ACS Assessment Tool

for Chemistry in Two-Year College Programs

Section X. Partnerships

Scope of assessment tool section

The following is Section X of the *ACS Assessment Tool for Chemistry in Two-Year College Programs*. The form will guide you through a self-assessment of partnerships both inside and outside your institution.

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

***If you intend to submit your work to ACS for feedback***, you must use the complete assessment tool. However, you may include your work on individual sections. Contact the ACS Undergraduate Programs Office (2YColleges@acs.org, 1-800-227-5558, ext. 6108) for more information.

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

For tips on completing the form and more information on the assessment tool, visit [www.acs.org/2YGuidelines](http://www.acs.org/2YGuidelines) or contact the ACS Undergraduate Programs Office (2YColleges@acs.org, 1-800-227-5558, ext. 6108).

X. Partnerships

See Section 10 of the ACS Guidelines for Chemistry in Two-Year College Programs, p. 20-22.

1. **Indicate the strength and frequency of the interactions of chemistry faculty with the following potential partners. Briefly describe any discussions or activities with the partners.**

| Partners | Strength of interaction | Frequency of interaction  | Discussions and/or activities |
| --- | --- | --- | --- |
| Other academic departments and disciplines on campus  | Choose an item. | Choose an item. | Click here to enter text. |
| Administrative and student campus units, such as admissions, advisement, and counseling  | Choose an item. | Choose an item. |  Click here to enter text. |
| Faculty on other campuses within a multi-campus institution | Choose an item. | Choose an item. |  Click here to enter text. |
| Faculty at other two-year colleges | Choose an item. | Choose an item. |  Click here to enter text. |
| Faculty and administration at four year institutions | Choose an item. | Choose an item. |  Click here to enter text. |
| Faculty and administration local high schools  | Choose an item. | Choose an item. |  Click here to enter text. |
| Chemical professionals and hiring managers at local chemistry-related industries | Choose an item. | Choose an item. |  Click here to enter text. |
| Chemical professionals and hiring managers at local government laboratories | Choose an item. | Choose an item. |  Click here to enter text. |
| Other (specify): Click here to enter text. | Choose an item. | Choose an item. |  Click here to enter text. |

1. **Indicate the success and frequency of the following activities in which chemistry faculty are involved.**

|  |  |  |
| --- | --- | --- |
| ***Activity*** | ***Success*** | ***Frequency*** |
| Participation in local professional organizations and conferences | Choose an item. | Choose an item. |
| Participation in community outreach activities with local museums, or elementary schools, or other group(s) | Choose an item. | Choose an item. |
| Support for training of working chemical professionals | Choose an item. | Choose an item. |
| Participation in academic or community consortia | Choose an item. | Choose an item. |
| Other (specify): Click here to enter text. | Choose an item. | Choose an item. |

Provide any additional comments on partnerships that support chemistry education.

 Click here to enter text.