

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK**  
**PROGRAM/CURRICULUM PROPOSAL**

**DIRECTIONS:**

- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

DATE SUBMITTED 27 August 2007

PCC LOG NO. **07007**

COLLEGE/SCHOOL EDUCATION

DEPARTMENT/PROGRAM MEASUREMENT, STATISTICS & EVALUATION IN EDUCATION

PROPOSED ACTION (*A separate form for each*) ADD XX DELETE        CHANGE       

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.*)

The mission of the Graduate Certificate in Assessment and Evaluation (GCAE) is to build organizational capacity for the appropriate development, implementation, and interpretation of assessments and evaluations that yield valid and reliable information useful for making important decisions. Our main goal is to increase assessment literacy and effectiveness of assessment practices in the organizations to which our participants belong.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

To meet the goal of increasing assessment literacy for personnel of state and local education agencies, as well as other organizations with a vested interest in this goal.

**APPROVAL SIGNATURES - Please print name, sign, and date**

1. Department Committee Chair Kathryn Alvestad Kathryn A. Alvestad 8/27/07
2. Department Chair C. Mitchell Dayton [Signature] 8/27/07
3. College/School PCC Chair Paula Mack 10/15/07
4. Dean Monna L. Roseman
5. Dean of the Graduate School (if required) [Signature] 2/4/08
6. Chair, Senate PCC
7. Chair of Senate [Signature]
8. Vice President for Academic Affairs & Provost Phyllis Peres 8/11/08

## Post-Baccalaureate Certificate in Assessment and Evaluation

### A. Mission

The mission of the Post-Baccalaureate Certificate in Assessment and Evaluation (P-BCAE) is to build organizational capacity for the appropriate development, implementation, and interpretation of assessments and evaluations that yield valid and reliable information useful for making important decisions. Our main goal is to increase assessment literacy and effectiveness of assessment practices in the organizations to which our participants belong. To meet this goal, the program is open to personnel of state and local education agencies, as well as other organizations with a vested interest in our goals.

### B. Characteristics of the Proposed Program

#### 1. Educational Objective

The objective of the Post-Baccalaureate Certificate in Assessment and Evaluation is to develop participants' proficiency in a uniform set of core conceptual competencies and skills that all those involved in assessment and evaluation should possess, as well as additional conceptual competencies important to particular forms of assessment and evaluation, such as program evaluation.

#### 2. Curriculum Design

##### *a. Factors considered in developing the proposed curriculum*

The Department of Measurement, Statistics, and Evaluation believes that the public demand for excellence in the development, implementation, and interpretation of assessments and evaluations has never been stronger. Since the implementation of the federal No Child Left Behind Act (NCLB) in 2002 and its focus on accountability for results, the demand for professional expertise in the area of assessment and evaluation has grown. Virtually every school system in the US faces unprecedented pressure for improved accountability while striving to provide better instruction and assessment at relatively lower cost. Recently, professional positions for assessment specialists at the central office level have been advertised and school systems have been unable to find qualified applicants. Also, RFPs for both federal and private funding have increasingly required more detailed plans for evaluation and have, in some cases, offered priority consideration for proposals that include more rigorous evaluation plans. The proposed curriculum for the Post-Baccalaureate Certificate in Assessment and Evaluation has been developed with these needs in mind.

Currently there appear to be few graduate certificate programs specifically designed to develop participants' proficiency in assessment and evaluation skills. A recent Internet search yielded three (3) certificate programs in assessment and evaluation (University of Melbourne, University of Cincinnati, and University of Missouri-St. Louis), and one (1) certificate program in program evaluation (University of Connecticut). Although this search was not exhaustive, it points out the need for such a program, especially in conjunction with the factors described in the preceding paragraph.

##### *b. Overview of program characteristics*

The Post-Baccalaureate Certificate in Assessment and Evaluation is designed for adult students who wish to increase their subject-matter knowledge and related performance skills as well as prepare themselves for new challenges related to their professional areas. To earn the graduate certificate, students must complete five, three-credit courses (15 graduate academic credits in total).

#### (1) Required Courses

##### **EDMS 410 Classroom Assessment**

Developing and using classroom assessments, including tests, performance assessments, rating scales, portfolios, observations and

oral interactions; basic psychometric statistics; standard setting; grading; communicating assessment information; testing ethics; locating and evaluating measures; program evaluation and classroom research; assessments used for educational policy decisions.

**EDMS 645 Quantitative Research Methods I**

Research design and statistical applications in educational research; data representation; descriptive statistics; estimation and hypothesis testing. Application of statistical computer packages is emphasized.

**EDMS 622 Theory and Practice of Standardized Testing**

Principles of interpretation and evaluation of aptitude, achievement, and personal-social instruments; theory of reliability and validity; prediction and classification; norm- and criterion-referenced testing concepts.

**EDMS 626 Measurement Techniques For Research**

Theory, development and applications of various measurement instruments and procedures. Questionnaires, interviews, rating scales, attitude scales, observational procedures, ecological approaches, Q-sort, semantic-differential, sociometry and other techniques.

**EDMS 647 Introduction to Program Evaluation**

Overview of the program evaluation process; problems encountered in the practice of program evaluation.

(2) Program Sequencing

The proposed certificate program is intended to be offered on a cohort basis. Participants in each cohort will take the courses in sequence, beginning with EDMS 410 which covers foundational concepts. The other four courses expand upon four of the concepts introduced in EDMS 410: Basic psychometric statistics, locating and evaluating measures, program evaluation, and assessments used for educational policy decisions. Courses will follow a traditional semester format and, initially, will be offered one each semester following completion of EDMS 410. A conceptual framework for the content of the required courses in the program is presented in Table 1.

Table 1: CONCEPTUAL FRAMEWORK FOR THE POST-BACCALAUREATE CERTIFICATE IN ASSESSMENT AND EVALUATION (P-BCAE)

<p><b>Foundation Course: EDMS 410 Classroom Assessment</b></p> <p>TOPICS: Developing and using classroom assessments, including tests, performance assessments, rating scales, portfolios, observations and oral interactions; <i>basic psychometric statistics</i>; standard setting; grading; communicating assessment information; testing ethics; <i>locating and evaluating measures</i>; <i>program evaluation and classroom research</i>; <i>assessments used for educational policy decisions</i>.</p>			
<p><i>Subtopic 1:</i> Basic Psychometric Statistics</p>	<p><i>Subtopic 2:</i> Locating and Evaluating Measures</p>	<p><i>Subtopic 3:</i> Program Evaluation and Classroom Research</p>	<p><i>Subtopic 4:</i> Assessments Used for Educational Policy Decisions</p>
<p><b>EDMS 645</b></p>	<p><b>EDMS 626</b></p>	<p><b>EDMS 647</b></p>	<p><b>EDMS 622</b></p>

(3) The purpose of this plan is to set clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each participant. It is our mission to provide a high quality program that meets UMD's institutional goals and objectives for educational activities, while providing flexibility for curricular changes as needed.

<b>Participant Learning Outcomes</b>	<b>Assessment Measures and Criteria</b>	<b>Assessment Schedule</b>
1. Participants will demonstrate mastery of core conceptual competencies in assessment and evaluation.	Successful completion of required coursework.  Criterion: All program participants will be required to maintain a cumulative GPA of 3.0 or better in all P-BCAE coursework in order to successfully complete the program.	Data will be collected each semester and summarized annually and at the completion of the program.  After each program cycle, the curriculum will be reviewed to assess program cohesiveness.
2. Participants will demonstrate gains in proficiency in the assessment and evaluation skills covered by each course.	Pretest and posttest measures of knowledge and proficiency.  Criterion: All program participants will be expected to achieve gains in proficiency.	Data will be collected and summarized prior to and following each course.  After each course is completed, course content will be reviewed to assess effectiveness of content coverage and pacing.
3. Participants will increase understanding of current issues related to assessment and evaluation.	Successful completion of a capstone project for each course.  Criterion: All program participants will be expected to achieve a grade of B or better.	Data will be collected each semester and summarized annually and at the completion of the program.  After each course, project grades will be reviewed to assess relationship of content coverage to project quality.
4. Participants will increase potential for application of assessment and evaluation skills in their professional lives.	An exit interview will be conducted with a random 20% sample of participants.  Criterion: Satisfaction rate should be uniformly high and consistent across all courses.	Responses will be collected and discussed with the faculty.  The curriculum will be reviewed to assess it's effectiveness for practical professional application.

(4) Program Delivery

The P-BCAE will utilize both traditional and distance-learning methods to expose students to the key concepts and practices in the field of assessment and evaluation. Combining these modes of instruction provides students with a variety of learning experiences. Students will receive both traditional face-to-face instruction in a classroom setting and non-traditional (web-based, self-paced) opportunities to complete assignments and activities. Students and instructors will interact directly and indirectly, and students will have opportunities to work individually or in groups both in person and electronically on certain assignments. eLearning capabilities such as discussion boards, chats, and other possibilities for collaborative projects, as well as independent research opportunities and self-paced education modules will be integral parts of the coursework. Students will be able to author and submit assignments and reports electronically and to

receive electronic feedback from instructors. For all courses, students will be expected to read a variety of articles and participate in regular discussion board threads regarding these issues. Students will also be expected to participate in periodic online chats.

(5) Adaptability of Program

It is anticipated that differences in participant needs can be accommodated with only a few changes in the required coursework. For instance, participants interested specifically in leadership roles could possibly replace one of the required courses with EDMS 738, Seminar in Special Problems in Measurement and this course could be taught as a seminar in school assessment leadership.

3. Program Administration

The Coordinator of the program will be Dr. C. Mitchell Dayton, Professor and Chair, Measurement, Statistics and Evaluation. The Advisory Committee for the program will consist of:  
Dr. Kathryn Anderson Alvestad, Adjunct Associate Professor  
Dr. Jeff Haring, Assistant Professor  
Dr. George Macready, Professor

In addition to the above UMCP faculty, the program will provide opportunities for doctoral graduates of the EDMS program as well as other qualified professionals to teach courses at their local level. All faculty for the EDMS Post-Baccalaureate Certificate program will be appointed as special graduate faculty.

4. Student Audience

The Department has already received acknowledgement from two Maryland school systems interested in establishing cohorts. One of the school systems has identified forty (40) interested individuals. It is anticipated that through marketing and outreach to local education agencies, the Maryland State Department of Education, and other local state and federal agencies, the proposed certificate program can attract up to 40 students per year.

The admissions policy will reflect current standards of admission to the University, including the prerequisite bachelor's degree and a 3.0 GPA in all undergraduate classes. Official undergraduate transcripts from all colleges attended must be provided. Participating organizations may make suggestions as to whom they would like to have participate in the certificate, but the University will control all admissions decisions.

**C. Resources**

Please see Addendum.

## Post-Baccalaureate Certificate in Assessment and Evaluation

### ADDENDUM

#### Resources

Examples of who might teach in the Post-Baccalaureate Certificate in Assessment and Evaluation program:

Dr. George Macready, Professor

Dr. Macready is a full-time faculty member at UMCP and has developed EDMS 645 as a distance-level course. He is currently (Fall Semester 2007) teaching an off-campus section (EDMS 645-OM11) with 23 students and will either teach or directly supervise the teaching of EDMS 645 for the Post-Baccalaureate Certificate in Assessment and Evaluation program.

Dr. Jeff Harring, Assistant Professor

Dr. Harring is a full-time faculty member at UMCP and could also either teach or directly supervise the teaching of EDMS 645 for the Post-Baccalaureate Certificate in Assessment and Evaluation program.

Dr. Kathryn Anderson Alvestad, Adjunct Associate Professor

Dr. Alvestad earned her Ph.D. in EDHD from UMCP and has specialized in the area of assessment and evaluation for 16 years. She was the Local Accountability Coordinator in Calvert County, MD for seven years. She is a part-time faculty member at UMCP and has been affiliated with the EDMS program since 1997. She currently teaches EDMS 410 and EDMS 647 on campus and will also teach both courses for the Post-Baccalaureate Certificate in Assessment and Evaluation program. In addition, she may teach EDMS 622 and/or EDMS 626.

Dr. Theresa Alban, Executive Director of Strategic Planning, Assessment, and Program Evaluation, Howard County, Maryland Public School System

Dr. Alban earned her Ph.D. in EDMS at UMD and has held advanced-level administrative positions in assessment and evaluation in two Maryland school systems. She has agreed to become a part-time faculty member at UMCP in order to teach EDMS 645 for the Post-Baccalaureate Certificate in Assessment and Evaluation program. She may also teach EDMS 622 and/or EDMS 626.

**TABLE 1: RESOURCES**

<b>Resources Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.Reallocated Funds <sup>1</sup>	0	0	0	0	0
2. Tuition/Fee Revenue <sup>2</sup>	51,240	102,480	102,480	102,480	102,480
(c+g below)					
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee	0	0	0	0	0
Rate					
c. Annual Full Time	0	0	0	0	0
Revenue (a x b)					
d. # Part Time Students	20	40	40	40	40
e. Credit Hour Rate	427	427	427	427	427
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time	51,240	102,480	102,480	102,480	102,480
Revenue (d x e x f)					
3. Grants, Contracts, & Other External Sources <sup>3</sup>	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>51,240</b>	<b>102,480</b>	<b>102,480</b>	<b>102,480</b>	<b>102,480</b>

**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Total Faculty Expenses	20,000	40,000	40,000	40,000	40,000
(b + c below)					
a. # FTE	0.5	1	1	1	1
b. Total Salary	20,000	40,000	40,000	40,000	40,000
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	10,000	10,000	10,000	10,000	10,000
c. Total Benefits	0	0	0	0	0
3. Total Support Staff	10,000	10,000	10,000	10,000	10,000
Expenses (b + c below)					
a. # FTE					
b. Total Salary	30,000	50,000	50,000	50,000	50,000
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0

<b>TOTAL (Add 1 - 7)</b>	<b>30,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>
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MEMORANDUM

October 18, 2007

TO: Dr. Phyllis Peres  
Senior Vice President for Academic Affairs & Provost

Kathryn Alvestad  
Professor, Measurement, Statistics and Evaluation

FROM: Karen Patterson *KP*  
Education Librarian

Susanna Van Sant *SVS*  
Leader, Collection Management Team

Dr. Desider Viktor *DV*  
Director of Collection Management & Special Collections

RE: Library Resources for Graduate Certificate in Assessment and Evaluation

In response to the proposed Graduate Certificate in Assessment and Evaluation, which will be comprised of existing courses, we conclude that there are no library resource implications. At the present time, library holdings are at least adequate to support the existing courses. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent on ongoing funding and other circumstances affecting journal subscriptions.