

## Course Outlines

### State of Maryland Personnel Assessment Certificate Training Program (PACTP) (Revised 5/03)

- I. Job Analysis for Content Validation (MAPAC course)  
[January 21-23, 2003]**
- A. Overview of Job Analysis, including a general model of job analysis for content validation
  - B. Legal and Professional standards for Job Analysis, including review of the Uniform Guidelines and American Psychological Association Testing Standards
  - C. Relevant legal cases and findings
  - D. Methods of Job Analysis
  - E. Choosing a Job Analysis Strategy and Planning a Job Analysis
  - F. Methods of Data Collection and when to use them
  - G. Sampling
  - H. Describing Work Performed, including workshop to develop skill in writing task statements
  - I. Deriving and writing knowledge, skill and ability (KSA) requirements
  - J. Use of Rating Scales to collect data on tasks and KSA's
  - K. Verification and Documentation of Job Analysis Results
- II. Examination Planning (Planning Hiring and Promotion Assessments)  
(IPMAAC Seminar)  
[March 18-20, 2003]**
- A. Personnel systems, personnel assessment and examination planning
  - B. Essentials of examination planning
  - C. Professional and legal requirements
  - D. Resource allocation, efficiency and cost-effectiveness
  - E. Job Analysis data needed for examination planning
  - F. Deciding "What to Measure" and "How to Measure" it
  - G. Validity, reliability, fairness, cost, and other data on alternative assessment methods
  - H. Sources and availability of examination measures
  - I. Documenting the exam plan and planning for test development
  - J. Planning for test development
  - K. Evaluating published tests and testing research
  - L. Administering an assessment program, including using the measures, sequencing them, administration, scoring, setting passing scores, weighting and combining measures, and methods of test score use.
  - M. Test planning case studies

**III. Training and Experience Ratings (T&E's) (IPMAAC Seminar)  
[May 20-22, 2003]**

- A. Overview of T&E methods; key terms and concepts
- B. Research evidence on the validity and fairness of T&E's, and comparison of T&E's to alternative methods
- C. Minimum qualifications
- D. Improved Point T&E Method
- E. Grouping T&E methods
- F. Behavioral consistency T&E methods
- G. Self-report and self-rating T&E methods
- H. Resource allocation strategies
- I. Deciding when training and experience ratings are appropriate and selecting the "right" T&E approach
- J. Inter-rater Reliability
- K. Content validity
- L. Case study examples - development of T&E's from job analysis data for each T&E method

(Note: Case studies take place on each day of the seminar. The cases provide familiarity with recommended T&E methods. A final case study provides an opportunity to select an appropriate T&E method)

**IV. Oral Examinations (Structured Employment and Promotion Interviews)  
(IPMAAC Seminar)  
[July 22-24, 2003]**

- A. Review of types of oral examinations, and their benefits
- B. Research findings on the fairness, reliability and validity of oral examinations. Legal concerns.
- C. When an oral examination is appropriate, components of a structured oral examination and combining an oral examination with other types of examinations.
- D. Job analysis for developing oral examinations, with emphasis on the critical incident technique
- E. Oral examination development, including stimulus materials, and types of questions and situations. Factors commonly assessed.
- F. Rating scales and scoring
- G. Selecting and training raters
- H. Oral Test Administration considerations
  - 1. Scheduling, processing, staffing, monitoring, facilities, etc.
  - 2. Staffing, monitoring
  - 3. Candidate orientation and study periods
  - 4. Multiple panels and alternate test forms
  - 5. The rating process
  - 6. Note taking and follow-up questions
  - 7. Test security
  - 8. Test administration procedures
  - 9. Exercise – conduct of an oral examination
- I. Evaluation of the oral examination
  - 1. Interrater reliability
  - 2. Reports and feedback to the candidates
  - 3. Review process
- J. Other Topics
  - 1. Cost issues
  - 2. Problems and solutions

**V. Item Writing for Selection Specialists (MAPAC Course)  
[September 16-18, 2003]**

- A. Background Research
- B. Overview of Job Analysis
- C. Overview of Examination Planning and Written Test Development
  - 1. Examination Plan
  - 2. Examination Construction
  - 3. Review
  - 4. Test Time and Length
- D. Item Writing
  - 1. Overview
  - 2. Components of an Item
  - 3. Writing Items
  - 4. Item Modification
  - 5. Workshop – item writing
  - 6. Using subject matter experts
  - 7. Test security
  - 8. Scoring
  - 9. Weighting
- E. Using Data to Analyze and Improve Written Tests
  - 1. Review of test statistics
  - 2. Item Analysis Data
  - 3. Workshop – interpretation and use of item analysis data
- F. Practical Considerations
  - 1. Preparing the test for use
  - 2. Test administration
  - 3. Evaluation of the examination
  - 4. Documentation
  - 5. Coding and organizing items, databases

**VI. Essential Statistics for Selection Specialists (MAPAC Course)  
[November 18-20, 2003]**

- A. Descriptive Statistics
- B. Inferential Statistics
- C. Relationship and Prediction
- D. Concerns about Statistics
- E. Random Samples
- F. Variables and Constants
- G. Scales of Measurement
- H. Frequency Distributions, Percentiles and Percentile Ranks
- I. The Normal Curve
- J. Measures of Central Tendency
- K. Variability
- L. Derived Scores
- M. Correlation
- N. Classical True-Score Theory
- O. Reliability
- P. Validity
- Q. Passing Scores
- R. Weighting and Combining Test Scores
- S. Converting Scores to Final Grades
- T. Fairness and Adverse Impact
- U. References