The *ACS Guidelines for Chemistry Programs in Two-Year Colleges*: A Resource for Enhancing Chemistry Programs

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Arnold, MD
Presentation Objectives

• Introduce the guidelines and the revision process.

• Discuss strategies for:
  – cultivating a supportive culture that fosters excellence,
  – pursuing professional development,
  – leveraging partnerships, and
  – using self-evaluation and assessment for continuous improvement.

• Review the revisions of the guidelines and obtain feedback.
History

• 1970 - Guidelines for Chemistry Programs in Two-Year Colleges - First Edition

• 1988 - Guidelines for Chemistry and Chemical Technology Programs in Two-Year Colleges

• 1991 - Establishment of the Chemical Technology Program Approval Service (CTPAS)

• 1997 - Guidelines for Chemistry Programs in Two-Year Colleges - Second Edition
ACS Guidelines for Chemistry Programs in Two-Year Colleges provide

- A comprehensive model designed for a range of institutions
- A framework for reviewing two-year college chemistry programs
- Help in identifying areas of strength and opportunities for change
- Opportunity to leverage support from institutions, partners, and external agencies
Goals of the Third Edition

• Reflect changes in pedagogy, technology, accountability

• Facilitate student transfer
  – by aligning with the new ACS Guidelines and Evaluation Procedures for Bachelor’s Degree Programs
  – by calling for communicating with receiving institutions

• Provide a more useful resource for strengthening programs
  – by offering guidance for ongoing curricular change
  – by offering guidance for improving the working environment
Timeline for Third Edition

- Formed task force to consider revisions to the *ACS Guidelines for Chemistry Programs in Two-year Colleges* in Spring 2005
- Conducted an informal study in Fall 2005
- Solicited input on how best to align guidelines
- Solicited feedback on goals of revision in Winter 2007/08
- Solicited feedback on proposed changes in Spring 2008
- Soliciting feedback on draft revisions in Fall 2008
- Will release new guidelines in Spring 2009
Members

Society Committee on Education (SOCED) Task Force on the ACS Guidelines for Chemistry Programs in Two-Year Colleges

• **John Clevenger (Chair)**
  – Truckee Meadows Community College, NV

• **Dolores Aquino**
  – San Jacinto College Central, TX (CHED Committee on Chemistry at Two-Year Colleges)

• **Carlos Gutierrez**
  – California State University-Los Angeles (Committee on Professional Training)

• **Tom Higgins**
  – Harold Washington College, IL (Committee on Minority Affairs)

• **David Malik**
  – Indiana University Purdue University-Indianapolis

• **Doug Sawyer**
  – Scottsdale Community College, AZ

• **Uni Susskind**
  – Oakland Community College, MI (College Chemistry Consultants Service)
Previous Members

- **Maureen Scharberg (Past Chair)**
  - San Jose State University, CA

- **Ed Kremer**
  - Kansas City Kansas Community College (CHED Committee on Chemistry at the Two-Year Colleges)

- **George Kriz**
  - Western Washington University

- **Linette Watkins**
  - Texas State University (Committee on Minority Affairs)
Maximizing the Potential of Programs

Excellent two-year college chemistry programs have:

• Mechanisms for faculty development, faculty mentoring, and development of faculty leadership.

• Safe, well-designed facilities, equipped with current instrumentation, and supported by appropriate non-faculty staff.

• On-going strategic planning to ensure that the infrastructure supports high quality student experiences and accommodation of new initiatives.
Excellent two-year college chemistry programs have:

• High levels of communication and coordination with administrators, faculty in other programs, counselors and advisors, and staff providing a range of support services.

• Regular interactions with other academic institutions and organizations that leverage resources and expertise, helping programs achieve their goals.

• Regular, transparent and reflective self-evaluation processes that lead to continued improvement.
Proposed Revisions to Guidelines for Two-Year Programs

• Alignment of sections with guidelines for Bachelor’s programs (order and content, as appropriate)

• Inclusion of sections on
  – transfer students
  – undergraduate research
  – student skills
  – student mentoring and advising
  – program self-evaluation
  – partnerships

• Emphasis on professional development

• Vision of excellence
Organization

1. Goals of Guidelines
2. Institutional Environment
3. Faculty and Staff
4. Infrastructure
5. Curriculum
6. Student Research and Scholarly Activities
7. Development of Student Skills
8. Student Mentoring and Advising
9. Program Self-Evaluation and Assessment
10. Partnerships
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Cultivating a Supportive Culture that Fosters Excellence

Sections of the draft guidelines:

2. Institutional Environment
   • This section discusses the attributes necessary for an institution to support a viable and sustainable chemistry program.

4. Infrastructure
   • This section discusses the need for a modern infrastructure in order to maintain an effective and rigorous chemistry program.
Pursuing Professional Development

Section of the draft guidelines:

3. Faculty and Staff

• This section discusses the importance of an energetic and accomplished faculty that is provided with opportunities for professional development and mentoring.
Leveraging Partnerships

Section of the draft guidelines:

5.10 Transfer Students

- This section discusses the need for regular communication with the receiving institutions.

10. Partnerships

- This section discusses the value of establishing and nurturing on-campus and off-campus partnerships that enhance the impact and success of the students, faculty, and program.
Section of the draft guidelines:

9. Program Self-Evaluation and Assessment

• This section discusses the value of having an established process for self-evaluation and assessment for students, faculty, and programs.
We Want Your Feedback!

• Pick a topic:
  – cultivating a supportive culture that fosters excellence,
  – pursuing professional development,
  – leveraging partnerships, and
  – using self-evaluation and assessment for continuous improvement.

• Assemble into small groups

• In your group
  – Pick a time keeper and scribe
  – Review the section(s) and collect feedback.
Thank You!

Additional thoughts, questions and suggestions can be sent to:

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