

Abstract — As part of the overall accreditation process, our school and each department has increased efforts to assess student work as part of an assessment plan of continuous improvement. Our department like many other departments needed the involvement of the faculty to do this, but most of the faculty didn't understand the overall process or their role in it. In order to increase participation by faculty and in consideration of the large number of part-time faculty teaching classes for our department, an Assessment Handbook was developed to educate and guide faculty in fulfilling their mission of assessing student learning. This 8 page handbook includes TAC-ABET Criteria, an implementation schedule, an overview of the process, Frequently Asked Questions, Course by Course Learning Objectives and Departmental Resources, but most importantly it contains the Checklist for collecting the data from each instructor. The Checklist is turned in at the end of the semester along with the course grades and serves as the collection device for assessment data that is later summarized and analyzed. Departmental goals of increased participation in the process and more thorough data collection have been better achieved after the use of this Handbook and Checklist. Data collected includes type of work item assessed, teaching method used, learning objective measured, grading/scoring data and course improvements. Once this data is collected it is summarized per course and per TAC-ABET criteria and matched up with the outcome targets to determine strengths and weaknesses in terms of teaching of and student learning of the TAC-ABET criteria. As a department we have been able to better recognize learning outcomes and courses as they relate to specific criteria and have made the necessary continual improvements to achieve the appropriate balance and yet attain full coverage of all student learning outcomes in terms of TAC-ABET accreditation.