ACS Assessment Tool

for Chemistry in Two-Year College Programs

Section II. Institutional Environment

Scope of assessment tool section

The following is Section II of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The form will guide you through a self-assessment of the following topics:

* Accreditation
* Administrative structure
* Faculty policies
* Program budget
* Student support services
* Student outcome support

Other sections of the tool address other aspects of chemistry-based education. For a more in-depth evaluation of chemistry or chemistry-based technology education at your institution, use the complete *ACS Assessment Tool for Chemistry in Two-Year College Programs*.

***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.”

The assessment tool is a resource developed by ACS to facilitate the assessment of chemistry education with respect to the *ACS Guidelines for Chemistry in Two-Year College Programs*. The assessment tool is designed to allow chemistry faculty and administrations to assess the achievements and areas for improvement of the chemistry-based programs and courses at their institution. Developed by two-year college chemistry faculty, it is managed by the ACS Undergraduate Programs Office with input from the Undergraduate Programs Advisory Board and the Assessment Review Panel.

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.

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.

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.

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.

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. | | |

**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. | |