

# Program Assessments:

Who, What, When, Where, Why, and How

MDOE Process

# Learning Objectives

You will learn...

- Why assessments are being chosen;
- How assessments are to be given;
- How assessments are being selected;
- How instructor input has affected assessment choices;
- When assessments will go into effect;
- What to do when a better assessment comes along.

# A Little History...

## Selection of Industry Standards

Maine Title 20-A Chapter 313 requires “national industry standards for each program.”

1. “Stakeholder group” (Tech Group) got together to identify appropriate standard(s).
2. Tech Group recommended selected standard(s) to MACTE Directors.
3. MACTE-approved standard(s) recommended to DOE Commissioner.

# Selection of Assessments

Maine Title 20-A Chapter 313 will require that programs have approved assessments.

- The assessments will need to be connected to the approved standards.
- MACTE has decided that all assessments must be administered by a third party.
- It is good practice to give a pre-test and a post-test.

In fact, most CTE schools are using the pre-tests to help determine SLOs for the PEPG system.

# Selection of Assessments

## 1. Stakeholder group created.

Joel Austin, Bath Regional Career and Technical Center

Paulette Bonneau, Biddeford Regional Center of Technology

Rob Callahan, Lewiston Regional Technical Center

Todd Fields, Westbrook Regional Vocational Center

Brenda Gammon, Region 9, School of Applied Technology

Suzanne Hall, Mid-Coast School of Technology

Peter Hallen, Mid-Maine Technical Center

Sarah Hanson, Tri-County Technical Center

Meg Harvey, Maine DOE

Shawn Lambert, Oxford Hills Technical School

Greg Miller, UTC

Dave Morse, St. John Valley Technology Center

Rosie Schacht, Lake Region Vocational Center

# Selection of Assessments

(continued)

2. Determine protocol to be used to determine assessment(s).

3. Survey instructors to determine the extent to which selected standards are being taught.

Are there legitimate reasons certain standards or indicators are not being taught?

Cost of necessary equipment?

Limitations of facility?

Time?

Local expectations?

# Selection of Assessments

(continued)

4. Invite Tech Group Director or Lead Instructor to Committee meeting to ensure that Committee understands the state and nature of the Tech Group
5. Use protocol to select assessment(s).
6. Propose recommended assessment(s) to MACTE Directors.
7. Propose recommended assessment(s) to DOE Commissioner.
8. Initiate review of selected assessments according to a predetermined schedule.

# Assessment Selection Protocol

A. Select a program.

Basket Weaving

B. Review mandated standards (found on CTE web page).

IGBWS (Inter-Galactic Basket Weaving Standards)

C. Determine if program is one or two year.

One year (Students are taught all standards in one year although they can take it for a second year.)

D. Review Google Doc survey.

Instructors in 8 of 10 completed the survey.

E. Determine and document standards taught.

All 8 respondents said they teach all IGBWS.

F. Specify any universal gaps in standards taught.

All 8 said they do not teach Standard 7: “underwater basket weaving.” One also said they don’t teach “multi-polymer linguine weaving.”

G. Universal gaps determined allowable.

Respondents said they don't have pools or tanks for underwater basket weaving. This is a facility issue so the gap is allowable.

The respondent who did not teach "multi-polymer linguine weaving" provided no reason and the tech group director did not know why that person did not teach that standard. This gap is not allowable.

H. List assessments currently available.

NOCTI #1111: Basic Basketweaving  
\$30/test

I. List assessment costs.

NOCTI #1121: Advanced Basketweaving  
\$30/test

IGBWS Associate Exam  
\$285/test

J. Determine if assessment is for one or two year program.

K. Determine if the summative assessment covers the entire core standard.

NOCTI #1111 covers the entire standard which would cover one year.

NOCTI #1121 covers the entire standard and elements of other standards.

IGBWS covers the entire standard which would cover one year but at a very deep level.

L. Indicate the industry recognized credential (IRC).

IGBWS Associate is industry recognized credential.

M. Determine national, state, or regionally recognized credential.

IGBWS Passing rate for secondary students is low.

N. Whenever possible, select an IRC that we would suggest they get in conjunction with the summative.

Will propose giving all students NOCTI #1111 at end of first year. Students who meet pre-determined cut score will also take the IGBWS.

Note: Since no programs teach Standard 7: Underwater Basketweaving, students will not do well on certain questions. Nevertheless, NOCTI #1111 and IGBWS Associate are the best available assessments.

O. If IRC is not all inclusive of all program standards, suggest additional stackable credentials.

P. Research possible stackable credentials.

Q. Take to MACTE

IGBWS is all inclusive.

May also want to provide students with First Aid/CPR certificate and/or OSHA 10 hour card.

# Status of Work

Assessment Committee has met for over a year.

MACTE has approved the Early Childhood Education and Culinary Arts assessments.

Committee ready to propose assessments to MACTE in November for Auto Body, Building Trades, Composites, Co-Op, and Marketing.

Hope to complete assessment selection in another year.

# Now What?

Your director will tell you when your assessment has been approved and it must be given.

When an assessment has been approved and you find what may be a better option, give the approved assessment AND tell your director and your tech group about the better option.

# Learning Objectives

## Revisited

- Why are assessments being chosen?
- How will assessments be given?
- How are assessments being selected?
- How has instructor input affected assessment choices?
- When will assessments go into effect?
- What can I do when a better assessment comes along?

# Thank You!

Margaret Harvey  
Director, CTE