

CETE Conducts DACUM for Marathon

by Robert E. Norton

The Center on Education and Training for Employment (CETE) has provided DACUM (Developing a Curriculum) training or conducted DACUM workshops for more than 450 companies since 1984. The companies have included local, regional, national, and international organizations offering a broad range of products and services—from film to telecommunications, food products, electronics, paper, construction, printing, and oil and gas to name a few.

One of the major companies we have worked with is Marathon Oil Company, headquartered in Houston, TX. In 2003, we conducted a DACUM Institute for eight employees at Cattlesburg, KY. We also conducted SCID (Systematic Curriculum and Instructional Development) training for several employees and then contracted with Marathon in 2004 and 2005 to develop more than 110 learning guides on 10 different engineering specialties.

Within the last year we have had the opportunity to work extensively with Marathon's liquefied natural gas company in Equatorial Guinea, West Africa. Our recent work began with a DACUM Institute conducted last October when we trained and certified eight Marathon employees as DACUM facilitators. In May, we analyzed seven high-level managerial positions using the DACUM process. The results of these analyses will form the basis of training for new employees and for the training of some of the national staff who are being prepared to assume the roles of some of the current Marathon expatriate staff.

It was a challenging undertaking but also a very interesting and rewarding experience. The panel members (expert workers) rated the process very highly and are looking forward to conducting some of the next steps such as task analysis so as to obtain the detail needed for high-quality curriculum development and training.

Back in Ohio, we conducted a SCID workshop for many Marathon employees at Findlay, OH in June. The SCID process takes the trainees through the process of task verification, task selection, task analysis, development of a competency profile, and the development of competency-based and learner-centered training packages. The group training allowed all 11 trainees to have a common experience and to use the same concepts and terminology. At the end of the weeklong program, each trainee had developed a learning guide that could be put to immediate use. For more information, contact Robert Norton at norton.1@osu.edu.

College- and Work-Ready Skills Certificate

by Adrienne Glandon

Previous Centergram issues (<https://www.cete.org/centergramIntro1.asp>) highlighted work to further Ohio's Stackable Certificates Initiative. As previewed in the Summer 2009 edition, CETE was tasked by the Ohio Board of Regents with the development of the College- and Work-Ready Skills Certificate (CWRSC) competencies.

Over the summer, CETE staff convened faculty groups from Ohio's two-year and four-year colleges and universities, adult workforce education schools, and adult basic and literacy education programs to draft, review, and refine competency statements for the CWRSC. These statements provide a statewide definition specifying what students need to know and be able to do in order to transition successfully beyond developmental education to credit-bearing courses that count toward a degree and graduation.

The CWRSC, like the Basic and Advanced Certificates, addresses skills in English (reading and writing) and mathematics. Unlike the Basic and Advanced Certificates, however, the CWRSC also includes information technology and study and critical thinking competencies. The CWRSC competencies reinforce concepts from the preceding certificates and introduce concepts from credit-bearing courses.

In addition to the competency development work, CETE staff provided the Ohio Board of Regents with recommendations for policy, implementation, and professional development.

The Ohio Board of Regents continues to partner with CETE to realize the vision for Ohio's Stackable Certificates Initiatives. In the fall, CETE staff will begin development of a Written Communication Certificate for English Speakers of Other Languages as well as focus on the relationship between technical education and the academic competencies of the Basic and Advanced Certificates. For more information, contact Adrienne Glandon (glandon.8@osu.edu).

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How Does Your School Measure Up?

The latest version of How Does Your School Measure Up?, including the latest 2008-09 Local Report Card data for all the districts and schools in Ohio, is now available for free download at <http://www.ohioschoolLeaders.org>. The summary page for each district and school shows the four primary factors that influence the Local Report Card rating each district or building: Percent of Indicators met, Performance Index score, Adequate Yearly Progress (AYP), and Value-added. This year in Measure Up, users can view profiles of district and building results for the last 5 years.

Measure Up was developed to help educators, parents, and others understand Ohio's accountability system and how it relates to the data from their own building and district. Animated graphics are included to allow the users to examine their data and to see the relationship of the data in each school in a district to the total performance of the local school district. Critical questions assist users in analyzing each section. Users see patterns that emerge in student groups, subjects, grades, subgroups, and buildings.

Measure Up offers local administrators a way to communicate information important to school improvement processes in clear and understandable terms to their staff members and to the community. One assistant superintendent in Ohio reports, "The Measure Up tool is an excellent data analysis tool for school districts. Not only does it provide the information from the report card but it also breaks it down to the smallest detail for clear understanding. It is a perfect tool for targeting areas of weakness and strength district wide or in specific buildings. Teachers that were introduced to this tool claimed they had a clear understanding of areas such as AYP and could see what specific areas needed improvement. I highly recommend this program to all school districts."

Measure Up is produced with funds awarded by the Ohio Department of Education, Office for Exceptional Children to the Center for Special Needs Populations in the College of Education and Human Ecology at the Ohio State University. All data display and technology included in Measure Up are the work of Robert Reece, reece.43@osu.edu, 614/292-1886.

Training for Project KNOTt Personnel

KNOTt project staff, e-coaches, and directors met in Reno, Nevada, August 1-2, 2009, to share information and learn more about operating the project's learning management system (LMS). The LMS facilitates communication among partners and participants, prepares teachers to pass the Praxis content exams, and gathers data to be used in preparing reports for the U.S. Department of Education's Office of Innovation and Improvement.

Partners present at the workshop represented Ohio (Ohio State University, Wright State University, Ohio University), Texas (Dallas Independent School District), Nevada (University of Nevada-Las Vegas in collaboration with the Clark County School District), Kansas (Wichita State University, Pittsburg State University, and Fort Hays State University), the National Association for Alternative Certification, the Association of Teacher Educators, and, via LiveMeeting, the Youth Policy Institute. A total of 40 educators participated in the workshop, including e-coaches in math, science, special education, and foreign language; principal investigators; directors; database managers; research specialists; and teacher educators.

Assistance for Project KNOTt Participants

Belinda Gimbert and Rebecca Parker traveled to Kansas to work with KNOTt participating teachers as they prepare to take the Praxis Principles of Learning and Teaching and/or Praxis content area (e.g., math, physics, biology, chemistry) tests. Coaching sessions took place in Kansas City on September 24, Wichita on September 25, and Fort Hays on September 26. A total of 120 teachers participated.

For more information on Project KNOTt, contact Belinda Gimbert (gimbert.1@osu.edu) or Rebecca Parker (parker.304@osu.edu).

A New Needs Assessment Kit

James W. Altschuld, an emeritus professor with long involvement in CETE projects, is the editor of a new five-volume series on the design, implementation, and use of needs assessment (NA) in education, health, public service, business, and related areas. He has authored or co-authored four of the books in *The Needs Assessment Kit*, which is available from Sage Publications (<http://www.sagepub.com>). The five sequenced books take the reader through the NA process, going into the subtle dimensions involved in identifying, prioritizing, and taking action to resolve needs. All the books are filled with procedures and examples from the literature and real-world experience. The kit is a set but each volume has its own value and can be used in a stand-alone fashion as described here.

Co-authors or other authors of the books are Nick Eastmond, Jr., of Utah State University, Jean King of the University of Minnesota, David Kumar of Florida Atlantic University, Laurel Stevahn of the University of Seattle, and Jeff White of the University of Louisiana at Lafayette.

Book 1—Needs Assessment: An Overview

This book contains an expanded version of the Three-Phase Model of NA from Altschuld and Witkin (2000). It serves as the framework for the other books in the kit. The text is attentive to how results have to be used in an organization for an assessment to be successful. The three phases are described in depth. An overview of methods often used in phases and an extensive glossary of needs-related terms are provided.

Book 2—Phase 1: Getting Started

Frequently, starting a meaningful NA is problematic. The focus here is on numerous approaches for doing just that. It includes the cultural audit, initial scaled or open-ended questionnaires for use by the group guiding the assessment, how to select members of that group and how to organize its endeavors, techniques for conducting collaborative ventures across organizations, sources of available information used early in the process, etc. The emphasis is on collecting existing information before spending funds to create new data. Decisions based on Phase 1 are explained.

Book 3—Phase 2: Collecting Data

If not enough information is found in Phase 1, then new instruments and strategies are required to explore needs. Many methods can be employed but the five most common in NA are epidemiological studies, surveys, focus group interviews (two distinct types), and individual interviews. Steps in applying them and many interesting illustrations are offered. Stress is placed on mixing (quantitative and qualitative) methods for the assessment. Preliminary ways to prioritize and causally look at data are also given.

Book 4—Analysis and Prioritization

This is an in-depth look at how to analyze and combine qualitative and quantitative data and how to put results together to facilitate making needs-based decisions. The jigsaw puzzle nature of data from many sources and how to portray findings meaningfully are discussed. The reader is encouraged via examples to look at data in detail for what they might be telling needs assessors. Of particular interest is how to display information from varied sources in ways that foster understanding on the part of decision-making audiences.

Book 5—Phase 3: Taking Action for Change

The value of any NA lies in whether it leads to plans for improving and enhancing the organization or group for which it was conducted. In practice this is more difficult than meets the eye. The authors take the reader on a journey of results utilization and then the evaluation of the NA itself. Pitfalls to avoid along the way are thoughtfully illuminated. A key highlight is the “double dozen” techniques that can make the trip special. The text explains where the techniques best fit into the utilization process.

Events

DACUM/SCID

DACUM (Developing a Curriculum) Institute, November 2-6, 2009, or January 25-29, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,495

SCID (Systematic Curriculum and Instructional Development), December 14-18, 2009, or February 1-5, 2010, 8am-5pm, hosted by CETE, Columbus, OH; \$1,295

For information, contact Robert Norton, norton.1@osu.edu; John Moser, moser.120@osu.edu; Debbie Weaver, weaver.22@osu.edu; www.dacumohio.state.com.

DACUM International Seminar

November 16-17, 2009, Nashville, TN, \$350

It's not too late to register for this year's DACUM International Seminar. Join your colleagues who are experts in DACUM/SCID and learn the latest techniques for maintaining and using DACUM/SCID. Many companies, colleges, schools, government agencies, business and industry, and other countries are using DACUM and SCID. This seminar will help the experienced facilitator and curriculum developer stay on the cutting edge while sharing ideas, materials, and successes with others. Featured topics are as follows:

- Recruiting and Working with DACUM Panels
- DACUM/SCID and the Community College
- DACUM/SCID and High-Performance Companies
- Task Analysis and Curriculum Development Options
- Developing Learning Guides and Job Aids
- DACUM Applications and International Experiences

To register, call or e-mail Bob Norton (toll free 800/848-4815, ext. 2-8481 or 614/292-8481, norton.1@osu.edu) or Debbie Weaver (ext. 2-9934, weaver.22@osu.edu).

Test Development Workshop

March 9-11, 2010, 8:30am-4:30pm, hosted by CETE, Columbus, OH; \$1,100

Constructing valid, reliable assessments of job-specific knowledge and skills is critical to effective human resource practice. This workshop provides participants with practical knowledge and skills to understand the creation of valid, reliable, and legally defensible assessments. For information, contact Kathy Summerfield, summerfield.1@osu.edu or 614/688-4000, or Jim Austin, austin.38@osu.edu or 614/292-9897.

Center Staff Co-Author Needs Assessment Chapter

James W. Altschuld and Traci L. Lepicki co-authored a needs assessment (NA) chapter for the *Handbook of Improving Performance in the Workplace, Volume 2, The Handbook of Selecting and Implementing Performance Interventions* available from Wiley Publishing (<http://www.wiley.com>). Divided into 12 sections, this second volume of the handbook presents a comprehensive, multidisciplinary approach to performance management through such topics as appreciative inquiry, knowledge management, motivational communication, e-learning, and organizational culture. In their chapter informed by literature and real-world experience, Altschuld and Lepicki begin with NA basics; move through the use of a three-phase model including an NA Committee; offer a variety of applications, strengths, and criticisms; and end with critical factors to NA success. For more information, contact James Altschuld (altschuld.1@osu.edu) or Traci Lepicki (lepicki.1@osu.edu).

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