How Can You Leverage and Implement the ACS Guidelines for Chemistry in Two-Year College Programs?

ACS Society Committee on Education Task Force on Two-Year College Activities

187th Two-Year College Chemistry Consortium

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Presenters and Facilitators

- **John V. Clevenger**, Truckee Meadows Community College, Emeritus (Chair), NV
- **Dolores C. Aquino**, San Jacinto College-central campus, TX
- **Thomas B. Higgins**, Harold Washington College, IL
- **Ieva L. Reich**, University of Wisconsin, Madison, WI
- **Armando Rivera-Figueroa**, East Los Angeles College, CA
- **Kristine Smetana**, John Tyler Community College, VA
Presentation Outline

- Introduce the SOCED Task Force on Two-Year College Activities
- Explore the 2009 ACS Guidelines for Chemistry in Two-Year College Programs
- Investigate the attributes of excellent programs. (Jigsaw Activity Part I)
- Identify criteria and methods for recognizing excellent programs. (Jigsaw Activity Part II)
Task Force Charge:

To determine the interest in and viability of strategies for engaging and supporting two-year college programs within the broader higher education community.

This could include, but is not limited to, establishing procedures to:

1. Coordinate the preparation, review, dissemination, and updates of supplements for the *ACS Guidelines for Chemistry in Two-Year College Programs*;

2. Assess the use and impact of the Guidelines, review results, and share them with the community;

3. Explore how the guidelines could be made more useful, collecting and disseminating examples of how they are used;

and establishing a framework for ongoing evaluation and improvement, identification and communication of effective practices and critical issues, and recognition of high standards in two-year college programs.
Society Committee on Education (SOCED) Task Force on Two-Year College Activities

John V. Clevenger (Chair) Truckee Meadows Community College (Emeritus), NV
Dolores C. Aquino, San Jacinto College, TX
Nathan Beach, Paradigm Environmental Services, MI
Mary T. Berry, University of South Dakota
Scott J. Donnelly, Arizona Western College, AZ
Amina El-Ashmawy, Collin College, TX
Thomas B. Higgins, Harold Washington College, IL
George Kriz, Western Washington University, WA
Nancy S. Mills, Trinity University, TX
Ieva L. Reich, University of Wisconsin, Madison, WI
Armando Rivera-Figueroa, East Los Angeles College, CA
Joan Sabourin, Delta College, MI
Jorge Salinas, Miami Dade College, FL
Douglas J. Sawyer, Scottsdale Community College, AZ
Susan M. Shih, College of DuPage (Emeritus), IL
Kristine Smetana, John Tyler Community College, VA
Tamar Y. (Uni) Susskind, Oakland Community College (Emeritus), MI
History of the Two-Year Guidelines

• 1970 - Guidelines for Chemistry Programs in Two-Year Colleges
• 1988 - Guidelines for Chemistry and Chemical Technology Programs in Two-Year Colleges - First Edition
• 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 in Two-Year College Programs (2009)
ACS Guidelines for Chemistry in Two-Year College Programs provide

- A comprehensive model designed to be used by a broad range of two-year college institutions
- A framework for reviewing chemistry in two-year college programs
- Help in identifying areas of strength as well as opportunities for change
- An opportunity to leverage support from institutions, partners, and external agencies
The Goals of the Guidelines Revision

- 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 communication 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
- Provide a vision of excellence
Like Previous Editions, the 2009 Guidelines are intended to be used as:

- a framework for self-studies and program reviews.
- a resource that deals with:
  - Faculty working conditions,
  - Space requirements,
  - Curriculum and instrumentation,
  - Hands-on laboratory experiences and safety, and
  - Other topics to share with administrators, colleagues, union members and partnering institutions and organizations.
A Vision of Excellence

Guidelines are intended to:

• Stimulate faculty, departments, and administrators by providing a vision of excellence in chemistry education for the first two years of college.

• Be used as a resource for self-evaluation and ongoing improvement of chemistry education in the first two years of college.

• Serve as a call for collaborative action for all stakeholders to improve chemistry education in the first two years of college.

In other words - offer a Vision of Excellence!!
Jigsaw Activity I

• Assemble into your assigned groups.

• Select a Time-Keeper and Reporter for your group.
  Their duties are:
  - Time-Keeper: Keep track of time to ensure the group will have outcomes to share.
  - Reporter: Briefly report the group’s outcomes.

• Answer the questions, taking the different stakeholders and types of programs into account.
Jigsaw Activity I - Questions

a. **What are the attributes of excellent two-year college programs that offer chemistry?**
   What do excellent programs look like for students, faculty, programs, and partners (e.g. community, employers, institutions to which students transfer)?

b. **What are indicators of excellence in programs that offer chemistry given the variety of two-year programs?**
   How do programs demonstrate an excellence for students, faculty, programs, and partners (e.g. community, employers, institutions to which students transfer)?

c. **Why strive for an excellent two-year college chemistry program?**
   How does developing excellent programs help students, faculty, programs, and partners (e.g. community, employers, institutions to which students transfer)?
Jigsaw Activity II

• Assemble into your newly assigned groups.

• Select a Time-Keeper and Reporter for your group. Their duties are:
  Time-Keeper: Keep track of time to ensure the group will have outcomes to share.
  Reporter: Briefly report the group’s outcomes.

• Answer the questions, taking the different stakeholders and types of programs into account.
d. What are the three most important criteria that would demonstrate excellence related to:
   i. Students?
   ii. Faculty?
   iii. Programs?
   iv. Partners (e.g. community, employers, transfer institutions)?

e. Are you willing to share your program’s status in regards to these criteria as part of an expanded ACS program for two-year college programs? If so, how?
Notes from Jigsaw Activity II
Thank You!

Additional thoughts, questions and suggestions can be sent to:

2YColleges@acs.org