ACS Assessment Tool

for Chemistry in Two-Year College Programs

VIII. Student Mentoring and Advising

Scope of assessment tool section

The following is Section VIII of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The form will guide you through a self-assessment of student mentoring and advising at your institution.

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](mailto: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](mailto:2YColleges@acs.org), 1-800-227-5558, ext. 6108).

VIII. Student Mentoring and Advising

See Section 8 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 18.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| There is strong collaboration among the chemistry faculty, counselors, and advisers at the institution. |  |  |  |  |  |
| Collaborative efforts result in increased student matriculation. |  |  |  |  |  |
| Collaborative efforts result in efficient student transfer. |  |  |  |  |  |
| Collaborative efforts result in effective job placement. |  |  |  |  |  |
| Collaborative efforts help students reach their career goals. |  |  |  |  |  |
| The chemistry program provides information about combining a basic chemistry education with studies in other disciplines. |  |  |  |  |  |
| Chemistry faculty members encourage students to consider the career options available within chemistry. |  |  |  |  |  |
| Faculty members participating in formal student advising programs are compensated or given reassignment time. |  |  |  |  |  |
| Some (or all) advisers and counselors are familiar with the career opportunities for students who take chemistry, and advise them properly for their academic pathways. |  |  |  |  |  |
| The chemistry faculty members are effective mentors. |  |  |  |  |  |

1. **Provide any additional information about student mentoring and advising.**

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