President’s Message

Division 5 at 60: Celebrating the Past and Looking to the Future

At this major milestone in Division 5’s history, we pause to reflect and remember the past and look to the future.

Since its beginning as the Division of Evaluation and Measurement, a charter division of APA, Division 5 has been central to all aspects of psychology: science, education, public interest, and practice. Over the years, Division 5 has evolved to reflect advances in methodologies developed and applied in Psychology. The Division changed its name in 1987 to Division of Evaluation, Measurement and Statistics to broaden its scope and provide a home for those psychologists teaching, doing research in, and studying statistics. In 1988, Division 5 added a section on Assessment to provide a home for colleagues in the Counseling and Clinical areas dealing with measurement issues related to individual assessments. Gary Robertson, Division 5 historian, summarizes the history of these two changes in a new history column that debuts in this issue of the Score.

As we begin 2009, the Executive Committee is reviewing a proposal for a new section on Qualitative Inquiry. Division 5 has been primarily devoted to Quantitative Methodology and members carry out research on the development, refinement, extension, and practical applications of quantitative methods in the areas of assessment, evaluation, measurement, and statistics. In practice, many members use qualitative methods in addition to quantitative methods to collect data. Such qualitative methods include interview, observational and structured methods of data collection. Some members carry out qualitative analyses of the data collected alongside quantitative analyses. Considering use of qualitative and quantitative methods in a research study, called Mixed Methods Research, can provide a researcher with a number of approaches to choose from to best answer research questions. A researcher could choose a pure quantitative approach, a pure qualitative approach or a mixed methods approach. In addition to providing a home for those carrying out research on qualitative methods, having sections dealing with qualitative and quantitative methods in one division could also serve to provide a home for psychologists conducting research in the field of mixed methods. The Executive Committee will discuss the proposal for a new section on qualitative inquiry in depth at its mid-year meeting. This may also be a good time in history to reexamine the structure of

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The Score is the official newsletter of APA Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July and October. In keeping with this mission, the Score publishes the division’s business meeting minutes, committee reports, and announcements.

In addition, where appropriate and space permits, short articles (800–1000 words) on technical issues and professional activities of Division 5 members, or on topics of current interest may be accepted. Brief announcements and calls for presentations related to conferences or meetings of particular interest to Division 5 members may also qualify. Submissions should be sent to Score Editor, Chris Gruber: cgruber@wpspublish.com.

Mailing addresses come directly from APA. Please contact APA directly for issues related to your contact information. Non-profit bulk mailing is used except for the July issue which contains time sensitive material related to the APA convention in August and is mailed 1st Class. Consequently, copy deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October and November 15 for January.

Guidelines for advertising appear elsewhere in this issue. Paid advertisements are solicited from a variety of sources and are not officially endorsed by Division 5.

Guidelines for the “What’s new?” column are provided with the column.

Urgent announcements should be submitted to the Division 5 Listservs, described in the box below.

Listservs

Keep up with the absolute latest Division 5 news through its two e-mail lists.

DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement statistics, and assessment.

DIV5ANN is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a “one-way” list that does not support list-wide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to:

LISTSERV@LISTS.APA.ORG:

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(change “John Doe” to your name)

If you have any questions, contact Mark Daniel at Mark.Daniel@pearson.com.
Editor’s Note

This is a special issue of Score on a number of points. Some are definitely looking back, as you well see in our celebration of a milestone 60th Anniversary as a Division. Columns by our President and our Historian help focus attention as does the logo added on our masthead. If you have thoughts or memories to share with your divisional colleagues, send them in to me and we’ll find a way to spread the word.

But let me also call attention to points that equally focus on our future. First, there is a new feature, “Students’ Corner,” edited this year by Haifa Matos. There is nothing more important to our view into the future than our connection to our students and their connections with each other. So join me in welcoming Haifa and this new addition to our newsletter.

And then something that may seem overdue or obvious to some and yet may be a bit concerning to others: the Executive Committee has asked us to consider taking the Score “electronic only”—that is, distribution via the Internet. Be assured that care would be taken to maintain communication with all members. And that the distribution would be in a form that facilitates printing a local copy for those who still like to read from paper. But the benefits do seem pressing: lower costs, opportunity for longer issues, shorter lead times, etc. The topic will be a focus at the Winter Executive Committee meetings. Send your comments to me: cgruber@wpspublish.com.

Chris Gruber, Editor

Division 5 Celebrates 60 Years

Gary J. Robertson
Division 5 Historian

Readers will have noticed the addition of a 60th anniversary logo to the masthead of this issue of the Score. Our thanks to Editor Chris Gruber and APA Staffer Micheline Meyers for their graphics design contribution to help us mark this special anniversary.

Division 5 is celebrating its 60th anniversary this year. Division records list 1946 as the year the Division had its first president, but the official start of APA divisions did not occur until 1948. It seems that the present APA’s first set of bylaws resulting from a merger of APA and the American Association for the Advancement of Psychology (AAAP) in 1945 required each member to join a division. Apparently some members rebelled at this requirement, and it took two years to resolve the difficulties and make the division structure operational.

Since Division 5 records list presidents for the years 1946 (L.L. Thurstone) and 1947 (J. P. Guilford), Gwyn Boodoo, our current president, raised a question about the exact date of our founding. As Division 5 historian, I located the explanation for the apparent discrepancy given above in an article I wrote in the January, 1988 issue of the Score based on discussions I had with Jane D. Hildreth, Director of Membership Records at that time, who was an invaluable historical resource.

For those compulsive number crunchers among us, we justify the selection of 2009 for our 60th anniversary celebration as follows: counting the first anniversary of Division 5 as 1949 (technically 1948–1949 because the APA year begins in September and runs through the convention the following August, thus overlapping two consecutive calendar years) means that we completed our 60th year in 2008 (actually 2007–2008) and are celebrating having completed it in 2009 (actually 2008–2009).

To mark this celebration, I have agreed to take a backward look at some of the historic milestones having a significant impact on Division 5. My archival search was limited to past issues of the Score, covering the past 30 years of our history, available in our Division archives from Volume 3 (1980) through the present. Unfortunately, Volumes 1 and 2 were not placed in our archives and so are unavailable. If anyone reading this column should have copies of any issues in Volumes 1 and 2 (i.e., the first eight issues of the Score) or of any other archive materials, please contact me on line at gjr44@aol.com or by phone at (813) 632-0950.

Historic Milestones

Two events occurring within a year of one another some 20 years ago greatly influenced the composition and focus of Division 5: the Division name change and the by-laws changes permitting the formation of separate sections. Each of these is discussed below.

Division name change (1987). After 40 years as “Division 5: Evaluation and Measurement,” the Division membership voted in October, 1987 to change the name to “Division 5: Evaluation, Measurement, and Statistics.” Mark Davison, then Secretary-Treasurer, provided this explanation of the reasons for the change in the January, 1988 issue of the Score: “In proposing the name change, the Executive Committee cited three reasons. First, the broader name might appeal to a wider range of APA members, leading them to consider joining Division 5. Second, although statistics is taught by psychologists in virtually all graduate and undergraduate programs, it currently has no home in APA. Third,
Div. 5 Celebrates 60 Years
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the proposed name would more accurately reflect the interests of
the members and activities of the division." The proposed name
change was accepted by Division 5 members, with 94% of those
voting approving the renaming measure.

Bylaws changes establishing sections (1988). Proposed changes
to the Division 5 bylaws approved by the membership in the fall
of 1988 permitted the formation of separate sections composed of
individuals with similar interests. These changes had a major impact
on the structure of Division 5 by creating two membership sections:
The addition of the Assessment section was a response to a proposal
first presented to APA Council in 1987 to create a Division on
Assessment. Following Council’s rejection of the proposal due
to questions about the likely overlap of an Assessment Division
with Division 5, the Division 5 Executive Committee conducted
discussions with representatives of the Assessment psychologists.
The conclusions that emerged from these discussions were that
the Assessment psychologists—mostly clinical and counseling
psychologists not already members of Division 5—had interests
and objectives similar to Division 5 members and that merger talks
should continue. After further in-depth exploration by the Division
5 Executive Committee at its 1988 mid-winter meeting and the
formation of a joint task force to study the proposed merger, a
favorable conclusion was reached and formal action was taken to
bring the proposed bylaws changes needed to facilitate the merger
to the entire Division 5 membership for a vote.

In his lead article in the October, 1988 issue of the Score, Division
5 president Lyle Schoenfeldt described the main advantage of the
merger as giving psychological measurement a larger voice in
APA, thereby extending the influence of scientific methodology
and assessment. Schoenfeldt went so far as to say that the merger
was “truly exciting and probably the most positive force to affect
Division 5 since its inception.” In the following issue of the Score
(January, 1989), Schoenfeldt reported on the members’ support
for the bylaws changes (81% of members approved) and officially
announced the merger and formation of the two membership
sections. Looking toward the future, Schoenfeldt stressed the
significance of the bylaws changes in establishing a structure
permitting the additional sections to be added (or dropped) should
demands warrant. As a result of this action taken 20 years ago,
Division 5 now has the means available to form a new section when
and if such action is judged to be beneficial to the Division.

The two historical milestones described in this column show the
prescience of past members of Division 5 in finding viable solutions
to their challenges that remain relevant to us as we seek solutions
to new challenges. Let us hope that the same can be said of our
legacy 20 years hence.

Next Issue: This series commemorating our 60th anniversary looks
at Division 5 presidents and their historical significance.

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Students’ Corner

Tips for the ABD

Haifa Matos

So, you have finished your coursework and you’ve completed (or are just about to complete) your doctoral comprehensive exams. You have officially become an ABD student, and you’re on the brink of embarking upon the final journey of your graduate school career, which entails planning, managing, writing, and delivering your dissertation to your scholarly peers. You have been anxiously waiting for this moment for at least a couple of years, as it represents the completion of a huge milestone in the PhD process. However, an unprecedented level of anxiety arises, and you find yourself starting to doubt your overall cognitive ability, as well as your commitment to your doctoral program and your dissertation topic. Sound familiar? If not, then consider yourself very lucky, as it is quite common, especially among ABD students, for varying levels of anxiety and self-doubt to lead you to become easily distracted, stressed, exhausted and subsequently less motivated to see your dissertation through to completion.

While the dissertation process does hold similarities to previous graduate school assignments—for example, we have all worked with a professor/advisor on our research ideas, written literature reviews, designed our own studies, and developed sound research proposals—it is still a fairly new experience for students in that the scope of the project is on a much larger scale than any encountered thus far. The dissertation process is also a much more independent process with less stringent deadlines than previous graduate school assignments. That being said, completing the dissertation is not an impossible task. Your graduate school record thus far is a testament of your capability to succeed! What follows are a few words of wisdom that I have gathered along the way. Hopefully, you will find them useful in helping you (and me) stay on track!

Do not let stress, feelings of exhaustion and/or anxiety take control of your life. Ways in which you can relieve stress/anxiety and eliminate exhaustion include scheduling time for exercise and participating in relaxation programs such as yoga, meditation, and guided imagery. I know that our busy schedules may not always allow time for these types of activities, but it is important to schedule them on a regular basis. These activities are particularly important when you’ve developed a case of writer’s block or have hit a “brick wall” in terms of connecting your research ideas. It often times helps to walk away from the dissertation and take a break. Remember, a healthy doctoral student is a happy and productive doctoral student!

One of the ways in which you can also ease feelings of anxiety is by working on your time management skills. This is especially helpful when it comes time to writing your dissertation. A technique that has worked well for some graduate students includes blocking out a certain amount of time each day to work on the dissertation (this time could be used for reading articles and/or writing). Some start off by simply dedicating 15 to 30 minutes a day to the dissertation and gradually work their way up to larger chunks of time. The key to this approach is to stick to your schedule so that you are consistently engaged with your dissertation.

Keep your mentor/advisor in the loop of what’s going on in your life. He/she was a graduate student, too, and most probably encountered the same road-blocks as you. It is also in your mentor’s interest to see you through the program, so work with him/her to ensure that you do in fact complete your degree. Mentors are particularly helpful in assisting you with understanding the expectations of the dissertation process, which include being aware of deadlines for the different stages of the dissertation (e.g., prospectus submission, proposal submission, scheduling a proposal defense, etc.), and relaying departmental resources and updates, such as, your program’s dissertation handbook.

Talk to those who are in a cohort or two ahead of you in the program. They have “been there and done that” and can offer invaluable advice on navigating through the dissertation process. They can give you tips on working with your committee members and share the mistakes that they have made throughout the dissertation process, as well as, how they overcame certain obstacles. Be sure to listen with a grateful ear and be ready to pass on this information to graduate students who will be following you down the pipeline.

Knowing yourself and your particular styles/preferences for learning and working can come along way in ensuring that you remain focused on the task at hand. For example, work on your dissertation when you are most productive. If you are a morning person, try to get up early each day so that you can dedicate the time in which you are most alert to working on your dissertation. Similarly, make sure you work in a productive space. Some individuals prefer bright lighting and some background noise when working, while others may need more natural lighting and absolute silence. In either case knowing yourself and what works for you will eliminate some of the distractions caused by working in settings that don’t match your particular style/preference.

These are just a few suggestions for helping you reduce high levels of anxiety and fears associated with embarking upon this final stage of your graduate student career. Keep in mind that no matter what you end up doing upon completion of your dissertation, you will have built many skills along the way (advanced analytical thinking, ways of synthesizing information, advanced writing skills and time management). You will continue to harness these throughout your professional career.

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As such, while the dissertation process may seem quite daunting at first, with endurance, determination and perseverance you will get through this process and you will reap the benefits in the years to come!

If you would like more information on this topic, Dr. Allison Miller’s book, *Finishing Your Dissertation Once and for All! Overcome Psychological Barriers, Get Results, and Move on With Your Life*, which will be released in December 2008 as an APA publication (go to www.apa.org/books), seems to be a must read!

Additional resources include:


Please send topics for future columns to: Haifa Matos, Score, APA Division 5 Newsletter; The College Board, 43 Columbus Avenue, New York, NY 10023, or E-mail: hmatos@collegeboard.org or hmatos@fordham.edu

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**Conference: Quantitative Training for Underrepresented Groups**

Drs. Herbert Eber and Lisa Harlow announce the 6th annual Quantitative Training for Underrepresented Groups (QTUG) conference, largely supported by the National Science Foundation Grant No. 0720063, with additional support from the Society of Multivariate Experimental Psychology (SMEP), and the American Psychological Association (APA).

This year’s conference will be held August 3–5, 2009, in Toronto, Ontario, Canada. As in recent years, participants will also have an opportunity to attend up to 4 days of sessions at the APA annual convention, August 6–9, 2009.

The three QTUG conference days (August 3–5) will expose participants to exciting work presented by outstanding scientists, with several opportunities to interact with these potential mentors. Some time will be devoted to instruction, oriented primarily toward showcasing relevant quantitative methods and research. Participants will have some opportunities to present their own work for review and suggestions.

Training is designed for individuals from underrepresented groups who are undergraduates, graduate students, or early PhDs. As there is a benefit in accruing ongoing quantitative training, applications will be considered from 10 to 20% of the students who previously participated in the QTUG/SMEP Student Conference. Some preference will also be given for applicants from underrepresented groups who are from the Toronto area. Selected Participants will be offered some funding support.

U. S. citizens entering Canada and returning to the United States by air will need a U. S. passport. Applicants must have a passport by the time decisions are made.

Information about applications, deadlines, and site of conference will be posted as it becomes available at: http://qtug.smemgooglepages.com/home

For more information send email to qtug.smem@gmail.com.
Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting web site or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement of about 100 words in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column.

Please send announcements and/or product literature to Associate Editor Antonio Terracciano: TerraccianoA@grc.nia.nih.gov

Books

Modern Psychometrics: The Science of Psychological Assessment, 3rd Edition
John Rust, Susan Golombok

Today psychometrics plays an increasingly important role in all our lives as testing and assessment occurs from preschool until retirement. This book introduces the reader to the subject in all its aspects, ranging from its early history, school examinations, how to construct your own test, controversies about IQ, recent developments in testing on the internet, and consideration of issues of diversity and internationalism. It will be useful to students and practitioners at all levels who are interested in psychometrics. Published by Psychology Press

Evaluation in Distance Education and E-Learning. The Unfolding Model
Valerie Ruhe, Bruno D. Zumbo

With the rapid proliferation of distance education and e-learning courses, the need is growing for a comprehensive, professional approach to evaluating their effectiveness. This book offers a road map to guide evaluation practice, including guidelines on how to deal with stakeholders, develop surveys and interview protocols, collect other scientific evidence, and analyze and blend mixed-methods data. Published by Guilford

Transformative Research and Evaluation
Donna M. Mertens

This book provides a framework for making methodological decisions and conducting research and evaluations that promote social justice. The transformative paradigm has emerged from and guides a broad range of social and behavioral science research projects with communities that have been pushed to the margins, such as ethnic, racial, and sexual minority group members and children and adults with disabilities. Mertens shows how to develop researcher-community partnerships grounded in trust and respect, and apply quantitative, qualitative, and mixed-methods data collection strategies. Practical aspects of analyzing and reporting results are addressed. Published by Guilford

Basic Biostatistics for Geneticists and Epidemiologists: A Practical Approach
Robert C. Elston, William Johnson

A revised edition of Essentials of Biostatistics, this book introduces statistical methods used in the genetics and epidemiology literature, including maximum likelihood, least squares, permutation testing and bootstrapping. Unlike many other elementary books on biostatistics, the main focus of this book is to explain basic concepts needed to understand statistical procedures for those who need to keep abreast of new findings in this fast moving field. Published by Guilford

Elections and Exit Polling
Fritz J. Scheuren, Wendy Alvey

The closeness of recent elections has raised awareness about the accuracy (or inaccuracy) of statistical surveys that attempt to predict voter trends. Drawing on the most current work done in the field by active scholars and practitioners, Elections and Exit Polling covers a broad understanding of the issues, processes, and people involved in modern-day elections and exit polling. Text from personal interviews with Warren Mitofsky, a pioneer in exit polling, is used and contributions from more than two dozen key figures in the field of statistical methodology in elections is included. Published by Wiley
The Division 5 President, Gwyn Boodoo, appointed several of us to serve on a Diversity Committee for the Division. Since the convention in August, we have been communicating by email to develop an agenda for the committee. We have developed objectives for the committee under several headings, including recruitment of members from diverse backgrounds into the division and highlighting the utility of quantitative psychology. Related objectives include publicizing the contributions of Division 5 members with regard to research on diversity, establishing a presence on the web, and collaborating with the Society for Mathematical and Engineering Psychology in the Quantitative Training for Underrepresented Groups (QTUG) conference. The Committee is in the process of developing a diversity mission statement, and we will be having a symposium at the 2009 convention in Toronto, one that we hope will become the first annual. We are also planning to develop modules/handouts that Division 5 members can use in their schools and other places where they speak and doing targeted outreach to mathematically-oriented disciplines in minority-serving undergraduate institutions. Finally, we encourage Division members to send suggestions to us for consideration.

Committee Members: Razia Azen, Richard Gonzalez, Lisa Harlow, Crystal Simmons (student member), Keith Whitfield, Frank C. Worrell (Chair; frankc@berkeley.edu)

Other New Items for 2009

Convention Program: As this issue of the Score reaches you, program committee chair Scott Hofer, with program committee members Todd Little, Lesa Hoffman and Frank J. Snyder will be working on finalizing the program for the August 2009 convention in Toronto. This year, under a presidential initiative of 2009 APA President and Division 5 fellow James Bray, hours were designated by participating divisions for defined tracks. A methodology track, coordinated across divisions by Division 5 program committee member Todd Little, increases the number of hours in the APA program devoted to methodology and addresses a wide range of methods. Look for complete information from the program committee in the Spring and Summer Score issues.

Electronic Newsletter: Chris Gruber, newsletter editor, and associate editors Antonio Terraciano and Julie Lackaff, are soliciting input from members on moving to a purely electronic version of the newsletter. A major advantage in moving to an electronic version is being able to include additional columns of interest to members at reduced cost.

Diversity Committee: This new committee, chaired by Frank Worrell, is working on developing plans for the coming year. More information on the work of this committee is featured elsewhere in this issue of the Score.

The Students’ Corner: This issue of the Score also features the inauguration of the “Students’ Corner.” Edited this year by Haifa Matos, articles will feature topics of special interest to our Division’s student members. Welcome Haifa!

As Division 5 celebrates its 60th birthday there are a number of new items underway or under consideration: a new History column in the Score, moving to an electronic newsletter, developing a methodology track of sessions at the 2009 convention in collaboration with a number of other APA divisions, developing the division’s diversity goals, and considering the addition of a new section on Qualitative Inquiry.

Happy Birthday!

Visiting Assistant Professor Positions in the Missouri State University Department of Psychology

The Department of Psychology at Missouri State University anticipates hiring a Visiting Assistant Professor in Quantitative Psychology. Responsibilities include teaching undergraduate and graduate courses in statistics and contributing to the University’s Statistics Institute. Evidence of successful teaching experience, research productivity, and effective communication and interpersonal skills are required. PhDs preferred; ABDs considered.

To apply, send the following to Quantitative Search, Psychology Dept., 901 S. National, Springfield, MO 65897: (1) application letter, (2) CVs, and (3) contact information for five references. For information, contact DonaldFischer@missouristate.edu. Application review begins January 15, 2008, and will continue until the position fills. Missouri State is an Affirmative Action/Equal Opportunity Employer and welcomes applications from members of underrepresented groups.
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The *Score* is the newsletter of the American Psychological Association’s Division 5—Evaluation, Measurement, and Statistics. Division 5 is concerned with promoting high standards in both research and practical application of psychological assessment, evaluation, measurement, and statistics. Approximately half of the Division 5 members are university faculty members in quantitative psychology, psychometrics, educational psychology, or industrial-organizational psychology and half are engaged in careers in industry, including the areas of individual and large-scale assessment. More than 1,000 Division 5 members receive the *Score* each quarter.

Advertisements in the *Score* may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Advertising rates have been raised beginning with the January 2008 issue, the first increase in well over 10 years. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October and November 15 for January. To advertise in the *Score*, please contact Associate Editor Julie Lackaff at julie.lackaff@pearson.com.

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Notes: Insertion orders for four consecutive issues receive a 15% discount. First sixth page job ad each year free, thereafter $55.
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Check if you wish to subscribe to the listserv(s):
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Check the Section(s) to which you wish to belong. If both, circle the check mark for your primary Section.

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Please enclose a check for the first year’s annual dues (and journal subscription(s), if applicable) with this application, in U.S. dollars (do not send cash). In subsequent years, members who belong to APA will be billed annually by APA; Affiliates and Student Affiliates will be billed by Division 5.

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