President’s Message
On Collaborations and Division Representation

Gwyneth M. Boodoo

In my first column last October, I mentioned that I would report in a future column on this year’s Division 5 joint collaborations with other APA Divisions and Committees. Division 5 is collaborating with a number of APA divisions, boards and committees on activities related to the division’s goals for this year of reaching out to a wide range of APA members studying, carrying out research and/or teaching in the area of quantitative psychology. While the disciplines the division represents (assessment, evaluation, measurement, statistics) are core areas in psychology, in recent times based on our membership numbers, it appears that APA members are not aware of or have forgotten the value of belonging to the division. And under the assumption that this is due in part to lack of knowledge about the division, this year the division has embarked on a number of outreach activities. Two such activities related to collaborations are joint development of sessions for the annual convention and the development of proposals based on mutual interests.

The April 2009 column described the collaborations with a number of divisions in developing a Methodology Track for the 2009 convention. Since then, in addition, Division 5 collaborated with APA’s Graduate Student Committee to develop a joint APAGS/Division 5 Structural Equation Modeling Track of sessions for the 2009 APA Convention in Toronto. Students will learn the history of SEM and its evolution as a widely used statistical method, applications of SEM in longitudinal framework, testing for mediation/moderation, latent modeling, growth curve modeling, and more. And this is in addition to our regular Division 5 program which continues to feature a number of cosponsored sessions with other divisions and committees, including in recent years an assessment related breakfast session and student awards with Division 12 (Clinical) and a joint reception with Division 14 (IO).

Division 5 joined with two clusters of divisions—one the cluster of Divisions 2 (Teaching) and 16 (School Psychology), the other the cluster of Divisions 55 (Pharmacotherapy), 22 (Rehabilitation), 35 (Psychology of Women), 52 (International), and 56 (Trauma)—to develop/co-sponsor two APA interdivisional grant proposals on raising awareness of opportunities in psychological measurement and school psychology, and developing a directory of international programs respectively. At this time funding decisions by Council are awaited.

A key way in which information on the division and its relevance to all APA members is supported is by division members serving on APA Standing Boards and Committees. The standing boards continued on p. 7
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 listwide 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:

SUBSCRIBE DIV5ANN John Doe

SUBSCRIBE DIV5 John Doe

(change “John Doe” to your name)

If you have any questions, contact Mark Daniel at Mark.Daniel@pearson.com.
Division 5 Past Presidents: A Closer Look—Part I

This is the second article of a series requested by Gwyneth Boodoo, our current president, to commemorate the 60th anniversary of Division 5.

Gary J. Robertson
Division 5 Historian

As we celebrate our 60th anniversary, it seems appropriate to look more closely at our past presidents—those individuals whose scholarship and leadership have contributed greatly to the development of Division 5. These individuals are listed below by their presidential year arranged by the six decades that have passed since Division 5 was founded in 1946. At this historic juncture, Division 5 has had 62 past presidents, of whom 10 were women and 52 were men. As I explained in my previous article in the Score (October 2008), Division 5 was formed two years ahead of the officially designated start-up of APA divisions in 1948, thus accounting for our two seeming “extra” presidents. Gwyneth Boodoo, our 63rd and current president, is not included in the list above because she will not become a past president until she completes her term of office as president next August.

Inspection of the list of past presidents brings to mind Isaac Newton’s observation penned in 1676: “If I have seen a little further, it is by standing on the shoulders of Giants.” Many of the individuals listed, especially from the earlier decades, are now seen as Giants in terms of their scientific contributions to the advancement of psychological and educational measurement, statistics, and industrial/organizational (I/O) psychology. Five past presidents were also presidents of APA, and 20 were presidents of the Psychometric Society. Many have a special personal meaning for us, having been our teachers, graduate advisers and mentors, authors of textbooks we have studied and keep on our bookshelves for ready reference, authors and publishers of tests we may have taken as students or used as professionals, and, from the latter decades, we note our contemporaries: those we know as professional colleagues and value as personal friends.

One vexing problem that occurs when we scan the list of past presidents is the unevenness in knowledge each of us has of these individuals: we find we know much more about the accomplishments of some than we do about others. This is due in part to the sheer passage of time as well as to our differing experiential backgrounds. In addition, the knowledge we possess is often rather fragmented and incomplete. Although our highly idiosyncratic thoughts and impressions may hold special meaning for each of us, they are not an adequate substitute for a more systematic, thorough look at the background and professional influence of our past presidents. The purpose of this article is to report on such an undertaking, which, to my knowledge, has not been attempted previously in a systematic way for this group as a whole.

Plan for Obtaining Information about Division 5 Past Presidents

This investigation began with the following questions about each of the past presidents:
1. What was the individual’s area of psychological specialization?
2. How did the individual impact this area of psychological specialization?
3. What broad types of measurement instruments were impacted by each individual?
Div. 5 Past Presidents
continued from p. 3

A brief questionnaire designed to obtain objective information to help answer these questions was prepared, and participants were recruited to complete the questionnaire by contacting nine Division 5 Fellows selected to represent the various areas of specialization present among the past presidents (measurement, statistics, and I/O psychology) as well as for their breadth of professional and historical knowledge of Division 5. An attempt was also made to obtain a balance of respondents by gender. These five of the nine Fellows contacted agreed to participate: Mark Daniel, Samuel Krug, Peter Merenda, Neal Schmitt (past president), and Lawrence Stricker (past president). I want to express my appreciation to these respondents for taking time from their busy schedules to complete my questionnaire and to point out that they bear no responsibility for the analysis of questionnaire responses or the conclusions drawn from those data. I accept full responsibility for these aspects of this inquiry.

The usual caveats familiar to Division 5 members apply both to the data generated for this article and to the conclusions drawn from it. First, the number of questionnaire respondents is small (N = 5). Despite the fact that they were all Fellows carefully selected to represent various areas of content expertise as well as for their breadth of knowledge needed to evaluate the characteristics of Division 5 past presidents, there is no guarantee that the snapshot these respondents produced is completely accurate because their detailed knowledge of particular past presidents may be incomplete. Second, there may be other unknown biases present in the five respondents participating that affected their responses in unknown ways. It was not possible to locate any females to participate, and this may have introduced unknown bias. Third, the data presented should be viewed as merely suggestive and not definitive due to the questions asked and the methodology used: a different questionnaire with different questions developed by a different investigator might have produced somewhat different results. The above caveats are another way of reminding readers that the usual and familiar issues pertaining to the reliability and validity of questionnaire responses apply to these data and to the resulting conclusions drawn.

Note on the terminology used: In the report that follows, Fellow respondents are referred to as “raters,” and “ratings” is used to refer to their responses to the questionnaire items. In this context, “ratings” refers to assigning past presidents to nominal categories only, not to judging the quantity, quality, or importance of their scholarship or leadership.

Specialty and Subspecialty Areas of Past Presidents

To answer question 1 posed above, three areas of specialization were used to classify the professional contributions of the past presidents: (1) Measurement, (2) Statistics/research methodology, and (3) Industrial/organizational (I/O) psychology. Measurement was further divided into four subspecialties: (a) Psychometrics, (b) Test development/publication, (c) Assessment/evaluation (personality assessment/school psychology), and (d) Training/supervision (training and supervising others in proper test use and interpretation). I/O psychology was further subdivided into two subspecialties: (a) Personnel selection, appraisal, assessment, research, and (b) Organization development/management.

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>%</th>
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<tbody>
<tr>
<td>Measurement</td>
<td>50.6</td>
</tr>
<tr>
<td>Statistics/Research</td>
<td>32.8</td>
</tr>
<tr>
<td>I/O Psychology</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
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</table>

When the Measurement specialties were examined in more depth, the heavily theoretical and quantitative psychometrics subspecialty received the largest percentage of the ratings followed by the three more applied subspecialties of test development, assessment/evaluation, and training/supervision. The strong showing of the psychometrics subspecialty is also consistent with the overlap in leadership between Division 5 and the Psychometric Society mentioned earlier. Analysis of the I/O subspecialties also shows the heavy quantitative emphasis present with 85% of the ratings given to the more quantitatively oriented subspecialty termed selection, appraisal, assessment, research, whereas only about 15% of the ratings were assigned to the less heavily quantitative I/O subspecialty of organization development/management.

Inspection of the ratings revealed considerable overlap among the measurement and statistics specialty assignments. This is certainly consistent with expectation based on the role of statistics as a major component of measurement, especially the close relationship between psychometrics and statistics. In view of this overlap, it seemed of interest to examine the...
overlap of the Measurement and Statistics specialties. These results are shown in Table 3.

The results in Table 3 generally support the strong relationship between the Measurement and Statistics specialties, with an overlap of about one-third among the ratings given by these respondents. The data may be somewhat misleading because undoubtedly the past presidents receiving “Measurement Only” ratings also relied on statistics in much of their work. Visual inspection of the raters’ choices showed considerable variation in opinion, with perfect agreement among the raters occurring for only eight of the past presidents. This observation points out idiosyncrasies in the rating assignment choices and raises the question, for which there is no answer in the data, about the nature of the tipping point at which a particular specialty or subspecialty is assigned by a rater to a past president.

**Professional Impact of Past Presidents**

To answer question 2 posed earlier about the impact, or influence, Division 5 past presidents had within their specialty (or subspecialty), six channels of influence were defined and used by the raters to assess the impact of each of the past presidents: (impact as an educator, publisher, textbook author, researcher (assumes publication), practitioner, and test author). The assignment of multiple channels of influence was permitted. Results are presented in Table 4 showing the channels of influence arranged in order of their judged magnitude of individual impact.

The data in Table 4 show that three channels of influence (researcher, textbook author, and educator) account for almost 80 percent of the perceived influence of Division 5 past presidents when measured by these six channels. The rank order by magnitude of these sources of impact seems consistent with our intuitive expectations, with published research and textbooks accounting for more than 60% of the perceived impact of these prominent researchers, teachers, and authors.

Longitudinal trends in the relative stability of influence of these past presidents were also investigated by decade. For this analysis, a total influence score—defined as the sum of all influence ratings given by the five raters to the 10 presidents serving within a decade—was obtained for each of the six decades listed earlier. In order to facilitate interpretation, these six raw influence scores were transformed to an Influence Index by setting the decade with the highest total influence raw score at a value of 100 and scaling the other decade raw scores proportionately to 100. The results shown in Table 5 suggest a diminution in influence by the six channels used in this paradigm over the 60-year time period of interest.

These data raise some intriguing questions about this apparent decline in impact, particularly the very dramatic drop occurring during the 1996–2005 decade: Are these channels of influence still as important as they once were in earlier decades? Have other channels of influence not accounted for in these data come into prominence? Have changes in interaction and communication patterns resulting from the Internet or other technological advances influenced these results in some unknown way? Unfortunately, the data do not shed light on the answers to these questions. Additional research would be needed to substantiate this apparent trend and its causality.

**Types of Measures Impacted**

In order to obtain a better understanding of the nature of each individual past president’s influence, two broad types of measuring instrument classifications were defined: cognitive (content of typical aptitude, ability, and achievement tests) and affective (content of typical self-report personality, temperament, and interest inventories). Raters were asked to judge the type of content on which each past president had an impact. The results are shown in Table 6 and indicate that about two-thirds of the impact of the past presidents group was attributed to measures in the cognitive domain, with 19% attributed to measures in the affective domain, and about 14% attributed to both domains. When all responses were forced into either the cognitive or affective domains (i.e., the “both” category was added to each domain), 71% of the impact was judged to be on the cognitive domain measures, with 29% on measures in the affective domain. These results are suggestive of a broader impact of these past presidents on the cognitive, as opposed to the affective, domain.

**Conclusion**

This article has attempted to take a closer look at Division 5 past presidents in aggregate for the first time in the 60-year history of the division. The data presented are suggestive only of broad general parameters from a quantitative standpoint and do not begin to capture the uniqueness and specific contributions from an individual perspective. The next article in this series will attempt to focus on the past presidents as individuals and capture some aspects of their remarkable legacy to Division 5.

To the reader: Space limitations prevented giving more complete statistical data for this article. Readers wanting more information about the data used for the analyses reported should contact the author at gfr44@aol.com.
Score Q1: First of all, what is the DSRN?
Jodi: The DSRN is the Division Student Representative Network. It connects graduate student leaders from each division of the APA with each other and with the APAGS. The network communicates via a listserv that is shared by the members of DSRN and APAGS to facilitate discussion between all. The way I see it (and I’m fairly new to this position) the DSRN serves two main goals: (1) to promote leadership within APA divisions and serve as an arena to share ideas and concerns involving leadership positions and responsibilities and (2) to serve the graduate student community and identify how our divisions can better serve the students (in regard to student specific programming, increasing student involvement, etc.). A particular mission of the DSRN is to provide an opportunity for graduate student leadership and to promote skills related to being an active member of a professional organization. This will ensure that there are sufficient experienced future APA leaders.

Score Q2: How can it be used for the benefit of Division 5 student members?
Jodi: Given the number of graduate students we have serving on various committees in the division, the DSRN serves two main goals: (1) to promote leadership within APA divisions and serve as an arena to share ideas and concerns involving leadership positions and responsibilities and (2) to serve the graduate student community and identify how our divisions can better serve the students (in regard to student specific programming, increasing student involvement, etc.). A particular mission of the DSRN is to provide an opportunity for graduate student leadership and to promote skills related to being an active member of a professional organization. This will ensure that there are sufficient experienced future APA leaders.

Score Q3: As a new member of APA and Division 5, what do you hope to gain out of your membership?
Jodi: My hope as a member of Division 5 is to gain exposure to the “other” side of psychometrics, namely the psychological side opposed to the educational. Coming from educational testing and focusing much of my research in that area, I have limited experience with quantitative psychology (e.g. SEM) and the current research. I think attendance at the APA Convention and discussion with fellow Division 5ers will help me become a well-rounded researcher and hopefully allow me to incorporate principles of psychology in my work.

Score Q4: Tell us a little about yourself. In which program/university are you currently enrolled?
Jodi: I’m currently a third-year student in the Psychometrics program at Fordham University. As I finish my coursework I am developing ideas for my dissertation and plan to graduate in 2010. My advisor is Dr. Charles Lewis, the Director of the program and Distinguished Presidential Appointee at ETS. His knowledge of psychometrics and statistics along with his ability to entertain my research ideas, no matter what they are, are very important to me. I strive to learn both the technical details and the big picture concepts involved with psychometrics and he facilitates that process.

Score Q5: What are your research areas of interest?
Jodi: In general I’m interested in educational measurement and statistics, especially related to testing. My main research interest thus far is differential item functioning. I introduced a new concept called equivalent item functioning (EIF) and I’m now continuing that research path with a Bayesian extension (BEIF). My dissertation will involve item response theory,
in particular the effects of nonnormality of the latent trait distribution in marginal maximum likelihood. I will examine inference robustness of item parameters and functions of them. I also enjoy categorical data analysis, nonparametric statistics and cluster analysis.

Score Q6: What brought you to the field of psychometrics?
Jodi: Well, I ended my undergraduate career with a double major in psychology and statistics, so once I heard about psychometrics I was sold. I dabbled as an analyst in educational testing and then healthcare, and decided after 5 years of full-time work to quit and go back for a doctorate in Psychometrics. I didn’t want to be an analyst, I wanted to be the “thinker” and I hope to contribute to the field as a methodologist.

Score Q7: Do you have plans to seek a graduate student internship?
Jodi: Yes, I think a graduate student internship would be a valuable experience. I would encourage other students in quantitative psychology and psychometrics to apply. So many of these internships are with testing organizations; some provide operational test processing experience while others provide research experience. I think both are priceless to an advanced doctoral student who is trying to determine their career path. I’m currently trying to determine if I should go the academic route or go into the private sector. I’m hoping that an internship will help me decide.

Score Q8: Lastly, what words of wisdom would you like to share with our student members?
Jodi: I’m not one to give words of “wisdom” but I do suggest that students read a lot, ask a lot of questions, conduct your own research and don’t ever underestimate yourself!

A Note from the Student Editor
Special Thanks to Jodi for her willingness to collaborate with the Student’s Corner and share her “story” with Division 5 members. All the best to you as you progress through your doctoral program.

If you would like to recommend a colleague (or yourself!) for an interview and/or submit ideas for future columns, please contact: Haifa Matos, Score, APA Division 5 Newsletter, The College Board, 45 Columbus Avenue, New York, NY 10023, or E-mail: hmatos@collegeboard.org or hmatos@fordham.edu

President’s Message
continued from p. 1

(Advancement of Psychology in the Public Interest, Convention Affairs, Educational Affairs, Professional Affairs, Scientific Affairs, Membership, Policy and Planning, Publications and Communications), and standing committees (Election, Ethics, Finance) of elected members provide recommendations that help guide the work of APA in the respective areas. In 2009, members of Division 5 serve on the Boards of Educational Affairs (Carol Anne Dwyer), Scientific Affairs (Leona Aiken, Fred Leong, and Kevin Murphy), Membership (Jose Cortina) and Publications and Communications (Neal Schmitt) as well as the Board of Directors (2009 President James Bray). And one of our members serves on the Ethics committee (Susana Urbina). A full list of all APA Boards and Committees is available on the APA website http://www.apa.org/governance/.

Thank you for casting one or more votes for Division 5 on the Apportionment Ballot. As a result of your votes the division will continue to have two members and so, two voices and votes, on the APA Council of Representatives, the legislative body of the Association.

Division 5 is also well represented on APA wide student and early career psychologists networks and committees. Last December, 2008, I appointed Jodi Casabianca, a doctoral student at Fordham, as the first Division 5 representative on the APAGS Division Student Representative Network. Jodi hit the ground running, and she describes her role in the network in the Student Corner in this issue. Jonathan Templin (U Georgia) is our liaison as of September, 2008 to the Early Career Psychologists Network, and he plans to introduce a new Score column for Early Career Psychologists. Michael Edwards (Ohio State) has been recently appointed as the Science Representative on the APA Committee on Early Career Psychologists.

If you are interested in serving on a Division 5 committee or are interested in being nominated for an APA wide Board or Committee please contact me at (gboodoo@optonline.net).

I realize that these are difficult economic times and that you have many conferences to choose among to attend this year. I hope many of you will consider joining us in Toronto for what promises to be a rich offering of methodology sessions; hopefully a trend that continues in coming years with additional areas and topics.

Footnote
13 (Experimental), 8 (Personality and Social), 14 (Industrial and Organizational), 16 (School), 25 (Behavior Analysis), Board of Scientific Affairs
Programming Notes for Division 5 Sessions at the 2009 APA Annual Convention

Scott M. Hofer (2009 Program Chair); Lesa Hoffman (2010 Program Chair); Todd Little (2008 Program Chair); Frank Snyder (2009 Student Member)

The Board of Convention Affairs for the American Psychological Association determines the number of hours a Division will be allocated for the forthcoming Annual Convention. This calculation is based on the number of members in the division at the time of the last convention and the number of division members attending the last three conventions—based on primary division membership. Based on this Division 5 was allocated 14 hours of substantive programming, seven hours of non-substantive programming (business meetings, social events), and 4 hours of poster session programming. Division 5 allocated two of our substantive hours for a “Convention within a Convention” which features methodology as one of the main program tracks. All available hours were utilized to provide programming across the areas of measurement, statistics, evaluation, and assessment.

Programming for the Division 5 Contributed Poster Presentation and Symposia at the APA Annual Convention

For the 2009 convention, Division 5 received 81 proposals to consider. All proposals were assigned to at least three reviewers and received at least two completed reviews. Based on the results of the blind reviews, 70 poster presentations and 8 symposia were accepted. We very much appreciate the efforts of all those who reviewed proposals for this year’s convention.

General Program Information about Contributed and Invited Sessions

General Program Information and details regarding the final schedule of contributed and invited sessions that we are sponsoring or cosponsoring will appear in the July issue of Score. We will have two business meetings (one Executive Committee Business Meeting and one General Business Meeting), invited addresses by this year’s Division 5 Award recipients, and the Division 5 Presidential Address by Gwyneth Boodoo.

In terms of program highlights, invited symposia organized by President Gwyneth Boodoo include “The Role of Mixed Methods in Psychological Research” and “Opening Up Quantitative Psychology Encouraging Diversity in Focus, Participation, and Application.” In addition, Division 5 will hold a forum on “Quantitative and Qualitative Inquiry: Beyond the Divide.” This session will provide background and an update on the task force discussions followed by additional remarks by other task force members. Additional symposia will focus on standards for educational and psychological testing, optimizing measurement comparison across longitudinal studies, and reflections on the Task Force on Statistical Inference Report. Division 5 has assisted in building the “Convention within a Convention” program including sessions on intensive repeated-measures studies and an introduction to Bayesian analysis.

Following up on previous year’s successful events, Division 5 will again collaborate with Section IX of Division 12 on a Meet and Greet breakfast featuring our mutual interest in Assessment. We hope to build on cooperation with test publishers and emphasize our mutual interests in encouraging students towards careers in this area.

With the exception of the Executive Committee Business Meeting, which is planned for the night before the conference begins, the programming of the Division 5 sponsored and co-sponsored sessions begins on Thursday August 6, 2009, at 8:00 a.m. and continues through Sunday, August 9 at 2:00 p.m. In addition to these, we will be co-listed on other relevant programming sponsored by other Divisions.

International Test Commission Conference, Hong Kong, July 19–21, 2010

It is my pleasure and privilege to invite you to join us at the 7th ITC Conference in Hong Kong: http://www.itc2010hk.com/ Testing and assessment is currently a fast emerging field in Asian countries. The historical roots of modern testing may be traced to the imperial examination system used to evaluate ability and select officials on the basis of merit in Han Dynasty China over 2000 years ago. This is the first time in its history that the ITC holds its conference in Asia. We hope that the 2010 conference will showcase cutting-edge developments in testing and assessment, and promote exchange on testing standards and guidelines in this part of the world. The 7th ITC Conference will be held in the spacious campus of the Chinese University of Hong Kong overlooking the scenic Tolo Harbour, which is one of the largest and greenest areas in Hong Kong. The campus is located in Shatin, New Territories, with easy access to the city center via the well established transportation network. I look forward to meeting you at this exciting conference in the vibrant city of Hong Kong in 2010.

Prof. Fanny M. Cheung
Chair, Organizing Committee,
2010 ITC Conference
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

By David L Streiner and Geoffrey R Norman

This is a greatly enlarged version of the book, which takes the reader through the necessary steps in developing scales to measure attitudes, feelings, and other constructs. The chapters follow in logical order, from devising the items, scaling the responses, selecting items, biases in responding, combining items into scales, reliability, validity, item response theory, and ethics. The section on generalizability theory has been completely rewritten, centering on using a freeware program that does the necessary calculations. There is also a new chapter on reporting test results, based on the Standards for Educational and Psychological Testing and the STARD initiative. Published by Oxford University Press.

Understanding Culture: Theory, Research, and Application
Edited by Jr., Robert S. Wyer, Chi-yue Chiu, Ying-yi Hong

This volume covers a broad spectrum of interests in cross-cultural theory and research, including the dimensions of national cultures and their measurement, ecological and economic foundations of culture, cognitive, perceptual and emotional manifestations of culture, and bicultural and intercultural processes. The book contains a dialog among experts on the new challenges that confront cultural psychology. A number of questions in cross-cultural research are addressed, such as whether culture can be validly measured by self-reports, and whether psychology should strive to eliminate culture as an explanatory variable. Published by: Psychology Press

Applied Multivariate Statistics for the Social Sciences (5th ed.)
By James P. Stevens

This text is written for those who use, rather than develop statistical methods. Dr. Stevens focuses on a conceptual understanding of the material rather than on proving results. Helpful narrative and numerous examples enhance understanding and a chapter on matrix algebra serves as a review. In addition to demonstrating how to use these packages, the author stresses the importance of checking the data, assessing the assumptions, and ensuring adequate sample size by providing guidelines so that the results can be generalized. The book is noted for its extensive applied coverage of MANOVA, its emphasis on statistical power, and numerous exercises. Published by: Routledge Academic

DFIT 8–Differential item and test functioning
DFIT 8 is a Windows application designed to perform differential item functioning (DIF) analyses utilizing the IRT-based DFIT framework originally proposed by Raju, van der Linden, & Fleer (1995). It assesses differential functioning at both the item level (DIF) and the test level (DTF), and can be used for dichotomous test data calibrated using 1-, 2-, or 3-parameter unidimensional IRT models, as well as for polytomous test data (e.g., rating scale data) calibrated using Samejima’s graded response model. To learn more about the DFIT framework, read the NCME Instructional Module in Educational Measurement: Issues and Practice, 27(3). To learn more about the DFIT8 software, visit the DFIT8 webpage at www.assess.com, where both the manual and a trial version are available for free download, or contact Nate Thompson at nthompson@assess.com.

An Introduction to Multilevel Modeling Techniques
(2nd ed.)
By Ronald H Heck, Scott L Thomas

Featuring a comprehensive, applied approach to multilevel analysis, this book is distinguished by its wide range of applications relevant to the behavioral, educational, organizational, and social sciences. Numerous examples of cross-sectional and longitudinal data are provided along with related exercises. Examples of input programs from HLM and Mplus demonstrate how to set up and run the models. A website with datasets and program setups in HLM, Mplus, and Lisrel for the book’s examples and exercises is provided. Readers can also use MLwin, Stata, and SAS to conduct most of the analyses in the book. Published by: Routledge Academic
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<td>Name:</td>
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<td>Mailing Address:</td>
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<td>Telephone ( )</td>
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<tr>
<th>Highest Degree Received:</th>
<th>Year: ____________________________</th>
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<tbody>
<tr>
<td>Degree Granting Institution:</td>
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| Present School (if Student): |                                   |

* Note: Applications dated September 1 or later are applied to the following year, unless requested otherwise.

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