ACS Assessment Tool

for Chemistry in Two-Year College Programs

Section V. Curriculum

Scope of assessment tool section

The following is Section V of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The form will guide you through a self-assessment of the following topics:

* Pedagogy and prerequisites
* General, organic, and preparatory chemistry course offerings
* Chemistry for health majors, general education chemistry, and other course offerings
* Course development and scheduling

Other sections of the tool address other aspects of chemistry-based education. For a more in-depth evaluation of chemistry or chemistry-based technology education at your institution, use the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*.

***If you intend to submit your work to ACS for feedback***, you must use the complete assessment tool. However, you may include your work on individual sections. Contact the ACS Undergraduate Programs Office (2YColleges@acs.org, 1-800-227-5558, ext. 6108) for more information.

The assessment tool is a resource developed by ACS to facilitate the assessment of chemistry education with respect to the *ACS Guidelines 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. Developed by two-year college chemistry faculty, it is managed by the ACS Undergraduate Programs Office with input from the Undergraduate Programs Advisory Board and the Assessment Review Panel.

For tips on completing the form and more information on the assessment tool, visit [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines) or contact the ACS Undergraduate Programs Office (2YColleges@acs.org, 1-800-227-5558, ext. 6108).

V. 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.

B. General, organic, and preparatory chemistry course offerings

[ ]  Additional chemistry course information is attached.

|  | General Chemistry | Organic Chemistry | Preparatory Chemistry |
| --- | --- | --- | --- |
| Is this course offered? | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No |
| How often is this course offered, on average? | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year |
| What is the total number of students enrolled in the course? | Click here to enter text. [ ] per term[ ] per year  | Click here to enter text. [ ] per term[ ] per year  | Click here to enter text. [ ] per term[ ] per year  |
| What pedagogies are used in teaching lecture? | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) |
| What pedagogies are used in teaching lab? | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) |
| How is the effectiveness of the instruction assessed? | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| How effective is the instruction for this course? | Click here to enter text. | Click here to enter text. | Click here to enter text. |

***Provide any additional information about the general, organic, and preparatory chemistry course offerings.***

Click here to enter text.

C. Chemistry for health majors, general education chemistry, and other course offerings

[ ]  Additional chemistry course information is attached.

|  | Chemistry for Health Science Majors | General Education Chemistry | Other chemistry (specify): Click here to enter text.) |
| --- | --- | --- | --- |
| Is this course offered? | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No | [ ]  Yes, as a single-term course[ ]  Yes, as a multi-term sequence[ ]  No |
| How often is this course offered, on average? | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year | [ ]  More than once per year[ ]  Once per year[ ]  Less than once per year |
| What is the total number of students enrolled in the course? | Click here to enter text. [ ] per term[ ] per year  | Click here to enter text. [ ] per term[ ] per year  | Click here to enter text. [ ] per term[ ] per year  |
| What pedagogies are used in teaching lecture? | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional lecture[ ]  Inquiry-based/POGIL[ ]  Flipped classroom[ ]  Online lecture[ ]  Blended lecture/lab[ ]  Other (specify: Click here to enter text.) |
| What pedagogies are used in teaching lab? | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) | [ ]  Traditional, hands-on[ ]  Inquiry-based, hands-on[ ]  Computer simulations[ ]  Team-based[ ]  Other (specify: Click here to enter text.) |
| How is the effectiveness of the instruction assessed? | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| How effective is the instruction for this course? | Click here to enter text. | Click here to enter text. | Click here to enter text. |

***Provide any additional information about the chemistry for health majors, general education chemistry, and other chemistry course offerings.***

Click here to enter text.

D. 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.