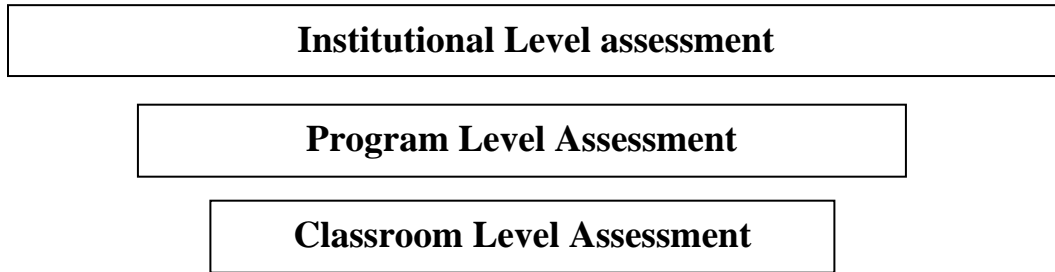


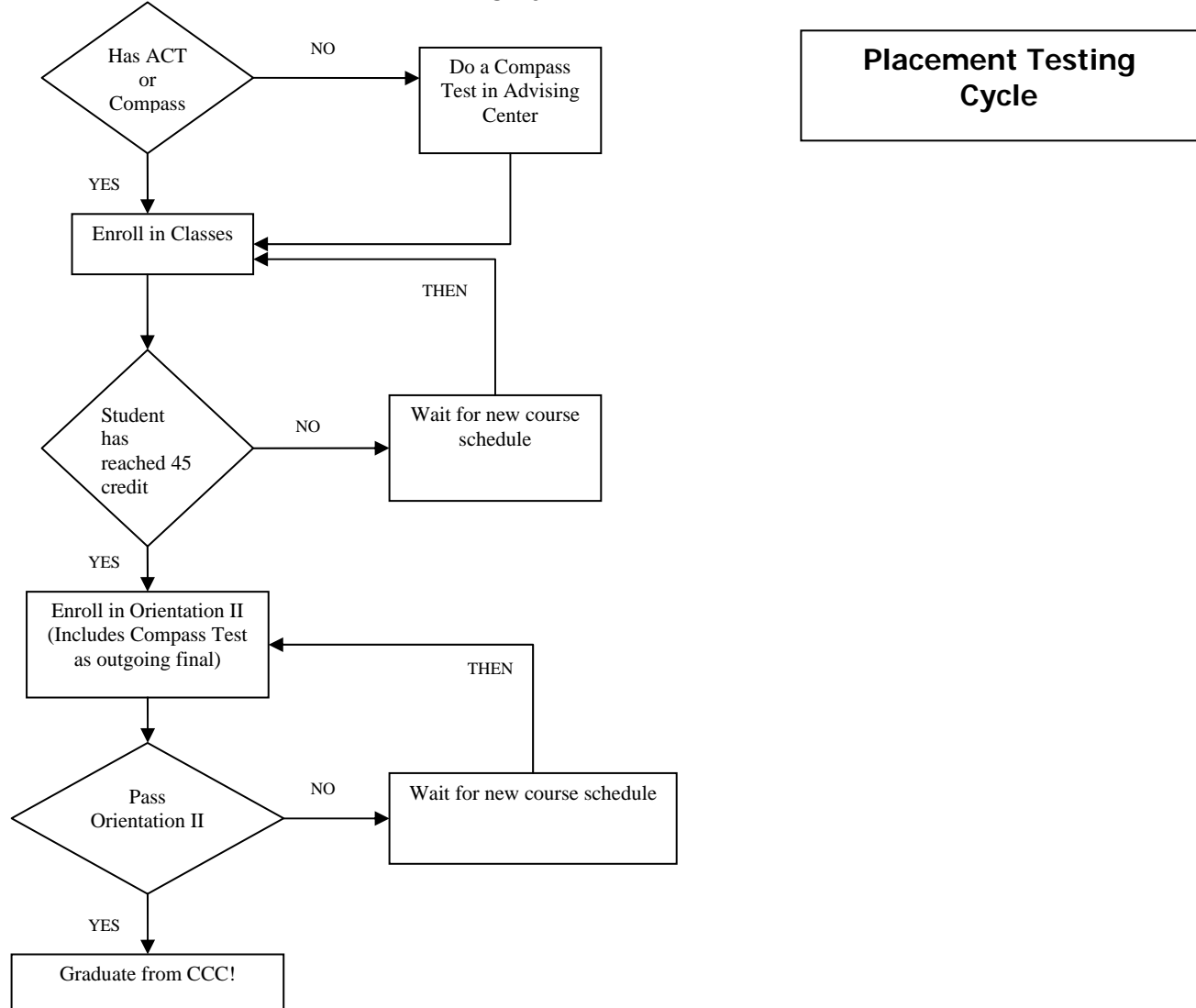
CCC's Tri-Level Paradigm

Coffeyville Community College has adopted a three-tiered system of learning assessment. These tiers are:

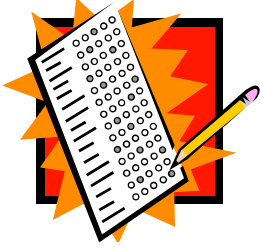


Institutional Level Assessment

A vital function of any viable assessment program is assisting students in enrolling in those classes that will maximize their potential for success. CCC utilizes the COMPASS, ACT, and ASSET tests as entrance exams to aid in these important decisions. Please refer to the "Placement Testing Cycle".



Also, the new students will be asked to take pre-tests for critical thinking and science in their orientation I classes which will be compared to the scores they receive for these two subjects on the final in the "capstone course".



Utilizing a "capstone course", designed as part of student orientation II, students will have vital skills measured in the areas of math, reading, writing, science, and critical thinking. This course is available to the students as an online offering. As the final assignment the student will take the COMPASS test, a science test, a critical thinking test, and complete an institutional satisfaction survey. The scores on the "exit" exams will be compared to those achieved on the entrance exams and gains analysis will be made.

The Learning Assessment Coordinators, working with Academic Advising personnel, are responsible for the gathering, analysis, interpretation, and reporting of this data.

Program Level Assessment

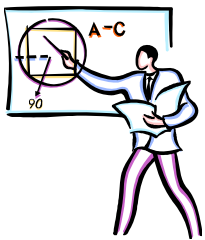
As of the fall 2007 semester, the various programs of study, on our main campus as well as on the technical campuses, have evolved to the form of assessment referred to as a "Type 3" process.

To assist in the rather rigorous reporting required in a Type 3 program review, "Links" templates have been developed for the main campus reporting and a software package has also been developed in-house for the technical campuses.

To learn more about the "Links" templates, please refer to Power Point presentations on the "download" page of the assessment website. The computer program used at the technical campuses is known as "EPP" or Electronic Program Profiler, and also available on the website. When the proper data is inputted in EPP, three very useful reports are automatically generated and are designed to provide much needed feedback.

The Director(s) of the Technical campuses will be responsible for the collection and data input into the EPP program. A copy of the reports generated will be given back to the instructors and a second copy will be archived in a three-ring binder for continued reference. Also this information will be summarized on division templates and emailed to the Learning Assessment Center so it can be included in the data on Area Reports.

Classroom Level Assessment



The greatest volume of assessment data comes from classroom assessment activities. All instructors on the main campus are asked to collect assessment data by using rubrics or pre/post tests. They report this information to the assessment coordinator by using Type 3 templates found on our "download page" of the assessment website. The instructors can reflect on the results of their assessment by looking at the summary sheets contained in the templates and record their statements on Commentary forms that are turned into their division chair. It is the responsibility of the Division Chairs to monitor this process and ensure that assessment is taking place.