Assessment Mini-Tool

Institutional Environment for Chemistry in Two-Year College Programs

Table of Contents

To go directly to a section of the form, hold the ctrl key and click on the appropriate section title.

[Introduction and Instructions 1](#_Toc374967636)

[Scope 1](#_Toc374967637)

[Instructions for using the assessment mini-tool 1](#_Toc374967638)

[Development of the assessment tool 2](#_Toc374967639)

[Institutional Environment 3](#_Toc374967640)

[A. Accreditation 3](#_Toc374967641)

[B. Faculty policies 3](#_Toc374967642)

[C. Administrative structure 4](#_Toc374967643)

[D. Program budget 5](#_Toc374967644)

[E. Student support services 7](#_Toc374967645)

Introduction and Instructions

Scope

This assessment of institution environment corresponds to Section II 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 institutional environment of chemistry-based education at your institution. It will guide you through the following topics:

* Institutional accreditation
* Faculty policies
* Program organization
* Program budget
* Student support services

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 II with the results of this assessment of institutional environment.

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; 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 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.

<ctrl + [return to Table of Contents](#TOC)>

Institutional Environment

See Section 2 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 2-4.

A. Accreditation

**Indicate which of the following bodies currently provide accreditation for the institution. (Check all that apply.)**

[ ]  National Coalition of Alternative Community Schools

[ ]  Middle States Association of Colleges and Schools

[ ]  Southern Association of Colleges and Schools

[ ]  Western Association of Schools and Colleges

[ ]  New England Association of Colleges and Schools

[ ]  Other (Specify): **Click here to enter text.**

[ ]  This institution is not accredited.

<ctrl + [return to Table of Contents](#TOC)>

B. Faculty policies

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

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| Faculty are involved in the establishment of faculty salaries. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in the establishment of teaching loads. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in the establishment of faculty promotions. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in decisions on tenure and/or continuing contracts. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in the establishment of leave (sabbatical or other). |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in the establishment of hiring practices. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty are involved in a faculty recognition program. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |

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

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| Faculty have input into chair selection. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into faculty teaching assignments and other responsibilities. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into hiring qualifications for chemistry faculty. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into selection of permanent chemistry faculty. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into selection of temporary chemistry faculty. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into selection of dual enrollment chemistry faculty. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| Faculty have input into chemistry curriculum. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |

<ctrl + [return to Table of Contents](#TOC)>

C. Administrative structure

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

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| The chemistry program resides in an appropriate department. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The department chair responsible for the chemistry program is trained in a scientific discipline. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |

<ctrl + [return to Table of Contents](#TOC)>

D. Program budget

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

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| The chemistry program has continuing and stable support. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has a sustained commitment from the institution at a level that is consistent with the resources of the institution and its educational mission. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has a sufficient number of qualified faculty. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has adequate staff and resources for administrative support services, stockroom operation, and instrument and equipment maintenance. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has a physical infrastructure that meets modern safety standards with appropriate chemical storage, waste-handling, and disposal facilities. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has sufficient budget to cover the costs of teaching a laboratory-based discipline. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has resources for capital equipment acquisition, long-term maintenance, and expendable supplies to ensure that equipment remains useful throughout its lifetime. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has support for maintaining and updating instructional technology. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has modern chemical information resources. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has opportunities for professional development for the faculty, including sabbatical leaves. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has resources to support faculty-mentored research as appropriate to the institutional mission. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The chemistry program has personnel support to assist with the acquisition and administration of external funding. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |

1. **Budget forecast**
	1. **Is your department’s budget increasing, decreasing, or staying the same?**

Click here to enter text.

* 1. **Is the number of faculty/staff positions increasing, decreasing, or staying the same?**

Click here to enter text.

* 1. **What external factors could significantly affect the budget?**

Click here to enter text.

<ctrl + [return to Table of Contents](#TOC)>

E. Student support services

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

|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- |
| The institution has advising staff who specialize in helping students with career and transfer plans and any associated resources. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has academic and personal support for students with physical, communication, learning and other disabilities. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has tutorial services for students to improve their study skills and become more effective learners. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has open and reliable access to technology, such as computers. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has programs and organizations to support and engage targeted communities of students, such as student clubs. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has programs that increase the participation of underrepresented groups. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |
| The institution has assistance for students in acquiring financial aid. |[ ] [ ] [ ] [ ] [ ]
| *Comments:* Click here to enter text. |

1. **Provide any additional relevant information on student services.**

Click here to enter text.

Provide any additional comments on the institution’s environment, policies, administration, budget, or student resources.

 Click here to enter text.

<ctrl + [return to Table of Contents](#TOC)>