ACS Assessment Tool

for Chemistry in Two-Year College Programs

Section VIII. Student Academic Counseling, Career Advising, and Mentoring

Scope of assessment tool section

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

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

***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.

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. |