Assessment Mini-Tool

Self-Evaluation and Assessment in Two-Year College Programs

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Introduction and Instructions

Scope

This assessment of self-evaluation and assessment corresponds to Section IX 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 addresses only the self-evaluation and assessment at your institution. It will guide you through documenting the resources and tools available for assessing chemistry and/or chemistry-based technology education at your institution.

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 III with the results of this assessment of faculty and staff status.

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](mailto: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 of the resources under development by the task force and COCTYC is the assessment tool. 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.

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.

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Self-Evaluation and Assessment

See Section 9 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 19.

1. **Are there clear, measurable, published learning outcomes for each chemistry and/or chemistry-based technology course?**

Yes

No

**Provide any additional comments on learning outcomes:** Click here to enter text.

1. **Is formal self-evaluation of the chemistry, chemistry-based technology, and/or science program performed on a regular basis?**

Yes, self-evaluation is conducted every Choose an item. years.

No

1. **Identify whether the indicated components of your program are assessed, how often they are assessed, how the results are shared and whether the results are used to improve the program.**

| Program Component | Is this assessed? | How often? | Who designs the assessment tools? (Check all that apply.) | Who looks at the results? (Check all that apply.) |
| --- | --- | --- | --- | --- |
| Student learning/content mastery | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Student skills (i.e., assessment of those components described in section VII) | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Quality of teaching | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Pedagogy | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Program goals and objectives | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Student performance at their next academic institution | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |
| Other (specify): Click here to enter text. | Yes  No | Choose an item. | Instructor  Department or division  Institution  Third body external to the institution | Instructor  Department or division  Institution  Third body external to the institution |
| ***What tools are used?*** | Click here to enter text. | | | |

1. **Describe the mechanisms in place for using assessment results to improve the program.**

Click here to enter text.

***Provide any additional comments on self-assessment of chemistry education.***

Click here to enter text.

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