



Assessment and Evaluation Services at the Center on Education and Training for Employment

Assessment and Evaluation Services is a non-profit research and development team located within the Center on Education and Training for Employment (CETE). The staff of Assessment and Evaluation Services has advanced training in education, industrial/organizational psychology, psychometrics, program evaluation, and information systems design and management. With significant experience in developing assessment and evaluation systems, the team applies its expertise to a variety of projects in workforce development, secondary education, and adult education settings. Types of projects include:

Assessment Development

A primary function of the Assessment and Evaluation Services team is test development. In the educational arena we create assessments for use in workforce development and adult education programs. We also create assessments for use in a variety of human resource applications such as personnel selection, placement, and certification. Test quality is continually monitored and maintained by our psychometric staff.

Online Assessment Delivery

An online assessment system offers numerous advantages over paper-pencil systems. Webxam (www.webxam.org) is our secure, online assessment system. It is currently being used to administer statewide exams that assess knowledge associated with Ohio's Career-Technical Education (CTE) and Tech Prep programs. We offer numerous exams online. Most of these are 100-item multiple-choice end-of-program exams. Others are a series of shorter modular exams. The system is also being used to administer national certification exams.

Assessment Consultation Services

We offer consultation on the development, administration, and maintenance of assessment systems. Our staff consultants assist clients to avoid potential pitfalls and to achieve maximum efficiency, effectiveness, and validity from their assessment systems. One example of assessment consultation services is our work with the Adult Basic and Literacy Education (ABLE) Ohio Performance Accountability System. This has included managing the revision of the academic content standards, evaluating the feasibility of assessments for the adult literacy population, advising the Ohio Department of Education (ODE) on assessment policy, and developing and delivering teacher training on using a portfolio to evaluate student achievement. Another example of assessment consultation involves assisting certification providers in ensuring their assessment systems meet the standards of the National Commission for Certifying Agencies (NCCA).

Professional Development

We believe strongly that there is a need for assessment literacy among teachers, school administrators, and business and industry personnel involved in personnel selection, placement, and diagnostic assessment. We have conducted a number of professional development workshops to address best practices in the development, use, and interpretation of assessments. In addition, we have conducted presentations to address professional certification issues. Currently, we offer a three-day Test Construction Workshop, which covers essential aspects of test development. Future workshops will be held in March and July, 2007. Check the [Events](#) page at www.cete.org for the most current listings.

Program, Personnel, and Process Evaluation

This category of services answers questions pertaining to program, personnel, and process effectiveness through a combination of multiple research methods, both quantitative and qualitative. We study processes and outcomes via methods that include needs assessment, surveys, site visits, focus groups, content analysis, and archival data analysis.

Continual evaluation is essential to maintaining effective initiatives in any sector of the workforce development system and to adjusting policies to keep pace with labor market changes. CETE provides customized program evaluation services to produce credible information that yields positive results.

CETE staff assist program personnel in clarifying program goals and in identifying appropriate measures for determining program achievement. Appropriate quantitative and qualitative approaches are selected to address evaluation questions—both formative and summative.

An example of this service is the Adult Basic Literacy Education (ABLE) Evaluation Design Project. The purpose of the ABLE project is to develop and conduct evaluation methods to monitor the effectiveness of local program, resource center, literacy coalition, and state level services for Adult Education. This evaluation information that feeds into the policy decision-making process for the Ohio Department of Education (ODE) ABLE program. The information is used by administrators and consultants in accountability and program improvement decisions.

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