text.

Provide any additional comments on the chemistry curriculum.

Click here to enter text.

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