

New Directions for CTE Assessment in Ohio

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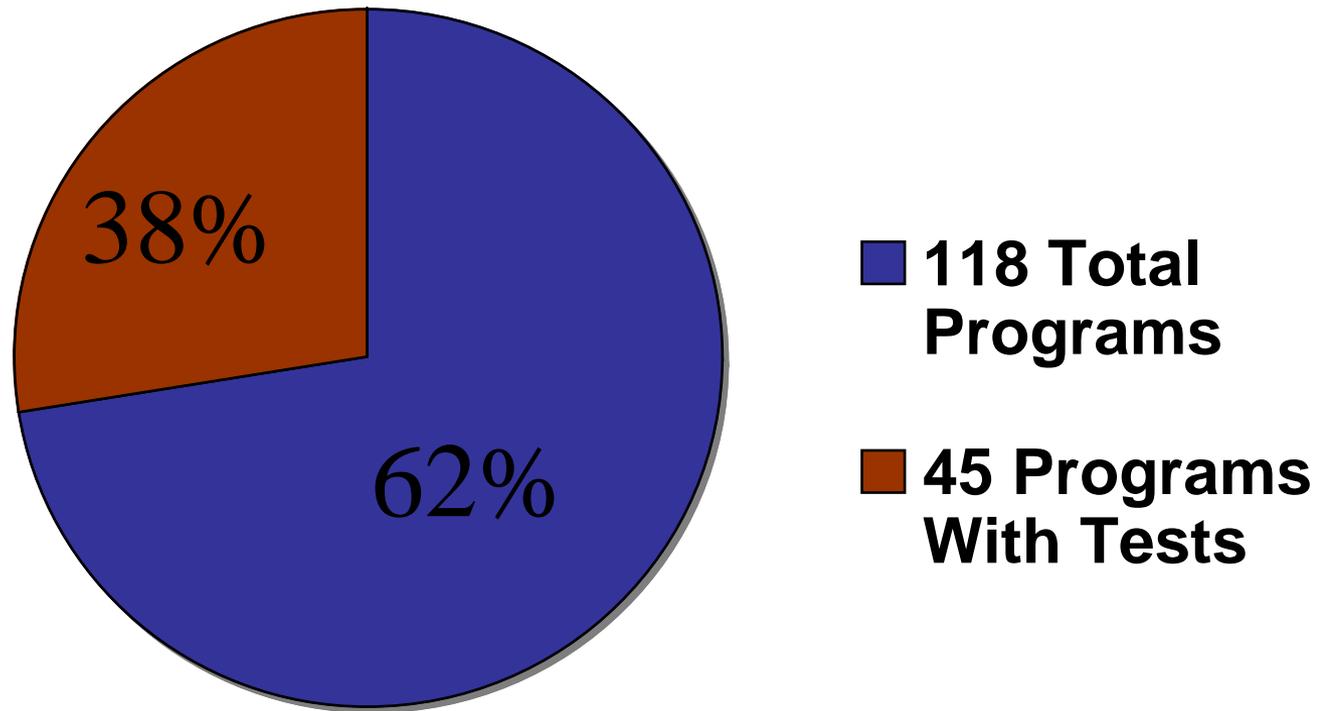
Where we started

- Test designed for occupationally specific programs
- 80+% of programs had an assigned test
- 90% of eligible students had access
- Programs with very small numbers not served
- Paper and pencil system
- Incorporated ACT Work Keys tests

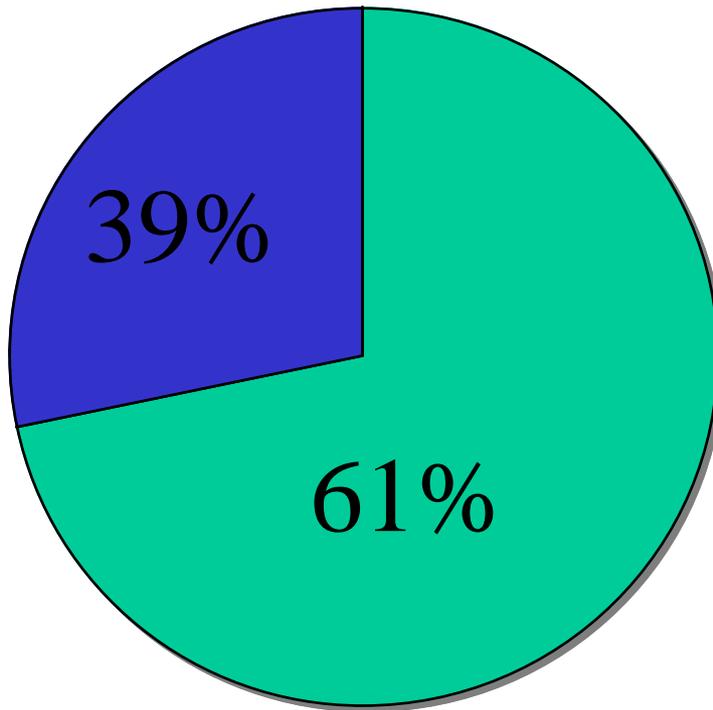
Continued Innovation with Test Administration

- Web-based system with paper forms available
- Modular delivery system
- Experimented with short answer and true/false test items
- Enhanced graphics
- Up to date and easily assessable online reports
- Lots of benefits over paper system

Program Participation 2007



Student Participation 2007



■ Concentrators
Who Left School

■ Concentrators
Who Left School
Who Tested

Why Participation Decreased

- Creation of Tech Prep Curriculum Standards
- 2nd and 3rd Generation Curriculum Changes
- New and emerging areas driven by Career Clusters and Content Standards

Purpose of New Test System

- Address federal and state performance measures
- Drive program improvement
- Complement local system for assessing student performance
- Be a tool for building secondary-postsecondary relationships
- Students should find added value

Next Generation Test Development

- Shift from occupational to Career Cluster Pathway focus
- Use similar web based approach for testing and reporting
- 12 pathway tests to be developed in each of the next 4 years
- Consider use of industry tests where breadth of content is measured, validity and reliability is documented and data can be shared
- Modular design promotes flexibility with potential cost savings

Articulation through Assessment

- a. Identify courses currently articulated by colleges
- b. Group college courses by common content
- c. Identify common content in secondary CTE Content Standards
- d. Determine if identified content comprises at least 75% of college course
- e. Structure tests, where possible, to verify attainment of common content
- f. Make extensive use of postsecondary faculty through their Two-year Community College Chief Academic Officers.

Rigorous Design

- Questions written at multiple levels of cognition
- Scenario based questions
- Developed by panels of secondary and postsecondary CTE faculty
- Student performance reported in multiple levels
- Quality control provided by contracted vendor

All Pathway Programs to be Served by 2012

- 40 CTE Pathway tests to be developed
- 8 Industry Tests Being Considered:
 - Construction Pathway
 - Personal Services Pathway
 - Horticulture Pathway
 - Ag and Industrial Equipment Pathway
 - All 4 Health Pathways

Program Alignment & Defining Technical Assessments

- Aligning Secondary and Postsecondary Programs
 - 16 Career Clusters to College Discipline Areas Crosswalk
- Ohio's Two-Year College's Technical Assessment Process
 - Program Completion
 - Methods/Tools of Assessment
 - Types of Assessments

Identifying Assessments & Tracking Students

- Identifying Assessment
 - Campus Assessment Inventory

- Tracking Students
 - Pros & Cons



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Eric D. Fingerhut, Chancellor

Working Together for Seamless Transitions

- Key Components in moving to *articulation through assessment*:
 - Communication between state agencies
 - Secondary and postsecondary faculty must meet
 - A state appointed group responsible for validating assessments for credit



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