

Committees and Leadership

Program Assessment Leaders (PALs) – Full-Time Faculty

PALs are designated full-time faculty members who provide active support to assessment endeavors within their respective programs, which includes general education outcome assessment. The PAL role is to:

- Coordinate and document program/gen. ed. assessment meetings/discussions with program faculty and others as applicable.
- Coordinate the completion of program/gen. ed. assessment plans.
- Act as a liaison during the assessment process.
- Assist with the coordination and completion of annual program/gen. ed. assessment reports.
- Attend PAL update/training sessions.

Faculty General Education Assessment Committee

The Faculty General Education Assessment Committee works with the general education faculty body and the Division Chair of Communication and Fine Arts in all stages of the general education assessment process and cycle. The committee role is defined below:

- Develop and implement practices/methods to measure the outcomes for actionable results that improve student learning.
- Initiate the analysis and reflection of assessment results.
- Assist with the coordination and completion of annual assessment plans and reports.

Academic Assessment Committee

This committee is comprised of full-time faculty members who serve as an advisory body for academic assessment of student learning. The primary functions of the Academic Assessment Committee are to:

- Provide governance and guidance on all components of the academic assessment model.
- Vet program and general education frameworks, plans, and annual reports.
- Promote viable processes and actionable data that improve student learning within academic programs and general education.

Co-Curricular/Campus Compact Committee

This committee is comprised of faculty and staff who serve as an advisory body for co-curricular assessment of student learning. The primary functions of the Co-Curricular/Campus Compact Committee are to:

- Provide governance and guidance on all components of the co-curricular assessment model.
- Vet frameworks, plans, and annual reports.
- Promote viable processes and actionable data that improve student learning outside of the classroom.
- Promote the Campus Compact National Coalition to educate students for civic and social responsibility and foster positive social change locally and nationally.

Institutional Effectiveness Committee

The Institutional Effectiveness Committee is comprised of administrative and student service representatives who serve as an advisory body for non-academic assessment. The primary functions of the committee are to:

- Provide governance and guidance on all components of the non-academic assessment model.
- Vet non-academic assessment plans and reporting.
- Facilitate a culture of continuous improvement through leadership.

Leadership Support

CASC HLC Assessment Academy Team

The **CASC Assessment Team** is committed to building a culture of continuous improvement. The team role is to:

- Initiate and support a three year plan to sustain and build upon assessments efforts across the institution.
- Utilize their specialized training from the HLC Assessment Academy to provide guidance and resources for assessment endeavors.
- Cultivate leadership for future assessment champions.

Marc Willis – Vice President of Academic Affairs/HLC Liaison

Bill Carroll – Division Chair for Health Sciences/ Instructor/Sports Medicine Program Director

Brook Wiersig – Division Chair for Biological and Pre-Professional Sciences/Instructor

Kelly Kellogg – Institutional Effectiveness Officer/Assessment Outcome Specialist

Kim Hughes – Student Support Services Coordinator/ Adjunct Instructor