ACS Assessment Tool

for Chemistry in Two-Year College Programs

Program or institution being assessed

|  |  |
| --- | --- |
| Program name (if appropriate): | Click here to enter text. |
| Institution name: | Click here to enter text. |
| Campus name (if appropriate): | Click here to enter text. |
| Mailing address: | Click here to enter text. |
| City, State, ZIP code: | Click here to enter text. |

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How to use the assessment tool

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*.

Motivations for self-assessment vary by institution, including

* Identification of program strengths
* Identification of opportunities for program improvement and/or growth
* Strategic planning
* Background for funding requests
* Internal program review
* College’s accreditation
* National or regional benchmarking

Institutions may have alternative goals in using the assessment tool. The assessment tool is designed to address all motivations. As a consequence, not all questions in the tool will apply to all institutions. Institutions are encouraged to consider only those questions that support their goals

Instructions for completing the assessment tool

To complete the assessment tool:

1. Obtain a copy of the *ACS Guidelines for Chemistry in Two-Year College Programs* (see [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines)). References to Guidelines will be denoted in parentheses in each section.
2. Identify your goals in completing the assessment tool and the sections that will help you achieve those goals.
3. Respond to all questions in the relevant sections as completely as possible. With the exception of the first and last section, questions can be answered in any order.

You may find it useful to collaborate with your colleagues on both completing the assessment tool and evaluating the results. The assessment tool is designed to facilitate discussions among chemistry faculty and administrations regarding the achievements and areas for improvement of the chemistry-based programs and courses at their institution.

For tips and advice on effective use of the assessment tool, visit the assessment tool webpage, which can be accessed via [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines).

***Note:*** for ease of use, the assessment tool is password-protected. If you wish to edit the form, you may unlock it using the password, “assess.”

Contacting the ACS Undergraduate Programs Office

If you need help at any time, email the ACS Undergraduate Programs Office at [2YColleges@acs.org](mailto:2YColleges@acs.org) or call 1-800-227-5558, ext. 6108. Staff will be happy to answer any questions regarding the assessment tool.

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I. Overview and Institutional Information

A. Contact information and assessment goals

1. **Who is the contact for the assessment report?**

|  |  |
| --- | --- |
| Contact person: | Click here to enter text. |
| Email address: | Click here to enter text. |
| Telephone number: | Click here to enter text. |

1. **Who was involved in completing the assessment? (Check all that apply.)**

|  |  |
| --- | --- |
|  | Individual |
|  | Small committee |
|  | All full time faculty |
|  | All full-time and part-time faculty |
|  | Other (specify): **Click here to enter text.** |

1. **What are your goals in completing the assessment? (Check all that apply.)**If submitting tool for ACS feedback, enter the priority for each checked goal on a scale of 1 to 8, with 1 indicating your highest priority goal.

|  |  |  |
| --- | --- | --- |
|  |  | ***Priority*** |
|  | Identify program strengths | Click here to enter text. |
|  | Identify opportunities for program improvement and/or growth | Click here to enter text. |
|  | Aid in strategic planning | Click here to enter text. |
|  | Provide background for funding requests | Click here to enter text. |
|  | Conduct internal program review | Click here to enter text. |
|  | Acquire support for college’s accreditation | Click here to enter text. |
|  | Conduct national or regional benchmarking | Click here to enter text. |
|  | Other (specify): **Click here to enter text.** | Click here to enter text. |

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B. Institutional snapshot

1. **Provide your institution’s mission statement**

Click here to enter text.

1. **Provide the following institutional demographics for the most recent year available, and indicate whether the numbers are increasing, decreasing, or staying the same.**

|  |  |  |
| --- | --- | --- |
| Student Demographics | ***Year: Click here to enter text.)*** | ***Trend*** |
| Total for-credit students | Click here to enter text. | Choose an item. |
| Number of credits required for full-time status | Click here to enter text. | Choose an item. |
| Number of full-time equivalent (FTE) students[[1]](#footnote-1) | Click here to enter text. | Choose an item. |
| Completion rate | Click here to enter text. | Choose an item. |
| Percentage of students receiving federal financial assistance | Click here to enter text. | Choose an item. |
| Median age | Click here to enter text. | Choose an item. |
| Percent male | Click here to enter text. | Choose an item. |
| Percent female | Click here to enter text. | Choose an item. |
| Percent Caucasian | Click here to enter text. | Choose an item. |
| Percent African-American | Click here to enter text. | Choose an item. |
| Percent Latino | Click here to enter text. | Choose an item. |
| Percent Asian | Click here to enter text. | Choose an item. |
| Percent Native American | Click here to enter text. | Choose an item. |
| Percent other demographic (specify): Click here to enter text. | Click here to enter text. | Choose an item. |
| Percent other demographic (specify): Click here to enter text. | Click here to enter text. | Choose an item. |
| Number of dual-enrollment students[[2]](#footnote-2) | Click here to enter text. | Choose an item. |
| Number of for-credit distance learning students | Click here to enter text. | Choose an item. |

Additional information is attached.

1. **Service area**

|  |  |
| --- | --- |
| Number of campuses that teach chemistry | Choose an item. |
| Area served | Rural  Suburban  Urban |
| Number of four-year institutions in a 50 mile radius | Choose an item. |
| Additional two-year colleges in a 50 mile radius | Choose an item. |

Briefly describe the impact of mission, demographics, services area, or other factors on the chemistry-based education at the institution.

Click here to enter text.

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C. Program snapshot

1. **Provide your department’s or program’s mission statement.**

Click here to enter text.

1. **Indicate the program(s) included in this assessment. (Select all that apply.)**

|  |  |
| --- | --- |
|  | ***Degree(s) offered*** |
| Chemistry transfer | AA  AS  AAS  Other (specify): Click here to enter text. |
| Chemistry-based technology | AA  AS  AAS  Other (specify): Click here to enter text. |
| Chemistry courses offered in support of the following degree programs: | AA in Click here to enter text.  AS in Click here to enter text.  AAS in Click here to enter text.  Other (specify): Click here to enter text. in Click here to enter text. |
| Other (specify): Click here to enter text. | AA  AS  AAS  Other (specify): Click here to enter text. |

1. **Faculty assignments**

Enter the term and/or year for which the following information is provided: Click here to enter text.

| **Faculty member** | **Status** | **Highest degree earned (subject area)** | **Courses taught** | **Total contact hours[[3]](#footnote-3)** | **Total student contact hours[[4]](#footnote-4)** | **Additional responsibilities** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | Full-time  Part-time | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2. | Full-time  Part-time | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 3. | Full-time  Part-time | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 4. | Full-time  Part-time | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 5. | Full-time  Part-time | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Additional faculty information is attached.

1. **Provide the following chemistry student demographics for the most recent year available, and indicate whether the numbers are increasing, decreasing, or staying the same.**

*If demographic information is not available for chemistry or chemistry-based technology students, skip this section.*

|  | ***Chemistry enrollment***  ***(Year: Click here to enter text.)*** | ***Trend*** |
| --- | --- | --- |
| Total for-credit chemistry students | Click here to enter text. | Choose an item. |
| Number enrolled in chemistry or chemistry-based technology program | Click here to enter text. | Choose an item. |
| Number taking chemistry as part of other programs | Click here to enter text. | Choose an item. |
| Number who completed program | Click here to enter text. | Choose an item. |
| Percentage of students receiving federal financial assistance | Click here to enter text. | Choose an item. |
| Median age | Click here to enter text. | Choose an item. |
| Percent male | Click here to enter text. | Choose an item. |
| Percent female | Click here to enter text. | Choose an item. |
| Percent Caucasian | Click here to enter text. | Choose an item. |
| Percent African-American | Click here to enter text. | Choose an item. |
| Percent Latino | Click here to enter text. | Choose an item. |
| Percent Asian | Click here to enter text. | Choose an item. |
| Percent Native American | Click here to enter text. | Choose an item. |
| Percent other demographic (specify): Click here to enter text. | Click here to enter text. | Choose an item. |
| Percent other demographic (specify): Click here to enter text. | Click here to enter text. | Choose an item. |
| Number of dual-enrollment students[[5]](#footnote-5) | Click here to enter text. | Choose an item. |
| Number of for-credit distance learning students | Click here to enter text. | Choose an item. |

Additional information is attached.

Provide any additional relevant information on the institution’s chemistry or chemistry-based technology mission, faculty, or students.

Click here to enter text.

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II. Institutional Environment

A. Accreditation

(See Section 2.1 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 3.)

**List all organizations that currently provide accreditation for the institution. Briefly describe any efforts to attain additional accreditation, if applicable.**

* Click here to enter text.

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B. Administrative structure

(See Section 2.2 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 3.)

|  |  |  |
| --- | --- | --- |
| Department and/or division in which chemistry program resides: | Click here to enter text. | |
| Degree(s) held by administrator responsible for chemistry program: | BS/BA in chemistry  MS/MA in chemistry  PhD in chemistry or chemistry education  BS/BA in other science | MS/MA in other science  PhD in other science  Doctorate of education  Other (specify): Click here to enter text. |
| Amount of autonomy chemistry faculty ***are granted*** on functions relating to the chemistry courses: | Extensive  Significant | Moderate  Little or none |
| Amount of autonomy chemistry faculty ***exhibit*** on functions relating to the chemistry courses: | Extensive  Significant | Moderate  Little or none |

**Briefly describe impact of administrative structure on chemistry or chemistry-based technology education at the institution.**

Click here to enter text.

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C. Faculty policies

(See Section 2.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 3.)

**Indicate the extent to which faculty are involved in the following. ­If there is a lack of involvement, indicate whether the faculty are excluded or simply not participating.**

|  | *Involvement* |  | *Briefly describe* |
| --- | --- | --- | --- |
| Establishment of faculty salaries | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Faculty promotions | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Decisions on tenure and/or continuing contracts | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Establishment of leave (sabbatical or other) | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Faculty recognition program | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Faculty teaching assignments and other responsibilities | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Development of chemistry curriculum | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Establishment of hiring practices | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Chair selection | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Selection of permanent chemistry faculty | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Selection of temporary chemistry faculty | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Selection of dual enrollment chemistry faculty | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |
| Other (specify): Click here to enter text. | Faculty are included  Faculty actively participate | Faculty are excluded  Faculty choose not to participate | Click here to enter text. |

**Provide any additional comments regarding faculty policies.**

Click here to enter text.

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D. Program budget

(See Section 2.4 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 3-4.)

**Indicate whether there is adequate funding to support the following, as they relate to chemistry-based education at your institution, and whether the costs associated with them are expected to increase faster than inflation.**

|  | *Funding adequate?* | *Future needs* | *Comments* |
| --- | --- | --- | --- |
| Salary & benefits for all chemistry-based faculty | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Administrative support services, stockroom operation, and grant assistance | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Faculty professional development | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Faculty-led research, as appropriate | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Chemicals and storage supplies, | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Chemical safety and waste management | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Equipment acquisition and long-term maintenance | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Chemical information resources (e.g., journals, databases, references, etc.) | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Student support services, including advising and mentoring | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |
| Other relevant costs (specify): Click here to enter text. | Yes  No  N/A | Increasing  Decreasing  Staying the same | Click here to enter text. |

**Will funding for chemistry-based education at your institution keep pace with the expected changes? In not, what plans are in place to mitigate any shortfalls?**

Click here to enter text.

**What other factors significantly affect the budget?**

Click here to enter text.

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E. Student support services

(See Section 4.6 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 14-15.)

**Indicate the availability and effectiveness of the following resources on your campus.**

|  | *Availability* | *Effectiveness* |
| --- | --- | --- |
| Advising staff who specialize in helping students with career and transfer plans and any associated resources. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Discipline-specific advising staff who specialize in helping students with career and transfer plans and any associated resources. | Choose an item. | Choose an item. |
| Academic and personal support for students with physical, communication, learning and other disabilities. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Advising staff who specialize in helping students with career and transfer plans and any associated resources. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Academic and personal support for students with physical, communication, learning and other disabilities. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Tutorial services for students to improve their study skills and become more effective learners. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Open and reliable access to technology, such as computers. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Programs and organizations to support and engage targeted communities of students, such as student clubs. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Programs that increase the participation of underrepresented groups. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Assistance for students in acquiring financial aid. | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |
| Other student support services (specify below) | Choose an item. | Choose an item. |
| *Briefly describe:* Click here to enter text. | | |

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**F**. Student outcome support

(See Section 4.7 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15.)

**Provide the following information regarding student transfer, graduate placement, and support for allied programs.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Student transfer support*** | | |  | |
| Are faculty, counselors, and advisors in regular communication with their counterparts at the institutions to which chemistry students most frequently transfer? | | | Yes  No  **Comments:** Click here to enter text. | |
| Is the chemistry curriculum on your campus aligned, in content and rigor, with that of the receiving institutions? | | | Yes  No  **Comments:** Click here to enter text. | |
| Does the chemistry or chemistry-based technology curriculum articulate to receiving institutions? | | | Yes, the complete curriculum transfers  Yes, specific courses transfer  Credits transfer but not as chemistry courses  No  **Comments:** Click here to enter text. | |
| Is internal communication among faculty, counselors, and advisors effective with respect to student transfer issues? | | | Yes  No  **Comments:** Click here to enter text. | |
| Which of the following resources are available to prepare students for the changes inherent in transfer? | | | | |
| Transfer-specific orientation workshops  Bridge classes  Transfer success courses | | Peer mentoring  Leadership retreats  Field trips  Student clubs | | ACS student chapters  No transfer resources available  Other (specify): Click here to enter text. |
| **Additional comments** | Click here to enter text. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Graduate employment support*** | | |  | |
| Are faculty, counselors, and advisors in regular communication with hiring managers at the organizations that most frequently hire your graduates? | | | Yes  No  **Comments:** Click here to enter text. | |
| Is the chemistry curriculum on your campus aligned with the needs of the hiring managers? | | | Yes  No  **Comments:** Click here to enter text. | |
| Do these employers require chemistry graduates from your campus to undergo additional training in chemistry knowledge or practices upon hiring? | | | Yes  No  **Comments:** Click here to enter text. | |
| Is internal communication among faculty, counselors, and advisors effective with respect to graduate placement issues? | | | Yes  No  **Comments:** Click here to enter text. | |
| Which of the following resources are available to prepare students for the workplace? | | | | |
| Internships or cooperative learning  Job shadowing  Career preparation seminars or workshops | | Guest speakers  Laboratory tours  ACS student chapters | | No employment resources available  Other (specify): Click here to enter text. |
| **Additional comments** | Click here to enter text. | | | |

|  |  |  |
| --- | --- | --- |
| ***Allied program support*** | |  |
| Are faculty, counselors, and advisors in regular communication with their counterparts in the on-campus programs that most frequently require chemistry? | | Yes  No  **Comments:** Click here to enter text. |
| Is the chemistry curriculum on your campus aligned, in content and rigor, with the needs of these programs? | | Yes  No  **Comments:** Click here to enter text. |
| Is internal communication among faculty, counselors, and advisors effective with respect to student success in these programs? | | Yes  No  **Comments:** Click here to enter text. |
| **Additional comments** | Click here to enter text. | |

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III. Chemical Safety

A. Institutional safety culture

(See Section 2.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 4-5.)

1. **Indicate who has an active role in developing, establishing, and/or implementing chemical safety policies on your campus and/or department.**

|  |  |
| --- | --- |
| President and/or Chancellor  Vice-president and/or provost  Dean  Chair | Faculty  Staff  Other (specify): Click here to enter text. |

1. **Briefly describe the overall culture of safety on your campus.**

Click here to enter text.

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B. Safety personnel and training

(See Section 4.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 12-14.)

1. **Provide the number of people providing full- or part-time support for ensuring safety compliance.**

|  |  |  |
| --- | --- | --- |
|  | Full-time | Part-time |
| Chemical hygiene officer | Choose an item. | Choose an item. |
| Environmental Health & Safety team | Choose an item. | Choose an item. |
| Lab or stockroom personnel | Choose an item. | Choose an item. |
| Student helpers | Choose an item. | Choose an item. |
| Other staff (specify): Click here to enter text. | Choose an item. | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. | Choose an item. |

1. **Indicate the frequency of training in the following topics.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chemical safety protocols | Proper use of equipment | Waste management | ***Other safety topics (specify): Click here to enter text.*** |
| Full-time faculty | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Part-time faculty | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Laboratory staff | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Student helpers | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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C. Chemical safety resources

(See Section 4.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 12-14.)

1. **Are all laboratories, chemical storage areas, and safety equipment inspected and/or tested, in accordance with federal, state, and local regulations?**

Yes

No

If no, briefly describe efforts to improve compliance with federal and state regulations.

Click here to enter text.

1. **Do all labs and chemical storage areas comply with all federal and state regulations for safety and accommodation?**

Yes

No

**If no, briefly describe efforts to improve compliance with federal and state regulations.**

Click here to enter text.

1. **Does the campus, division, department, or program have a written chemical hygiene plan?**

Yes

No

Describe efforts to develop or update the chemical hygiene plan, if needed.

Click here to enter text.

1. **Are mechanisms in place for aligning the chemical hygiene plan with all teaching and any research activities?**

Yes

No   
 N/A

Describe efforts to align chemical hygiene plan with teaching and/or research activities, if needed.

Click here to enter text.

1. **Indicate which of the following are addressed, either as part of the chemical hygiene plan or some other departmental or institutional policy.**

Management of hazardous waste in accordance with federal, state, and local standards and regulations

Maximum stockroom chemical holdings, including small quantities for especially hazardous materials   
 Standard operating procedures (SOPs) for the storage, use, and disposal of any particularly hazardous materials

1. **Which of the following are readily available to all faculty and students?**

Safety information and reference materials, such as safety data sheets (SDSs),  
 Personal protective equipment (e.g., goggles, gloves, and other appropriate equipment)   
 Safety incident reporting and investigation system that compiles information on incidents and near misses to identify trends, address challenges, highlight effective practices, and continuously improve chemical safety on your campus

Briefly describe any safety policies and practices not addressed above.

Click here to enter text.

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D. Chemical storage facilities

(See Sections 4.1 and 4.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 10-14.)

1. **Describe the types of rooms used for chemical storage and waste management.**

|  |  |  |
| --- | --- | --- |
| ***Number of rooms with these attributes:*** | Click here to enter text. | |
| Does room conform to government standards and regulations? | Yes  No | **Comments:**  Click here to enter text. |
| Is the room located in the vicinity of the laboratories? | Yes  No | **Comments:**  Click here to enter text. |
| Does the room provide safe chemical storage area(s)? | Yes  No | **Comments:**  Click here to enter text. |
| Does the room provide safe chemical preparation area(s)? | Yes  No | **Comments:**  Click here to enter text. |
| Does the room provide sufficient space and equipment for safe waste management? | Yes  No | **Comments:**  Click here to enter text. |

Additional information on chemical storage rooms is attached.

1. **Indicate whether the following are available, as appropriate, in all laboratories and chemical storage rooms on campus**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Available in all laboratories** | **Available in all chemical storage areas** | **Comments** |
| First aid kit | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Eyewash station | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Shower station | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Fire extinguisher | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Segregated areas for acids and bases | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Segregated areas for reducing and oxidizing agents | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Segregated areas for particularly hazardous substances | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| Chemical storage cabinets and refrigerators that meet federal and state Occupational Safety and Health Administration (OSHA) regulations | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |
| National Fire Protection Association (NFPA) and Globally Harmonized System (GHS) labeling codes used on all reagents | Yes  No  N/A | Yes  No  N/A | Click here to enter text. |

Provide any additional comments on the laboratories and chemical storage facilities.

Click here to enter text.

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IV. Faculty and Staff

A. Faculty demographics and responsibilities

(See Sections 3.1-3.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 5-8. Combine the information below with the information collected in Section I.C.3 of this assessment tool.)

1. **Enter the total number of chemistry faculty currently employed that can be described by each category.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total full-time, permanent faculty | Total full-time, temporary faculty | Total part-time, permanent faculty | Total part-time, temporary faculty |
| Male: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Female: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| African-American: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Asian-American: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Caucasian: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Latino: | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Other (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

1. **What percentage of chemistry course sections are taught by full-time faculty, including distance learning and dual enrollment sections?**

<25% full-time

26% - 50% full-time

51% - 75% full-time

>75% full-time

1. **Enter the average number of hours faculty spend on the following activities each week.**

|  |  |  |
| --- | --- | --- |
|  | Full-Time Faculty Average | Part-Time Faculty Average |
| Holding office hours to meet with students | Click here to enter text. | Click here to enter text. |
| Fulfilling service responsibilities to the college and/or community | Click here to enter text. | Click here to enter text. |
| Assessing and improving curriculum | Click here to enter text. | Click here to enter text. |
| Developing new courses and curriculum innovations | Click here to enter text. | Click here to enter text. |
| Keeping abreast of new developments in chemistry and new educational pedagogies | Click here to enter text. | Click here to enter text. |

1. **Indicate the amount of load credit (i.e., equivalence to one traditional lecture contact hour credit) given for one hour of each of the following:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching laboratory | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |
| Teaching online courses | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |
| Supervision of student research | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |
| Curriculum development | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |
| Administrative duties | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |
| Other (specify): Click here to enter text. | No load credit given | Click here to enter text. hours of load credit given | Full load credit given |

Briefly describe any chemistry faculty demographics and responsibilities not noted above.

Note: combine the information above with the information entered in Section I.C.3 (Faculty assignments) for a more complete evaluation of chemistry faculty.

Click here to enter text.

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B. Faculty benefits and professional development

(See Section 3.4 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 8.)

1. **Enter the number of faculty members that attended one or more externally-sponsored professional meetings in the past 12 months.**

|  |  |
| --- | --- |
| Total Full-Time Faculty | Total Part-Time Faculty |
| Click here to enter text. | Click here to enter text. |

1. **Enter the number of chemistry faculty members that are members of the following professional organizations: (Sect. 3.4)**

|  |  |  |
| --- | --- | --- |
|  | Total Full-Time Faculty | Total Part-Time Faculty |
| American Chemical Society (ACS) | Click here to enter text. | Click here to enter text. |
| ACS Technical Division | Click here to enter text. | Click here to enter text. |
| ACS Two-Year College Chemistry Consortium (2YC3) | Click here to enter text. | Click here to enter text. |
| Labor union | Click here to enter text. | Click here to enter text. |
| Other professional organization (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |
| No professional affiliations | Click here to enter text. | Click here to enter text. |

1. Briefly describe any notable faculty achievements over the past year.

Click here to enter text.

1. **Indicate which of the following are made available to faculty.**

|  |  |  |
| --- | --- | --- |
|  | ***Full-time faculty*** | ***Part-time faculty*** |
| Private computer access | Yes  No  N/A | Yes  No  N/A |
| Printer and copier access | Yes  No  N/A | Yes  No  N/A |
| Sabbaticals | Yes  No  N/A | Yes  No  N/A |
| Access to research space | Yes  No  N/A | Yes  No  N/A |
| Medical benefits | Yes  No  N/A | Yes  No  N/A |
| Life insurance | Yes  No  N/A | Yes  No  N/A |
| Retirement plan | Yes  No  N/A | Yes  No  N/A |
| Consideration for administrative positions | Yes  No  N/A | Yes  No  N/A |
| Other benefits (specify): Click here to enter text. | Yes  No  N/A | Yes  No  N/A |

1. **Indicate which of the following resources are made available to faculty.**

|  |  |  |
| --- | --- | --- |
|  | ***Full-time permanent faculty*** | ***Part-time temporary faculty*** |
| Performance review and feedback | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Faculty mentoring | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Participation in departmental faculty meetings | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for membership in professional societies | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Travel support to professional meetings | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for developing teaching skills | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Support for other professional development | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |
| Other resources (specify): Click here to enter text. | Adequate  Partial  None  N/A | Adequate  Partial  None  N/A |

Briefly describe faculty working conditions, including any information on workloads, responsibilities, and benefits not noted above.

Click here to enter text.

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C. Support staff

(See Section 3.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 9.)

**Indicate the staff available to support the chemistry program and/or courses.**

|  |  |  |
| --- | --- | --- |
|  | Number of people in each position | Total number of hours per week dedicated to this position |
| Laboratory technician | Click here to enter text. | Click here to enter text. |
| Equipment maintenance personnel | Click here to enter text. | Click here to enter text. |
| Secretary, clerk, office manager | Click here to enter text. | Click here to enter text. |
| Student worker(s) | Click here to enter text. | Click here to enter text. |
| Other (specify): Click here to enter text. | Click here to enter text. | Click here to enter text. |

Provide any additional comments on the chemistry demographics, responsibilities, benefits, or achievements.

Click here to enter text.

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V. Infrastructure

A. Offices

(See Section 4.1 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 10-11.)

**Describe the types of offices used by chemistry faculty.**

|  |  |  |
| --- | --- | --- |
| ***Attributes*** |  | ***Number of offices with these attributes*** |
| Number of occupants per office: Click here to enter text.  Accommodates confidential discussions  Access to library resources  Adequate access to students | Reasonably close to teaching facilities  Reasonably close to laboratories | Click here to enter text. |
| Number of occupants per office: Click here to enter text.  Accommodates confidential discussions  Access to library resources  Adequate access to students | Reasonably close to teaching facilities  Reasonably close to laboratories | Click here to enter text. |

Additional office information is attached.

**Briefly describe offices used by chemistry faculty.**

Click here to enter text.

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B. Types of classrooms available

(See Section 4.1 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 10-11.)

**Describe the types of classrooms used for chemistry lecture (non-laboratory) activities.**

|  |  |  |
| --- | --- | --- |
| ***Attributes*** | ***Available resources*** | ***Number of classrooms with these attributes*** |
| ADA compliant  Reasonable proximity to laboratories  Supports variety of pedagogies  Meets modern standards for a learning environment  **Seating capacity:** Click here to enter text. | Internet access  Demonstration facilities  Projection capabilities | Click here to enter text. |
| ADA compliant  Reasonable proximity to laboratories  Supports variety of pedagogies  Meets modern standards for a learning environment  **Seating capacity:** Click here to enter text. | Internet access  Demonstration facilities  Projection capabilities | Click here to enter text. |
| ADA compliant  Reasonable proximity to laboratories  Supports variety of pedagogies  Meets modern standards for a learning environment  **Seating capacity:** Click here to enter text. | Internet access  Demonstration facilities  Projection capabilities | Click here to enter text. |

Additional classroom information is attached.

**Briefly describe classrooms used for chemistry or chemistry-based technology education.**

Click here to enter text.

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C. Laboratories and chemical storage

(See Sections 4.1-4.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 10-12.)

1. **Indicate which of the following equipment students have adequate access to.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Volumetric glassware |  | Melting point apparatus |
|  | Thermometers |  | pH meter |
|  | Hot plates |  | Top-loading balance |
|  | Bunsen burners |  | Analytical balance |
|  | Filtration equipment |  | Software with scientific word processing, illustration, and modeling capabilities |
|  | Microscale or full scale organic kits |  | Computing facilities for analyzing and reporting data |
|  | Software for data acquisition and analysis |  | Other (specify): Click here to enter text. |

1. **Indicate which of the following instrumentation is available to students, either onsite or at another convenient location.**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Spectroscopy*** | | ***Voltammetry*** | |
|  | UV-Visible spectrometer |  | Coulometer |
|  | Fourier transform infrared spectrometer (FT-IR) |  | Voltmeter/potentiometer |
|  | Nuclear magnetic resonance spectrometer (NMR) |  | Cyclic voltammetry equipment |
|  | Fourier transform nuclear magnetic resonance spectrometer (FT-NMR) |  | Gel electrophoresis equipment |
|  | Atomic absorption spectrometer |  | Other (specify): Click here to enter text. |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| ***Separations*** | | ***Combustion*** | |
|  | Gas chromatograph |  | Bomb calorimeter |
|  | Mass spectrometer |  | CHN analyzer |
|  | Centrifuge |  | Total organic carbon analyzer |
|  | High-performance liquid chromatograph (HPLC) |  | Other (specify): Click here to enter text. |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| ***Chemistry-based technology*** | | ***Other*** | |
|  | Fixed-bed process reactor |  | Flow-injection analysis system |
|  | Fluid-bed process reactor |  | Autosampler equipment |
|  | Distillation tower |  | Digestion bomb |
|  | Thermocouple |  | Rotary evaporator |
|  | Viscometer |  | Polymerase chain reaction analyzer |
|  | Nephelometer |  | Desiccator |
|  | Pilot plant |  | Other (specify): Click here to enter text. |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

1. **Describe the types of rooms used for laboratory activities.**

| ***Number of laboratories with the following attributes:*** Click here to enter text. | | | |
| --- | --- | --- | --- |
| **Net available square footage:** | Click here to enter text. | **Number of fume hoods:** | Click here to enter text. |
| **Student capacity:** | Click here to enter text. | **ADA compliant?:** | Yes  No |
| **Laboratory usage (select all that apply):**  Teaching  Long-term projects  Research  Other (specify): Click here to enter text. | | **Do the equipment, instrumentation, and space in this lab adequately support its usage?**  Yes  No (elaborate in comments) | |
| ***Comments:*** Click here to enter text. | | | |

| ***Number of laboratories with the following attributes:*** Click here to enter text. | | | |
| --- | --- | --- | --- |
| **Net available square footage:** | Click here to enter text. | **Number of fume hoods:** | Click here to enter text. |
| **Student capacity:** | Click here to enter text. | **ADA compliant?:** | Yes  No |
| **Laboratory usage (select all that apply):**  Teaching  Long-term projects  Research  Other (specify): Click here to enter text. | | **Do the equipment, instrumentation, and space in this lab adequately support its usage?**  Yes  No (elaborate in comments) | |
| ***Comments:*** Click here to enter text. | | | |

Additional laboratory information is attached.

1. **Is there sufficient instrumentation and equipment for all chemistry and/or chemistry-based technology students to meet their academic needs?**

Yes

No.

If you answered no, describe the shortfall and any efforts to address it.

Click here to enter text.

1. **Is there sufficient personnel to maintain all the chemistry and/or chemistry-based technology instrumentation and equipment?**

Yes

No.

If you answered no, describe the shortfall and any efforts to address it.

Click here to enter text.

1. **What equipment, instrumentation, and/or personnel is not necessary to maintain the status quo but would prove beneficial if made available. Briefly describe how the resource(s) would strengthen or expand chemistry-based education at your institution.**

Click here to enter text.

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D Chemical information resources

(See Sections 4.3 and 7.6 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 12,28-29.)

**Indicate which chemical literature publications are readily available to faculty and students.**

|  | ***Faculty*** | | | ***Students*** | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Print*** | ***Online (full subscription)*** | ***Partner institution*** | ***Print*** | ***Online (full subscription)*** | ***Partner institution*** |
| *Chemical Abstracts™* |  |  |  |  |  |  |
| Other journal databases (specify): *Click here to enter text.* |  |  |  |  |  |  |
| *Chemical & Engineering News* |  |  |  |  |  |  |
| *Science* |  |  |  |  |  |  |
| *Nature* |  |  |  |  |  |  |
| *Journal of the American Chemical Society* |  |  |  |  |  |  |
| *Accounts of Chemical Research* |  |  |  |  |  |  |
| *Analytical Chemistry* |  |  |  |  |  |  |
| *Biochemistry* |  |  |  |  |  |  |
| *Chemical Reviews* |  |  |  |  |  |  |
| *Environmental Science & Technology* |  |  |  |  |  |  |
| *Journal of Chemical Education* |  |  |  |  |  |  |
| *Journal of Medicinal Chemistry* |  |  |  |  |  |  |
| *Journal of Organic Chemistry* |  |  |  |  |  |  |
| *Journal of Physical Chemistry*  *A*  *B*   *C*  *Letters* |  |  |  |  |  |  |
| Other peer-reviewed journals (specify): *Click here to enter text.* |  |  |  |  |  |  |
| Textbook publisher materials (specify): *Click here to enter text.* |  |  |  |  |  |  |
| Other chemistry-related publications (specify): *Click here to enter text.* |  |  |  |  |  |  |

**Do the chemical information resources listed above support the following?**

|  |  |  |
| --- | --- | --- |
|  |  | ***Briefly describe*** |
| Continuous improvement of the chemistry curriculum | Choose an item. | Click here to enter text. |
| Professional growth of chemistry faculty | Choose an item. | Click here to enter text. |
| Student education on the use of chemical literature | Choose an item. | Click here to enter text. |
| Original research or long-term projects | Choose an item. | Click here to enter text. |
| Internships, externships, or co-operative learning experiences | Choose an item. | Click here to enter text. |
| Collaboration with science librarians on research and student instruction | Choose an item. | Click here to enter text. |

Provide any additional comments on the infrastructure used for chemistry education.

Click here to enter text.

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VI. Curriculum

A. Pedagogy and prerequisites

(See Sections 5.1 and 5.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 16-17.)

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

|  | | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Not Applicable* |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty members are encouraged to use a variety of pedagogical techniques. | |  |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |
| Faculty members have support to stay current with best practices in chemistry pedagogy. |  | |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |
| Chemistry faculty regularly take advantage of opportunities to learn and apply new pedagogical techniques. |  | |  |  |  |  |
| *Comments:* Click here to enter text. | | | | | | |

1. **Indicate who is involved with the following.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Determining course prerequisites | Assessing student preparation and readiness for chemistry courses | Ensuring student compliance with course prerequisites |
| Faculty |  |  |  |
| Student services department(s) |  |  |  |
| Administration |  |  |  |
| District |  |  |  |
| State |  |  |  |
| Other (specify): Click here to enter text. |  |  |  |

1. **Indicate the mechanisms in place to support students who do not meet readiness requirements for chemistry courses.**

Remedial courses

“Fast-track” remediation

Concurrent remediation [i.e., remediation that takes place while student is enrolled in course]

Counseling

Tutoring

Other (specify): Click here to enter text.

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B. Preparatory chemistry courses

(See Sections 5.1-5.5, 5.7, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18,19, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are preparatory chemistry courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in preparatory chemistry courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching preparatory chemistry lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching preparatory chemistry lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is preparatory chemistry instruction assessed? | Click here to enter text. | **Is preparatory chemistry instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in preparatory chemistry aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do preparatory chemistry courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in preparatory chemistry courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in preparatory chemistry courses assessed?

* Click here to enter text.

**How is student skills development in preparatory chemistry courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of preparatory chemistry courses.**

* Click here to enter text.
* <ctrl + [return to Table of Contents](#_top)>

C. General chemistry courses

(See Sections 5.1-5.5, 5.8, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18,19-20, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are general chemistry courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in general chemistry courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching general chemistry lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching general chemistry lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is general chemistry instruction assessed? | Click here to enter text. | **Is general chemistry instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in general chemistry aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do general chemistry courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in general chemistry courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in general chemistry courses assessed?

* Click here to enter text.

**How is student skills development in general chemistry courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of general chemistry courses.**

* Click here to enter text.
* <ctrl + [return to Table of Contents](#_top)>

D. Organic chemistry courses

(See Sections 5.1-5.5, 5.9, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18, 20, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are organic chemistry courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in organic chemistry courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching organic chemistry lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching organic chemistry lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is organic chemistry instruction assessed? | Click here to enter text. | **Is organic chemistry instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in organic chemistry aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do organic chemistry courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in organic chemistry courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in organic chemistry courses assessed?

* Click here to enter text.

**How is student skills development in organic chemistry courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of organic chemistry courses.**

* Click here to enter text.
* <ctrl + [return to Table of Contents](#_top)>

E. Chemistry-based technology courses

(See Sections 5.1-5.5, 5.10, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18, 20, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are chemistry-based technology courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in chemistry-based technology courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching chemistry-based technology lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching chemistry-based technology lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is chemistry-based technology instruction assessed? | Click here to enter text. | **Is chemistry-based technology instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in chemistry-based technology aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do chemistry-based technology courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in chemistry-based technology courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in chemistry-based technology courses assessed?

* Click here to enter text.

**How is student skills development in chemistry-based technology courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of chemistry-based technology courses.**

* Click here to enter text.

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F. Chemistry for allied health/health sciences courses

(See Sections 5.1-5.5, 5.11, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18, 20, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are chemistry for allied health courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in chemistry for allied health courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching chemistry for allied health lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching chemistry for allied health lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is chemistry for allied health instruction assessed? | Click here to enter text. | **Is chemistry for allied health instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in chemistry for allied health aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do chemistry for allied health courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in chemistry for allied health courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in chemistry for allied health courses assessed?

* Click here to enter text.

**How is student skills development in chemistry for allied health courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of chemistry for allied health courses.**

* Click here to enter text.

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G. General education chemistry courses

(See Sections 5.1-5.5, 5.12, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18, 21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are general education chemistry courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in general education chemistry courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching general education chemistry lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching general education chemistry lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is general education chemistry instruction assessed? | Click here to enter text. | **Is general education chemistry instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in general education chemistry aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do general education chemistry courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in general education chemistry courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in general education chemistry courses assessed?

* Click here to enter text.

**How is student skills development in general education chemistry courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of general education chemistry courses.**

* Click here to enter text.

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H. Other specialty chemistry courses

(See Sections 5.1-5.5, 5.13, and 5.14 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18,21-22, unless otherwise noted.)

***Course availability***

|  |  |  |  |
| --- | --- | --- | --- |
| List the title(s) or code(s) for the course(s) that fit this category.  No courses fit this category   * Click here to enter text. | | | |
| How often are other chemistry courses offered, on average? | More than once per year  Once per year  Less than once per year | What is the total number of students enrolled in other chemistry courses? | Click here to enter text. per term per year |

Course instruction

|  |  |  |  |
| --- | --- | --- | --- |
| What pedagogies are used in teaching other chemistry lecture? | Traditional lecture  Inquiry-based/POGIL  Flipped classroom  Online lecture  Blended lecture/lab  Other (specify: Click here to enter text.) | What pedagogies are used in teaching other chemistry lab? | Traditional, hands-on  Inquiry-based, hands-on  Team-based, hands-on  At home (“kitchen chemistry”), hands-on  Computer simulations  Other (specify: Click here to enter text.) |
| How is other chemistry instruction assessed? | Click here to enter text. | **Is other chemistry instruction consistent, in content and rigor, among all faculty?** | Yes  Somewhat  No  Comments: Click here to enter text. |
| **Is student completion and performance in other chemistry aligned with the goals of your program, department, program, and/or institutions?**  Yes  No  ***Comments***: Click here to enter text. | | | |

Course content

|  |  |  |
| --- | --- | --- |
| Do other chemistry courses transfer as chemistry courses? | Yes, to other two-year colleges  Yes, to four-year institutions  No | |
| Who is involved in determining course content? | Individual chemistry faculty  Chemistry faculty, as a team  Other faculty at this institution  Faculty at other institutions  Employers | Administration  District or state  Other (specify): Click here to enter text. |

Development of student skills

| **Indicate which of the following student skills are addressed in other chemistry courses.** (See Sections 5.6 and 7.1-7.7 of the *ACS Guidelines for Chemistry in Two-Year College Programs*, p. 18-19,25-29.) | | | |
| --- | --- | --- | --- |
| **Chemical safety** | | | |
|  | Recognizing/identifying/mitigating hazards |  | Use of personal protective equipment |
|  | Risk assessment |  | Storing and handling flammable, corrosive, and incompatible chemicals |
|  | Preparing for/responding to emergencies |  | Use of emergency and safety equipment |
|  | Safety regulations, knowledge and compliance |  | Ethics of safety |
|  | Waste management and disposal |  | Other (specify): Click here to enter text. |
|  | Locating and using hazard recognition information and systems |  | Other (specify): Click here to enter text. |
| **Problem-solving and critical thinking** | | **Communication** | |
|  | Definition of problems |  | Written communication of technical information |
|  | Development of testable hypotheses |  | Oral communication of technical information |
|  | Experiment design |  | Visual representation of complex data sets |
|  | Experiment execution |  | Use of chemical structure drawing programs |
|  | Data, error, and information analysis |  | Use of poster and computerized presentation software |
|  | Other (specify): Click here to enter text. |  | Communication with academic, business, and other audiences |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Teamwork and leadership** | | **Ethics** | |
|  | Leadership of a diverse group |  | Objective and accurate presentation of results |
|  | Providing a clear vision for team |  | Sharing of ideas and information |
|  | Synthesis of individual contributions into complete product |  | Accurate and complete laboratory records |
|  | Contribution to team work |  | Credit and respect for all classmates, educators, colleagues, and others |
|  | Productive interaction with teammates |  | Comprehension of the health, safety and environmental impacts of work |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |
| **Chemical information** | | **Career preparation** | |
|  | Chemical information identification and retrieval |  | Networking |
|  | Critical evaluation of technical articles |  | Resume-writing |
|  | Analyzing, interpreting, and citing chemical literature |  | Interviewing |
|  | Data management and archiving |  | Expectations of the workplace |
|  | Recordkeeping/lab notebooks |  | Workplace environment |
|  | Other (specify): Click here to enter text. |  | Other (specify): Click here to enter text. |

How is students’ chemical knowledge in other chemistry courses assessed?

* Click here to enter text.

**How is student skills development in other chemistry courses assessed?**

* Click here to enter text.

**How effective are the content, format, and teaching of other chemistry courses.**

* Click here to enter text.

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I. Development outside of coursework

Describe any opportunities students have to develop chemistry and student skills outside of chemistry courses.

* Click here to enter text.

Describe how chemistry and student skills are assessed outside of chemistry courses, if applicable.

* Click here to enter text.

Describe the effectiveness of students’ opportunities to develop chemistry and student skills outside of chemistry courses.

* Click here to enter text.

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J. Course scheduling and development

(See Section 5.15 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 15-18,19, unless otherwise noted.)

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

|  |
| --- |
| The faculty have influence over the days, times, and how many sections of each course are taught.  Agree  Disagree  Not applicable |
| *Briefly explain:* Click here to enter text. |
| The faculty have influence over how many students are allowed per lecture/laboratory section.  Agree  Disagree  Not applicable |
| *Briefly explain:* Click here to enter text. |
| Course scheduling allows students to complete all needed chemistry courses in a timely fashion.  Agree  Disagree  Not applicable |
| *Briefly explain:* Click here to enter text. |
| Curriculum content provides students with sufficient skills and knowledge to support their academic and professional goals.  Agree  Disagree  Not applicable |
| *Briefly explain:* Click here to enter text. |

1. **Briefly describe the most effective practices pertaining to course development and scheduling at your institution.**

Click here to enter text.

1. **Briefly describe the least effective practices pertaining to course development and scheduling at your institution.**

Click here to enter text.

Provide any additional comments on the chemistry and/or chemistry-based technology curriculum.

Click here to enter text.

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VII. Undergraduate Research, Internships, and Related Opportunities

1. **Which of the following are aligned with the mission and goals of the institution and/or program? (Check all that apply.)**

Original scholarly research

Student internships or co-operative learning experiences (co-ops)

Long-term student projects

None of these are aligned with the mission and goals of the institution or program.

1. **Which of the following opportunities are available? (Check all that apply.)**

Faculty-led chemistry or chemical education research

Student-led chemistry research

Student internships or co-operative learning experiences (co-ops)

Long-term student projects

None of these opportunities are available.

| A. Research  (See Section 6.1 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 23-24.)  **Provide the following information about research at this institution.** | | | | |
| --- | --- | --- | --- | --- |
| ***Faculty or institutional unit(s) involved*** | Click here to enter text. | ***Average number of students participating each term*** | | Choose an item. |
| ***Average faculty hours per week*** | Choose an item. | ***Average total student hours per week*** | | Click here to enter text. |
| Location | Choose an item. | | | |
| ***Funding source (Check all that apply)*** | Institution  Government grant  Academic partners | | Industrial or government partners  Other (specify): Click here to enter text. | |
| ***How often are research opportunities available to students?*** | Choose an item. | |  | |
| Which of the following are attributes of the students’ research projects? | Defined topic and achievable goals  Access to and use of appropriate chemical literature and equipment | | Methodologies appropriate for potential publication in a peer-reviewed journal  Appropriate safety practices | |
| Student outputs (Check all that apply) | Journal articles  Internal written reports  Posters for external presentation | | Posters for internal presentation  Student evaluations  Other (specify): Click here to enter text.  Most projects have no outputs. | |
| ***Student evaluators (Check all that apply)*** | Institutional faculty  Institutional staff  Faculty at partnering institutions | | Industrial or governmental partners  Other (specify): Click here to enter text.  Students do not have formal evaluations. | |
| ***Student compensation (Check all that apply)*** | Academic credit  Financial compensation  Tuition reimbursement | | Other (specify): Click here to enter text.  Students receive no compensation. | |
| ***Field(s) of study*** | Click here to enter text. | | | |

Provide any additional comments on research at this institution.

Click here to enter text.

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| B. Internships or cooperative learning experiences  (See Section 6.2 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 24.)  **Provide the following information about experiential opportunities available to students.** | | | | |
| --- | --- | --- | --- | --- |
| ***Faculty or institutional unit(s) involved*** | Click here to enter text. | ***Average number of students participating each term*** | | Choose an item. |
| ***Average faculty hours per week*** | Choose an item. | ***Average total student hours per week*** | | Click here to enter text. |
| Location | Choose an item. | | | |
| ***Funding source (Check all that apply)*** | Institution  Government grant  Academic partners | | Industrial or government partners  Other (specify): Click here to enter text. | |
| ***How often are internships and/or cooperative learning opportunities available to students?*** | Choose an item. | |  | |
| Which of the following are attributes of the students’ internships and/or cooperative learning opportunities? | Hands-on, independent work  Application of chemical theory  Application of student skills, as critical thinking, verbal and written communication, and workplace ethics  Specific goals and objectives that apply to the hiring organization  Specific goals and objectives that apply to the college | | Supervision by a qualified professional  Tangible contribution to the work of the group  Conditions similar to those experienced in full-time employment  Routine feedback by experienced supervisor  Appropriate resources, equipment, and facilities provided by employer | |
| Student outputs (Check all that apply) | Journal articles  Internal written reports  Posters for external presentation | | Posters for internal presentation  Student evaluations  Other (specify): Click here to enter text.  Most internships have no outputs. | |
| ***Student evaluators (Check all that apply)*** | Institutional faculty  Institutional staff  Faculty at partnering institutions | | Industrial or governmental partners  Other (specify): Click here to enter text.  Students do not have formal evaluations. | |
| ***Student compensation (Check all that apply)*** | Academic credit  Financial compensation  Tuition reimbursement | | Other (specify): Click here to enter text.  Students receive no compensation. | |
| ***Field(s) of study*** | Click here to enter text. | | | |

Provide any additional comments on chemistry student internships.

Click here to enter text.

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| C. Long-term projects  (See Section 6.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 24-25.)  **Provide the following information about long-term project opportunities available to students.** | | | | |
| --- | --- | --- | --- | --- |
| ***Faculty or institutional unit(s) involved*** | Click here to enter text. | ***Average number of students participating each term*** | | Choose an item. |
| ***Average faculty hours per week*** | Choose an item. | ***Average total student hours per week*** | | Click here to enter text. |
| Location | Choose an item. | | | |
| ***Funding source (Check all that apply)*** | Institution  Government grant  Academic partners | | Industrial or government partners  Other (specify): Click here to enter text. | |
| ***How often are long-term projects available to students?*** | Choose an item. | |  | |
| Which of the following are attributes of the students’ internships and/or cooperative learning opportunities? | Well-defined  Has clear goals and objectives  Has a reasonable chance of completion in the available time  Applies and develops an understanding of in-depth chemical concepts | | Uses a variety of methods and instrumentation  Develops student skills  Grounded in the chemical literature | |
| Student outputs (Check all that apply) | Journal articles  Internal written reports  Posters for external presentation | | Posters for internal presentation  Student evaluations  Other (specify): Click here to enter text.  Most projects have no outputs. | |
| ***Student evaluators (Check all that apply)*** | Institutional faculty  Institutional staff  Faculty at partnering institutions | | Industrial or governmental partners  Other (specify): Click here to enter text.  Students do not have formal evaluations. | |
| ***Student compensation (Check all that apply)*** | Academic credit  Financial compensation  Tuition reimbursement | | Other (specify): Click here to enter text.  Students receive no compensation. | |
| ***Field(s) of study*** | Click here to enter text. | | | |

Provide any additional comments on long-term projects.

Click here to enter text.

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VIII. Student Academic Counseling, Career Advising, and Mentoring

(See Section 8 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 29-31.)

1. **Who is responsible for academic counseling, career advising, and student mentoring on your campus? (Select all that apply.)**

|  |  |  |
| --- | --- | --- |
| ***Academic counseling*** | ***Career advising*** | ***Student mentoring*** |
| Trained counselors  Chemistry faculty, with additional training  Chemistry faculty, without additional training  Other (specify): Click here to enter text.  N/A | Trained counselors  Chemistry faculty, with additional training  Chemistry faculty, without additional training  Other (specify): Click here to enter text.  N/A | Trained counselors  Chemistry faculty, with additional training  Chemistry faculty, without additional training  Other (specify): Click here to enter text.  N/A |

1. **Who are involved in discussions regarding student recruitment, retention, transfer, and/or career placement?**

|  |  |
| --- | --- |
| Academic counselors  Career advisors  Mentors  Chemistry faculty | Representatives from local high schools or K-12 institutions  Representatives from local four-year institutions  Representatives from local employers  Representatives from local workforce development organizations  Other (specify): Click here to enter text. |

1. **Indicate which of the following are effectively supported by the current system of academic advisors, career counselors, and mentors. For checked items, describe effective practices; for unchecked items, describe opportunities for improvement.**

|  |  |  |
| --- | --- | --- |
|  |  | ***Effective practices/opportunities for improvement*** |
|  | Student matriculation | Click here to enter text. |
|  | Student transfer | Click here to enter text. |
|  | Student job placement | Click here to enter text. |
|  | Advancement of student career goals | Click here to enter text. |
|  | Constructive relationships between faculty and students | Click here to enter text. |
|  | Healthy relationships between students and their peers. | Click here to enter text. |
|  | Dissemination of information on career opportunities | Click here to enter text. |
|  | Dissemination of information on careers in related disciplines. | Click here to enter text. |

1. **Provide the following information on faculty mentoring and academic advising activities.**

|  | ***Mentorship*** | ***Advising*** |
| --- | --- | --- |
| Does the college administration foster an environment that supports the faculty’s mentorship and/or advising efforts? | Yes  No  N/A | Yes  No  N/A |
| Are faculty in formal mentoring/advising programs compensated or given release time? | Yes  No  N/A | Yes  No  N/A |
| Briefly describe faculty mentoring/advising activities | Click here to enter text. | Click here to enter text. |

1. **Indicate which of the following activities faculty engage in on a regular basis.**

|  |  |  |
| --- | --- | --- |
|  |  | ***Effective practices/opportunities for improvement*** |
|  | Maintaining communication with employers and/or four-year institutions | Click here to enter text. |
|  | Encouraging students to consider chemistry-based career options | Click here to enter text. |
|  | Encouraging students from underrepresented groups to consider chemistry-based career options | Click here to enter text. |
|  | Intentional creation of mentoring opportunities | Click here to enter text. |
|  | Engaging students in research | Click here to enter text. |
|  | Connecting students with appropriate mentors outside of college | Click here to enter text. |
|  | Connecting students with internships or cooperative education experiences | Click here to enter text. |
|  | Other (specify): Click here to enter text. | Click here to enter text. |

1. **Indicate which of the following activities advisors engage in on a regular basis.**

|  |  |  |
| --- | --- | --- |
|  |  | ***Effective practices/opportunities for improvement*** |
|  | Provide current information on the most effective route for program completion | Click here to enter text. |
|  | Provide current information on the most efficient route for transferring to a four-year program | Click here to enter text. |
|  | Discussion of course prerequisites | Click here to enter text. |
|  | Discussion of needed skills for program completion, transfer, and/or entry to the workplace | Click here to enter text. |
|  | Discussion of any required sequential courses | Click here to enter text. |
|  | Guidance on students’ professional development, networking, and career planning | Click here to enter text. |
|  | Provide up-to-date information on current and future chemistry-based employment opportunities | Click here to enter text. |
|  | Provide encouragement to talented students to pursue chemistry-based careers | Click here to enter text. |

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IX. Self-Evaluation and Assessment

(See Section 9 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 31-32.)

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. **For each of the following components that program are assessed, indicate often they are assessed, what tools are used, and who is involved in implementing the results.**

| Program Component | Is this assessed? | How often? | Who designs the assessment tools? (Check all that apply.) | Who sees 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. | | | |
| 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 institutional assessment of chemistry education.***

Click here to enter text.

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X. Partnerships

A. Advisory board

(See Section 10.1 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 33.)

1. **Does the chemistry or chemistry-based technology program or department have a formal advisory board or other type of advising group?**

Yes

No

1. **Which of the following stakeholders are represented in the advisory board?**

|  |  |
| --- | --- |
| ***Internal stakeholders*** | ***External stakeholders*** |
| Program faculty  Program administration  Faculty and/or administration from allied programs  Current and/or former students  Other (specify: Click here to enter text.) | Employers  Other two-year colleges  Four-year institutions  K-12 institutions  Workforce development agencies  Other (specify: Click here to enter text.) |

1. **What is the approximate frequency of the following interactions?**

|  |  |
| --- | --- |
| Face-to-face meetings: | Choose an item. |
| Online meetings or conference calls: | Choose an item. |
| Email or social media communication: | Choose an item. |

1. **Rate the effectiveness of the board in carrying out its responsibilities.**

|  |  |
| --- | --- |
| Curriculum development | Choose an item. |
| Curriculum maintenance | Choose an item. |
| Curriculum alignment with needs of receiving organizations | Choose an item. |
| Infrastructure support | Choose an item. |
| Provision of experiential opportunities, such as research and/or internships | Choose an item. |
| Student recruitment | Choose an item. |
| Student articulation | Choose an item. |
| Graduate placement | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. |

1. **Provide any additional comments on the advisory board.**

**Click here to enter text.**

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B. Campus units

(See Section 10.2 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 33-34.)

1. **Describe the frequency and types of collaborations between chemistry and/or chemistry-based technology faculty and the following campus units.**

|  |  |  |
| --- | --- | --- |
| Chemistry or chemistry-based technology faculty do not collaborate with other campus units. | | |
| ***Campus unit*** | ***Frequency*** | ***Discussions or activities*** |
| Staff providing student support services | Choose an item. | Click here to enter text. |
| Advisors and counselors | Choose an item. | Click here to enter text. |
| Faculty or administration in allied programs (specify programs): Click here to enter text. | Choose an item. | Click here to enter text. |
| Faculty or administration in other campus programs (specify programs): Click here to enter text. | Choose an item. | Click here to enter text. |
| Other campus units (specify): Click here to enter text. | Choose an item. | Click here to enter text. |

1. **Describe any collaborative activities that take place with other campus units.**

* Click here to enter text.

1. **Provide any additional comments on partnerships and collaborations with other campus units.**

Click here to enter text.

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C. Higher education institutions

(See Section 10.3 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 34-35.)

1. **Describe the frequency and types of collaborations between your chemistry or chemistry-based technology faculty and their counterparts at local four-year institutions.**

|  |  |  |
| --- | --- | --- |
| Our college is not engaged in any partnership activities with any four-year institutions | | |
| ***Type of activity*** | ***Frequency*** | ***Description*** |
| Collaborative research | Choose an item. | Click here to enter text. |
| Other collaborative projects | Choose an item. | Click here to enter text. |
| Group meetings | Choose an item. | Click here to enter text. |
| Articulation discussions, conferences, or workshops | Choose an item. | Click here to enter text. |
| Support for student transfer | Choose an item. | Click here to enter text. |
| Student outreach | Choose an item. | Click here to enter text. |
| Expansion of program offerings | Choose an item. | Click here to enter text. |
| Curriculum alignment | Choose an item. | Click here to enter text. |
| Sharing resources | Choose an item. | Click here to enter text. |
| Other activities (specify): Click here to enter text. | Choose an item. | Click here to enter text. |

1. **What is the impact of these interactions on the following outcomes?**

|  | ***None*** | ***Slight*** | ***Moderate*** | ***Strong*** | ***N/A*** |
| --- | --- | --- | --- | --- | --- |
| Improved student articulation |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Expansion of program offerings |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student preparedness for college |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student interest in the sciences |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student success |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Other outcomes (specify): Click here to enter text. |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |

1. **Describe the frequency and types of collaborations chemistry or chemistry-based technology faculty with their counterparts at local two-year institutions.**

|  |  |  |
| --- | --- | --- |
| Our college is not engaged in any partnership activities with any other two-year colleges | | |
| ***Type of activity*** | ***Frequency*** | ***Description*** |
| Collaborative research | Choose an item. | Click here to enter text. |
| Other collaborative projects | Choose an item. | Click here to enter text. |
| Group meetings | Choose an item. | Click here to enter text. |
| Articulation discussions, conferences, or workshops | Choose an item. | Click here to enter text. |
| Support for student transfer | Choose an item. | Click here to enter text. |
| Student outreach | Choose an item. | Click here to enter text. |
| Expansion of program offerings | Choose an item. | Click here to enter text. |
| Curriculum alignment | Choose an item. | Click here to enter text. |
| Sharing resources | Choose an item. | Click here to enter text. |
| Other activities (specify): Click here to enter text. | Choose an item. | Click here to enter text. |

1. **Briefly describe any additional activities or outcomes resulting from collaboration with local two- and four-year institutions.**

Click here to enter text.

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D. K-12 Institutions

(See Section 10.4 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 35.)

1. **Describe the frequency and types of collaborations between chemistry or chemistry-based technology faculty and high schools and/or K-12 institutions.**

|  |  |  |
| --- | --- | --- |
| Our college is not engaged in any partnership activities with any K-12 institutions. | | |
| ***Type of activity*** | ***Frequency*** | ***Description*** |
| Student outreach | Choose an item. | Click here to enter text. |
| Student recruitment | Choose an item. | Click here to enter text. |
| Curriculum alignment | Choose an item. | Click here to enter text. |
| Sharing resources | Choose an item. | Click here to enter text. |
| Dual enrollment courses | Choose an item. | Click here to enter text. |
| Professional development for in-service teachers | Choose an item. | Click here to enter text. |
| Preparation for future educators | Choose an item. | Click here to enter text. |
| Other activities (specify): Click here to enter text. | Choose an item. | Click here to enter text. |

1. **What is the impact of these interactions on the following outcomes?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***None*** | ***Slight*** | ***Moderate*** | ***Strong*** | ***N/A*** |
| Improved science learning at high schools/K-12 institutions |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student recruitment |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student preparedness for college |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student interest in the sciences |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student success |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Other outcomes (specify): Click here to enter text. |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |

1. **Briefly describe any additional activities and/or outcomes resulting from collaboration with local high schools and K-12 institutions.**

Click here to enter text.

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E. Employers

(See Section 10.5 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 35-36.)

1. **Describe the frequency and types of collaborations between chemistry or chemistry-based technology faculty and employers.**

|  |  |  |
| --- | --- | --- |
| Our college is not engaged in any partnership activities with any employers | | |
| ***Type of activity*** | ***Frequency*** | ***Description*** |
| Curriculum alignment | Choose an item. | Click here to enter text. |
| Graduation/employment projections | Choose an item. | Click here to enter text. |
| Resource-sharing | Choose an item. | Click here to enter text. |
| Student recruitment | Choose an item. | Click here to enter text. |
| Student internships and other experiential opportunities | Choose an item. | Click here to enter text. |
| Lab tours | Choose an item. | Click here to enter text. |
| Guest speakers | Choose an item. | Click here to enter text. |
| Faculty professional development | Choose an item. | Click here to enter text. |
| Continuing education for incumbent employees | Choose an item. | Click here to enter text. |
| Other activities (specify): Click here to enter text. | Choose an item. | Click here to enter text. |

1. **What is the impact of these interactions on the following outcomes?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***None*** | ***Slight*** | ***Moderate*** | ***Strong*** | ***N/A*** |
| Improved student recruitment |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student learning |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved student retention and graduation rates |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Improved graduate placement rates |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Reduced hiring and training costs for employers |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |
| Other outcomes (specify): Click here to enter text. |  |  |  |  |  |
| ***Comments:*** Click here to enter text. | | | | | |

1. **Briefly describe any additional activities or outcomes resulting from collaboration with local employers.**

Click here to enter text.

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F. Other nonacademic institutions

(See Section 10.6 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 36.)

1. **Describe the frequency and types of collaborations between chemistry or chemistry-based technology and any organizations not fitting the above categories.**

Click here to enter text.

1. **What is the impact of these interactions on your school and your partners?**

Click here to enter text.

1. **Provide any additional comments on partnerships and collaborations with other organizations.**

Click here to enter text.

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XI. Strengths, Challenges, and Opportunities

***Note:*** the questions in this section rely on information collected in sections I-X of the assessment tool. Please ensure that all information discussed below has been entered in the appropriate section of the tool.

1. **Based on the information provided, what are the internal strengths of chemistry or chemistry-based technology education at this institution?** Focus on factors you can control, such as faculty, curriculum, mentoring, etc.

Click here to enter text.

1. **Based on the information provided, what are the internal areas of concern for chemistry or chemistry-based technology education at this institution?**

Click here to enter text.

1. **Based on the information provided and trends in the community, what are the major external opportunities for chemistry or chemistry-based technology education at this institution?** Focus on factors outside of your control, such as community demographic trends, growth in local employers, grant opportunities, etc.

Click here to enter text.

1. **Based on the information provided and trends in the community, what are the major external challenges for chemistry or chemistry-based technology education at this institution?**

Click here to enter text.

1. **How can the program’s strengths and opportunities be used to address its areas of concern?**

Click here to enter text.

1. **How can the program’s strengths and opportunities be used to mitigate its challenges?**

Click here to enter text.

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1. ***FTE students = (Total number of credit hours taken by all students)/(Number of credits required for full-time status)*** [↑](#footnote-ref-1)
2. ***Students enrolled at the college who are earning high school and college credit simultaneously*** [↑](#footnote-ref-2)
3. This is the number of hours scheduled for lecture and lab, not the number of hours determined for teaching loads. In other words:

   (# hours scheduled for lecture) + (# hours scheduled for lab) = assigned contact hours

   For example, a faculty member that teaches two courses. Course A has 4 hours of lecture per week, with the class split into two 3-hour lab sections. Course B consisted of 3 hours of lecture, plus one 3-hour lab section. The assigned contact hours would be:

   (4 + 3 + 3) + (3 + 3) = 16 contact hours [↑](#footnote-ref-3)
4. Student contact hours = (# individual students taught) x (# hours each student spends in lab + lecture)

   Continuing the example in the previous footnote, if there are 46 students in Course A and 20 students in course B), the total student contact hours would be:

   [23(4 + 3)] + [23(4+3)] + [20(3+3)] = 442 [↑](#footnote-ref-4)
5. ***Students enrolled at the college who are earning high school and college credit simultaneously*** [↑](#footnote-ref-5)