

**QUANTITATIVE PSYCHOLOGY CONCENTRATION STUDENT ACCOMPLISHMENTS**

[HTTP://WWW.PSYC.JMU.EDU/PSYCSCIENCES/QUANTITATIVEPSYC.HTML](http://www.psyc.jmu.edu/psycsciences/quantitativepsyc.html)

[HTTP://WWW.PSYC.JMU.EDU/ASSESSMENT/ADMISSION.HTML](http://www.psyc.jmu.edu/assessment/admission.html)

<b>STUDENT</b>	<b>Graduated</b>	<b>THESIS TITLE</b>
Samantha Harmon	2022	An Exploration of Higher Education Assessment and the Role of Diagnostic Classification Modeling in Student Learning Outcomes
Katarina Schaefer	2022	Rapid Response Behavior Before and During the Pandemic
Jaylin Nesbitt	2022	Writing While Black: African American Vernacular English and Perceived Writing Performance
Yelisey Shapovalov	2021	Identifying Rater Effects for Writing and Critical Thinking: Applying the Many-Facets Rasch Model to the VALUE Institute
Samantha Boddy	2021	Investigating the "Self" in "Self-Report"
Kathryn Thompson	2020	The Effects of Undesirable Distractors on Estimates of Ability
Briana Craig	2020	Propensity Score Matching and Generalized Boosted Modeling in the Context of Model Misspecification: A Simulation Study
Paulius Satkus	2019	Test emotions, value, and self-efficacy: A longitudinal model predicting examinee effort and performance on low-stakes test
Chi Au	2018	Posterior Predictive Checks for Local Misfit of CFA Models
Nikole Gregg	2018	Differences in Score Meaning Across Assessment Contexts: A Validity Study
Shane Kerr	2018	Student Engagement and Learning Gains: Self-reports, Direct Measures, and Instrument Specificity
Rochelle Fisher	2018	The Credentialed Workforce: Examining Credential Attainment Rates across Short-Term Non-credit Training Programs at Virginia's Community Colleges
Derek Sauder	2017	Examining the Type I Error and Power of 18 Common Post-hoc Comparison Tests
Catie Mathers	2017	Student Learning Gains In Higher Education: A Longitudinal Analysis With Faculty Discussion
Aaron Myers	2017	Retrospective versus Prospective Measurement of Examinee Motivation in Low-Stakes Testing Contexts: A Moderated Mediation Model
Carolyn Miesen	2016	Examining the Effect of Anchoring Vignettes on Factor Structure: Student Effort as an Example
Thai Ong	2016	Examining Latent Change Classes: An Application of Factor Mixture Modeling to Change Scores
Heather Harris	2015	Propensity Score Matching in Higher Education Assessment
Kate Pinder	2015	The Effects of Ordinal Data on Coefficient Alpha
Liz Spratto	2015	Persons Can Speak Louder than Variables: Person-Centered Analyses and the Prediction of Student Success
John Sessoms	2014	Predicting Longitudinal Change in Examinee Effort on Low-Stakes Tests
Kristen Smith	2014	Assessing Ethical Reasoning Skills: Initial Validity Evidence for the Ethical Reasoning Identification Test
Oksana Naumenko	2013	Developing a Measure of Student Résumé Quality in Student Affairs Assessment: An Application of Generalizability Theory
Jeff Kosovich	2013	Assessing Intervention Fidelity in a Randomized Field Experiment: Illuminating the Black Box
Ashley Charsha	2013	Student Engagement in the Assessment Context: An Examination of the Cognitive Engagement Scale-Extended Version (CES-E)
Bozhidar Bashkov	2012	Using Longitudinal Mean and Covariance Structures (LMACS) Analysis to Assess Construct Stability over Two Time Points: An Example with Psychological Entitlement
Kelli Samonte	2012	Should We Change the Way We Model Change? Comparing Traditional and Modern Techniques in Modeling Change in Sense of Identity Over Time
Jerusha Gerstner	2012	Longitudinal Invariance of the Scale of Ethnocultural Empathy
Tanja Waugh	2012	Gathering Validity Evidence for the Community Service-Learning Assessment Test (CSAT)
Matthew Swain	2012	Perceived Responsibility for Learning in College Students: A Construct Validity Study
Megan Rodgers	2012	Measuring Employability among College Students: A Validity Study
Jessica Flake	2012	Measuring Cost: The Forgotten Component of Expectancy-Value Theory
Daniel Jurich	2011	The Impact of Cheating on IRT Equating under the Non-equivalent Anchor Test Design
Jason Kopp	2011	Gathering Validity Evidence for the Academic Entitlement Questionnaire: Examining the Relationship between Noncompliance and Academic Entitlement
Allie Brown (Yost)	2010	An Examination of the Construct Validity of the Hong Psychological Reactance Scale
Anna Zilberberg	2010	Investigating the Functionality of a Self-Report Instrument to Detect Autistic Traits in a Non-Clinical College Population: Psychometric Properties of the Short Version of Autism-Spectrum Quotient
Mary Johnston	2009	Measuring Basic Needs Satisfaction: Evaluating Previous Research and Conducting New Psychometric Evaluations of the Basic Needs Satisfaction Scale
Tara Shore	2009	Peeking Behind the MASQUE: A Psychometric Evaluation of the Munroe Multicultural Attitudes Scale Questionnaire
Melynda Cotten	2009	Health Behaviors of Freshmen and Sophomore College Students: A Pair of Latent Class Analyses
Megan France	2008	Examining the Psychometric Properties of the University Mattering Scale
Carol Barry	2007	Can We Feel Confident in How We Measure College Confidence? A Psychometric Study of the College Self- Efficacy Inventory

STUDENT	Graduated	THESIS TITLE
Pamela Kaliski	2006	Diagnosing the Misfit of the Theoretical Factor Structure of the Scales of Psychological Well-Being (SPWB): Development of the Revised SPWB
Abby Cahill (Lau)	2006	Measuring Universal Diverse Orientation: A Psychometric Study of Miville-Guzman Universality-Diversity Scale
Brandi Weiss	2005	An Investigation of New Computations of Response-Time Effort
Lisa Baranik	2005	An Evaluation of a 2 x 2 Model of Achievement Goals for a Work Domain
Amanda Fairchild	2004	Investigating Validity Evidence for the Experience in Close Relationships-Revised Questionnaire
S. Jeanne Horst	2004	A Measure of Social Goal Orientation Reconsidered: Examining Psychometric Properties
BJ Miller	2004	Examining the Avoidance Subscales of the Achievement Goal Questionnaire
Sarah Keene	2004	Sportsmanship and the Multidimensional Sportspersonship Orientations Scale (MSOS): The Overarching Theoretical Framework and Empirical Substantiation
Kara Owens	2003	The Relationship Between Achievement Goal Orientation and Item Difficulty Selection in a Self-Adapted Test

#### AFTER COMPLETING THE MASTERS PROGRAM, WHAT DID THE QUANT STUDENT PURSUE?

STUDENT	PHD PROGRAM	CAREER TITLES
Samantha Harmon	NA	Fellowship; The Economic and Community Development Presidential Engagement Fellowship
Katarina Schaefer	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	TBA, not graduated yet
Jaylin Nesbitt	NA	Machine Learning Intern; Cambium Assessment
Yelisey Shapovalov	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	TBA, not graduated yet
Samantha Boddy	NA	
Kathryn Thompson	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	TBA, not graduated yet
Briana Craig	NA	Research Assistant: Westat
Paulius Satkus	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	Associate Psychometrician, Graduate Management Admission Council
Chi Au	NA	Senior Research Associate: Survey Research at Hanover Research
Nikole Gregg	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Psychometrician, Cambium Assessment 2. Research Scientist, HumRRO
Derek Sauder	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	Psychometrician, American Board of Internal Medicine
Catie Mathers	Educational Measurement & Statistics Ph.D. Program at the University of Iowa	TBA; not graduated yet
Aaron Myers	<b>Assessment &amp; Measurement Ph.D. Program at JMU;</b> and Educational Statistics & Research Methods Ph.D. program at the University of Arkansas	Research Psychometrician, American Board of Internal Medicine
Carolyn Miesen	NA	Assessment Developer with Western Governors University
Thai Ong	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	Psychometrician: National Board of Medical Examiners
Heather Harris	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Psychometrician, Inteleos 2. Psychometrician, Solstice Studios
Liz Spratto	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Research Analyst, Office of Institutional Research at James Madison University 2. Research Assistant, HumRRO
Rochelle Fisher	NA	1. Assessment Coordinator: Salisbury University's Office of University Analysis, Reporting and Assessment 2. Workforce Program Assessment Coordinator: Virginia Community College System 3. Academic Program Manager, SAS Institute, Inc.
John Sessoms	Educational Research Methodology Ph.D. Program at the University of North Carolina Greensboro	Data Analyst for the Walt Disney Company
Kristen Smith	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Director of Assessment for the School of Education: University of North Carolina Greensboro 2. Learning Research Manager at Macmillan Learning 3. Learning Scientist, Educational Testing Services
Oksana Naumenko	Educational Research Methodology Ph.D. Program at the University of North Carolina Greensboro	Psychometrician: Prometric
Jeff Kosovich	Educational Psychology: Applied Developmental Science Ph.D. Program at the University of Virginia	1. Postdoctoral Fellow at Center for Creative Leadership 2. Evaluator, Center for Creative Leadership
Ashley Charsha	NA	Assessment Analyst: University of Tennessee's Office of Institutional Research and Assessment
Megan Rodgers (Good)	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Director of Academic Assessment: Auburn University 2. Assistant Professor/Associate Assessment Specialist, JMU

STUDENT	PHD PROGRAM	CAREER TITLES
Bozhidar Bashkov	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Associate Psychometrician: American Board of Internal Medicine 2. Lead Research Scientist: IXL Learning
Jerusha Gerstner	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Manager: Marriott International--Analytics & Solutions (i.e., oversees research design, analysis, program evaluation) 2. Psychometrician: National Board of Medical Examiners
Jessica Flake	Measurement, Evaluation, and Assessment Ph.D. Program at University of Connecticut	1. Post-doc fellow: York University 2. Assistant Professor, McGill University
Matthew Swain	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Research Scientist: HumRRO 2. Psychometrician, American Board of Internal Medicine
Tanja Waugh	Educational Measurement & Statistics Ph.D. Program at the University of Iowa	Senior Associate SAS Programmer at Customer Value Partners
Kelli Samonte	Educational Research Methodology Ph.D. Program at University of North Carolina Greensboro	1. Psychometrician: American Board of Internal Medicine 2. Manager, Psychometric Operations, American Board of Internal Medicine
Jason Kopp	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Assessment Design Specialist: Educational Records Bureau 2. Associate Psychometrician: American Board of Surgery 3. Research Scientist: Amazon 4. Quantitative Researcher, Meta
Daniel Jurich	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	Psychometrician: National Board of Medical Examiners
Allison Brown (Yost)	Industrial Organizational Psychology Ph.D. program at George Washington University	1. Personnel Research Psychologist: U.S. Office of Personnel Management 2. Manager: Marriott International--Talent Management Analytics & Solutions 3. Research Scientist: Talent Management Labs at CEB 4. Analytics Expert, BetterUp
Anna Zilberberg	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Educational Program Manager: Evaluation Systems, Pearson 2. Senior Area Director, Pearson
Melynda Cotten	NA	SAS Programmer: Harvard School of Public Health
Mary Johnston	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Psychometrician: American Board of Internal Medicine 2. Psychometrician: American Board of Emergency Medicine
Tara Shore	NA	Loudoun County Mental Health Division
Megan France	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	Instructor & Assessment Specialist for the College of Arts & Sciences and School of Engineering: Santa Clara University
Carol Barry	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Assistant Research Scientist: The College Board 2. Associate Research Scientist: The College Board 3. Senior Research Scientist: The College Board 4. Senior Psychometrician at American Board of Surgery
Lisa Baranik	Measurement and Individual Differences Ph.D. Program at the University of Georgia	1. Assistant Professor of Psychology: East Carolina University 2. Assistant Professor of Management – University of Albany 3. Associate Professor, University of Albany
Amanda Fairchild	Quantitative Psychology Ph.D. Program at Arizona State University	1. Assistant Professor, Quantitative Psychology: University of South Carolina 2. Associate Professor, Quantitative Psychology: U of S. Carolina 3. Professor, Quantitative Psychology: U of S. Carolina
S. Jeanne Horst	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Assistant Professor of Psychology: Eastern Mennonite University 2. Associate Professor of Assessment & Measurement: JMU 3. Associate Assessment Specialist: JMU 4. Director of Research at CommonLit.org
Pamela Kaliski	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Assistant Psychometrician: The College Board 2. Associate Psychometrician: The College Board 3. Senior Psychometrician: The College Board 4. Senior Measurement Scientist: American Board of Internal Medicine
Abby Cahill (Lau)	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Teagle Assessment Grant Project Director: College of Holy Cross 2. Assistant Professor of Education & Director of Assessment: Emmanuel College 3. Professional Lecturer in Educational Leadership: George Washington University
B.J. Miller	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Director, Institutional Research: Eastern Mennonite University 2. Director, Institutional Research, Planning & Assessment: National Defense University

STUDENT	PHD PROGRAM	CAREER TITLES
Kara Owens	<b>Assessment &amp; Measurement Ph.D. Program at JMU</b>	1. Psychometrician: GMAC 2. Special Assistant to the President, Institutional Effectiveness & Assessment: Salisbury University
Brandi Weiss	University of Maryland Ph.D. program in Measurement, Statistics, and Evaluation	Assistant Professor, Educational Research: George Washington University Associate Professor, Educational research: George Washington University

PUBLICATIONS AUTHORED OR CO-AUTHORED BY QUANTITATIVE PSYCHOLOGY STUDENTS (STUDENTS IN BOLD):

Under Review

In Press

- Leventhal, B. C., Ames, A. J., & **Thompson, K. N.** (in press). Simulation studies for psychometrics. In D. McCaffrey (Ed.), *International Encyclopedia of Education* (4th ed.). Elsevier Inc.
- Shapovalov, Y. A. & Leventhal, B. C. (in press). Investigation of the alignment of general education and academic degree program learning outcomes. *Journal of Research & Practice in Assessment*.

2021

- Leventhal, B. C. & **Thompson, K. N.** (2021). Surveying the measurement profession to assist recruiting in the United States. *Educational Measurement: Issues and Practice*, 40(3), 83-95 doi: 10.1111/emip.12431
- Satkus, P.** & Finney, S.J. (2021). Antecedents of examinee motivation during low-stakes tests: Examining the variability in effects across different research designs. *Assessment and Evaluation in Higher Education*, 46, 1065-1079. DOI: 10.1080/02602938.2020.1846680
- Myers, A. J.** & Finney, S. J. (2021). Does it matter if examinee motivation is measured before or after the test? A moderated mediation analysis. *Educational Assessment* 26, 1-19.
- Myers, A.J.** & Finney, S.J. (2021). Change in self-reported motivation before to after test completion: Relation with performance. *Journal of Experimental Education*, 89, 74-94.

2020

- Perkins, B.A., **Satkus, P.**, & Finney, S.J. (2020). Examining the factor structure and measurement invariance of test emotions across testing platform, gender, and time. *Journal of Psychoeducational Assessment*, 38, 969-981.
- Finney, S. J., Perkins, B. A. & **Satkus, P.** (2020). Examining the simultaneous change in emotions during a test: Relations with expended effort and test performance. *International Journal of Testing*, 20, 274-298.
- Finney, S. J., **Satkus, P.**, & Perkins, B. A. (2020). The effect of perceived test importance and examinee emotions on expended effort during a low-stakes test: A longitudinal panel model. *Educational Assessment*, 25, 159-177.

2019

- Sauder, D.C.** & DeMars, C. E. (2019). An updated recommendation for multiple comparisons: Games-Howell. *Journal of Experimental Education*, 2(1), 26-44. <https://doi.org/10.1177%2F2515245918808784>
- Pastor, D.A., Foelber, K.J., Jacovidis, J.N., Fulcher, K.H., **Sauder, D.C.**, & Love, P.D. (2019). University-wide assessment days: The James Madison University model. *The AIR Professional File*, Spring volume, 1-13

2018

- Finney, S.J., Barry, C.L., Horst, S.J., & **Johnston, M.M.** (2018) Exploring profiles of academic help seeking: A mixture modeling approach. *Learning and Individual Differences*, 61, 158-171.
- Finney, S.J., **Myers, A. J.**, & **Mathers, C.E.** (2018). Test instructions do not moderate the indirect effect of perceived test importance on test performance in low-stakes testing contexts. *International Journal of Testing*, 18, 297 – 322.
- Mathers, C.E.**, Finney, S.J., & Hathcoat, J.D. (2018). Student learning in higher education: A longitudinal analysis and faculty discussion. *Assessment and Evaluation in Higher Education*, 43, 1211-1227.
- Yost, A.B.**, & Finney, S.J. (2018). Assessing the unidimensionality of trait reactance using a multi-faceted model assessment approach. *Journal of Personality Assessment*, 100, 186-196.

2017

- Bashkov, B. M.**, & DeMars, C.E. (2017). Examining the performance of the Metropolis-Hastings Robbins-Monro algorithm in the estimation of multilevel multidimensional IRT models. *Applied Psychological Measurement*, 41, 323-337.
- Bashkov, B.** & Finney, S.J. (2017). Apples to apples: How to investigate whether you are measuring the same construct over time. *SAGE Research Methods Cases*. 10.4135/9781473993334B <http://methods.sagepub.com/case/how-investigate-whether-you-are-measuring-same-construct-over-time>
- Hathcoat, J.D., & **Gregg, N.** (January, 2017). JMU's participation in the Multi-state Collaborative. *General Education Newsletter* (Editorial). Online publication by James Madison University. Retrieved from <https://www.jmu.edu/gened/files/2017%20Winter%20Newsletter%20for%20Web%20FINAL.pdf>
- Hathcoat, J.D., **Gregg, N.**, & Xu, L. (2017). Review of the book *Principles and Methods of Test Construction: Standards and Recent Advances* edited by Karl Schweizer & Christine DiStefano. *Psychometrika*.

2016

- Bandalos, D.L., & **Gerstner, J.J.** (2016). Using factor analysis in test construction. In K. Schweizer & C. DiStefano (Eds.). *Principles and methods of test construction: Standards and recent advancements*. Boston, MA: Hogrefe Publishers.
- Pyburn, E.M.**, Horst, S.J., & Erbacher, M. (2016). Birds of a feather cluster together: Noncognitive attributes and international student success. *College Student Affairs Journal*, 34(3), 13-29.
- Sauder, D. C.**, Foelber, K. J., Jacovidis, J. N., & Pastor, D. A. (2016, Summer). Utilizing technology in data collection. *Intersection*, The newsletter of the Association for the Assessment of Learning in Higher Education, 7-9.
- Finney, S. J., DiStefano, C. & **Kopp, J. P.** (2016). Overview of estimation methods and preconditions for their application with structural equation modeling. In K. Schweizer & C. DiStefano (Eds.), *Principles and methods of test construction: Standards and recent advancements* (pp.135 - 165). Boston, MA: Hogrefe.
- Finney, S. J., **Mathers, C. E.**, & **Myers, A. J.** (2016). Investigating the dimensionality of examinee motivation across instruction conditions in low-stakes testing contexts. *Research & Practice in Assessment*, 11, 5 – 17. [http://www.rpajournal.com/dev/wp-content/uploads/2016/07/A1\\_Corrected.pdf](http://www.rpajournal.com/dev/wp-content/uploads/2016/07/A1_Corrected.pdf)

- Harris, H.D.,** & Horst, S. J. (2016). A brief guide to decisions at each step of the propensity score matching process. *Practical Assessment in Research and Evaluation, 21*, 1-10.
- Sessoms, J.C.,** Finney, S.J., & **Kopp, J.P.** (2016). Does the measurement or magnitude of academic entitlement change over time? *Measurement & Evaluation in Counseling and Development, 49*, 243-257.
- Sawin, E.M., Mast, M.E., **Sessoms, J.C.,** & Fulcher, K.H. (2016). Evaluating the impact of the life of a caregiver simulation on student attitudes, understanding, and knowledge of frail older adults and their family caregivers. *Nursing Education Perspectives, 37*(1).

#### 2015

- Sessoms, J.C.** & Finney, S.J. (2015). Measuring and modeling change in examinee effort on low-stakes tests across testing occasions. *International Journal of Testing, 15*, 356 – 388.
- Stoloff, M.L., **Good, M.R., Smith, K.L.,** & Brewster, J. (2015). Characteristics of programs that maximize psychology major success. *Teaching of Psychology, 42*, 99 – 108.

#### 2014

- Fisher, R., Smith, K.L.,** Finney, S.J. & **Pinder, K.** (2014). The importance of implementation fidelity data for evaluating program effectiveness. *About Campus, 19*, 28-32.
- Fulcher, K. H., **Good, M. R.,** Coleman, C. M., & **Smith, K. L.** (2014). *A simple model for learning improvement: Weigh pig, feed pig, weigh pig.* (Occasional Paper No. 23). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment

#### 2013

- Bashkov, B.** & Finney, S.J. (2013). Applying Longitudinal Mean and Covariance Structures (LMACS) analysis to assess construct stability over two time points: An example using psychological entitlement. *Measurement and Evaluation in Counseling and Development, 46*, 289-314.
- Gerstner, J.J.** & Finney, S. J. (2013). Measuring the implementation fidelity of student affairs programs: A critical component of the outcomes assessment cycle. *Research & Practice in Assessment, 8*, 15-28.
- Kopp, J. P.** & Finney, S. J. (2013). Linking academic entitlement and student incivility using latent means modeling. *Journal of Experimental Education, 81*, 322-336.
- Kosovich, J.J.,** Lazowski, R., **Naumenko, O.,** & Sundre, D.L. (2013). Book review of "Measuring College Learning Responsibly". *Research and Practice in Assessment, 8*, 53-56.
- Swain, M.S.,** Finney, S.J., & **Gerstner, J.J.** (2013). A practical approach to assessing implementation fidelity. *Assessment Update, 25*(1), 5-7, 13.

#### 2012

- Bandalos, D.L. & **Kopp, J.P.** (2012). Teaching introductory measurement: Suggestions of what to include and how to motivate students. *Educational Measurement: Issues & Practice, 31*(2), 8-13.
- DeMars C.E. & **Jurich, D.P.** (2012). Software Note: Using BILOG for fixed anchor item calibration. *Applied Psychological Measurement, 36*, 232 – 236.
- Fulcher, K.H., & **Bashkov, B.M.** (2012). Do we practice what we preach? The accountability of an assessment office. *Assessment Update, 24*(6), 5-14.
- Fulcher, K.H., **Swain, M. S.,** & Orem, C. D. (2012). Expectations for assessment reports: A descriptive analysis. *Assessment Update, 24*(1), 1-2, 14-16.
- Jurich, D.P.,** DeMars C.E., & Goodman, J.T. (2012). Investigating the impact of cheating on IRT equating under the non-equivalent anchor test design. *Applied Psychological Measurement, 36*, 291-308.
- Rodgers, M.,** Grays, M.P., Fulcher, K. H., & **Jurich, D. P.** (2012). Improving academic program assessment: A mixed methods study. *Innovative Higher Education, 38*(5), doi: <http://dx.doi.org/10.1007/s10755-012-9245-9>
- Stoloff, M.L., Curtis, N.A., **Rodgers, M.,** Brewster, J., & McCarthy, M.A. (2012). Characteristics of successful undergraduate psychology programs. *Teaching of Psychology, 39*, 91-99.

#### 2011

- Brown, A.R.,** & Finney, S.J. (2011). Low-stakes testing and psychological reactance: Using the Hong Psychological Reactance Scale to better understand compliant and non-compliant examinees. *International Journal of Testing, 11*, 248 – 270.
- Brown, A.R.,** Finney, S. J., & France, M. K. (2011). Using the bifactor model to represent the dimensionality of the Hong Psychological Reactance Scale. *Educational and Psychological Measurement, 71*, 170 – 185.
- Kopp, J.P.,** Zinn, T.E., Finney, S.J., & **Jurich, D. P.** (2011). The development and evaluation of the Academic Entitlement Questionnaire. *Measurement and Evaluation in Counseling and Development, 44*, 105-129.
- Rodgers, M.** (2011). A call for student involvement in the push for assessment. *Assessment Update, 23*(1), 4-5.

#### 2010

- Baranik, L.E.,** Barron, K.E., & Finney, S.J. (2010). Examining specific vs. general measures of goal orientation. *Human Performance, 23*, 155 – 172.
- Barry, C. L., Horst, S. J., Finney, S. J., **Brown, A. R.,** & **Kopp, J.P.** (2010). Do examinees have similar test-taking effort? A high-stakes question for low-stakes testing. *International Journal of Testing, 10*, 342 – 363.
- France, M. K.** & Finney, S. J. (2010). Conceptualization and utility of university mattering: A construct validity study. *Measurement and Evaluation in Counseling and Development, 43*, 48-65.
- France, M.K.,** Finney, S. J., & Swerdzewski, P. (2010). Students' group and member attachment to their university: A construct validity study of the University Attachment Scale. *Educational & Psychological Measurement, 70*, 440 - 458.
- Johnston, M.M.,** & Finney, S.J. (2010). Measuring basic needs satisfaction: Evaluating previous research and conducting new psychometric evaluations of the Basic Needs Satisfaction in General Scale. *Contemporary Educational Psychology, 35*, 280-296.
- Pierrakos, O., **Zilberberg, A.,** & Anderson, R.D. (2010). Understanding undergraduate research experiences through the lens of problem-based learning: Implications for curriculum translation. *Interdisciplinary Journal of Problem-based Learning, 4*, 35-62.

#### 2009

- Barry, C.L.** & Finney, S.J. (2009). Can we be confident in how we measure college confidence? A psychometric investigation of the College Self-efficacy Inventory. *Measurement & Evaluation in Counseling and Development, 42*, 197 – 222.

- Barry, C.L.** & Finney, S.J. (2009). Does it matter how data are collected? A comparison of testing conditions and the implications for validity. *Research & Practice in Assessment*, 3, 1-15.
- France, M.** & Finney, S.J., (2009). What matters in the measurement of mattering? A construct validity study. *Measurement & Evaluation in Counseling and Development*, 42, 104 – 120.
- Wise, S.L. & **Cotten, M.R.** (2009). Test taking effort and score validity: The influence of student conceptions of assessment. In D. M. McInerney, G. Brown, & G. Liem (Eds), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 187-205).
- Zilberberg, A., Brown, A.R.,** Harmes, J.C., & Anderson, R.D. (2009). How can we increase student motivation during low-stakes testing? Understanding the student perspective. In D. M. McInerney, G. T. L. Brown, & G. A. D. Liem (Eds), *Student perspectives on assessment: What students can tell us about assessment for learning* (pp. 255-277).

#### 2008

- Campbell, H., **Barry, C.L.,** Joe, J. & Finney, S.J. (2008). Configural, metric, and scalar invariance of the Modified Achievement Goal Questionnaire across African American and White university students. *Educational and Psychological Measurement*, 68, 988-1007.

#### 2007

- Baranik, L.E.,** Barron, K.E., & Finney, S.J. (2007). Measuring goal orientation in a work domain: Construct validity evidence for the 2 x 2 framework. *Educational and Psychological Measurement*, 67, 697-718
- Horst, S.J.,** Finney, S.J., & Barron, K.E. (2007). Moving beyond academic achievement goal measures: A study of social achievement goals. *Contemporary Educational Psychology*, 32 667 - 698.
- Pastor, D.A., Barron, K.E., **Miller, B.J.** & Davis, S.L. (2007). A latent profile analysis of college students' achievement goal orientation. *Contemporary Educational Psychology*, 32, 8-47.
- Pastor, D.A., **Kaliski, P.K.,** & **Weiss, B.A.** (2007). Examining college students' gains in general education. *Research & Practice in Assessment*, 1, 1-20

#### 2006

- Fairchild, A. J.** & Finney, S. J. (2006). Investigating validity evidence for the Experience in Close Relationships-Revised Questionnaire. *Educational and Psychological Measurement*, 66, 116 – 135.

#### 2005

- Fairchild, A. J., Horst, S. J.,** Finney, S. J., & Barron, K. E. (2005). Evaluating new and existing validity evidence for the Academic Motivation Scale. *Contemporary Educational Psychology*, 30, 331 – 358.

#### **PROFESSIONAL PRESENTATIONS BY QUANT STUDENTS (CONCENTRATION STUDENTS NAMES IN BOLD):**

- Finney, S.J, **Schaefer, K.,** & **McFadden, M.E.** (2022, June). *Students' understanding of and engagement in assessments used for institutional improvement and accountability.* Three-paper research session presented at the annual meeting of the Association for the Assessment of Learning in Higher Education, Providence, RI.
- LeRoy, S.,** Leventhal, B. C., Boykin, A. A., & Bandalos, D. (2022, May). *Examining response styles using funnel items.* Presentation at the Annual Convention of the Applied Psychological Sciences, Chicago, IL.
- McFadden, M.E.** & Finney, S.J. (2022, May). *A cheap and stealth intervention to increase test-taking motivation: The question-behavior effect.* Poster presented at annual meeting of the Association for Psychological Sciences, Chicago, IL.
- LeRoy, S. K.,** Leventhal, B. C., Boykin, A. A., & Bandalos, D. L. (2022, April). The Role of Funnel Items on Response Styles. Paper presented at James Madison University's Graduate Showcase, Harrisonburg, VA.
- Hammami, S.** (2022, April). An application of a diagnostic cognitive model to inform JMU's general education curriculum. Paper presented at James Madison University's Graduate Showcase, Harrisonburg, VA.
- Hunsberger, J.,** Shapovalov, Y., **Schaefer, K.,** & Hathcoat, J. (2022, April). *Students taking charge: How student understanding in the assessment cycle can be a resource to programs* [Poster presentation]. Graduate Showcase 2022, Harrisonburg, VA, United States.
- McFadden, M.E.** (2022, April). *The question-behavior effect: Increasing test-taking motivation at a low cost.* Research paper presented at the James Madison University Graduate Showcase, Harrisonburg, VA.
- Schaefer, K., Harmon, S.** & Pastor, D. A (2021, October). *Examinee perspectives on unproctored internet testing.* Paper presented at the annual meeting of the Northeastern Educational Research Association, Virtual.
- Shapovalov, Y.A.,** Leventhal, B. C., & **Blanco-Murakoshi, D.** (2021, October). *An assessment story: The common liberal arts experience, debunking a misconception.* Presentation at the 2021 Assessment Institute. Virtual Presentation.
- Shapovalov, Y., Blanco Murakoshi, D.,** & Prendergast, C.P. (2020, October). *Planning for learning improvement: The role of hypothetical examples.* Virtual session presented at the IUPUI Assessment Institute.
- Thompson, K.N.,** & Leventhal, B.C. (2020, September). *The impact of undesirable distractors on estimates of ability.* Paper presented virtually at the annual meeting of the National Council on Measurement in Education (NCME), Virtual
- Satkus, P.,** & Finney, S.J. (2020, September). *Test value and emotions: Predicting examinee effort and performance on low-stakes tests.* Paper presented at the annual meeting of the National Council on Measurement in Education, Virtual
- Leventhal, B. C. & **Thompson, K. N** (2020, June 23). The current state of educational measurement and what we've learned. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Virtual Presentation.
- Thompson, K.N.,** & Leventhal, B.C. (2019, October). *Interpreting distractor function: The paradigm does matter.* Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Craig, B.G.,** Horst, S.J., & Harris, H.D. (2019, October). *Sonography Certification Examinations: The influence of practice tests and self-selection bias.* Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Hathcoat, J.D., **Blanco Murakoshi, D.,** Leventhal, B.C., & **Shapovalov, Y.** (2019, October). *Using item-level statistics to improve assessment instruments.* Paper

presented at the IUPUI Assessment Institute, Indianapolis, IN.

- Perkins, B.A., Finney, S.J., & **Satkus, P.** (2019, July). *Predicting examinee effort and test performance from change in emotions during a test: A latent growth model*. Paper presented at the European Conference on Psychological Assessment, Brussels, Belgium.
- Satkus, P.**, Finney, S.J., & Perkins, B.A. (2019, July). *Examining the functioning of test emotion items across testing platforms and gender: A measurement invariance study*. Paper presented at the European Conference on Psychological Assessment, Brussels, Belgium.
- Craig, B.G., Thompson, K., Leventhal, B.C., & Horst, S.J.** (2019, May). *Mindset and Motivation: Attitudinal Predictors of First-Year Oral Communication Competence*. Poster presented at the annual meeting of the Association of Psychological Sciences, Washington, D.C.
- Perkins, B.A., Finney, S.J., & **Satkus, P.** (2019, May). *Examining configural, metric, and scalar invariance of test emotion items over time*. Paper presented at the annual meeting of the Association of Psychological Sciences, Washington, D.C.
- Satkus, P.**, Finney, S.J., & Perkins, B. A. (2019, May). *Simultaneous change in emotions during testing: A multivariate growth model*. Paper presented at the annual meeting of the Association of Psychological Sciences, Washington DC.
- Blanco Murakoshi, D., Shapovalov, Y., Hathcoat, J.D., & Leventhal, B.C.** (2019, May). *Item analysis in a criterion-referenced testing: A study of differences in pre, post, and pre-post judgements*. Poster presented at the Association for Psychological Sciences Annual Convention, Washington, D.C.
- Satkus, P.**, & Finney, S.J. (2019, April). *Test emotions, value, and self-efficacy: a longitudinal model predicting examinee effort and performance on low-stakes test*. Poster presented at the Showcase of Graduate Scholarship & Creative Activities at James Madison University, Harrisonburg, VA.
- Thompson, K., Craig, B., Leventhal, B. C., & Horst, S. J.** (2018, November). Let's talk about attitudes: What predicts first-year oral communication competence? Poster presented at the Virginia Assessment Group annual meeting, Charlottesville, VA.
- Gregg, N.** (2018, October). *Validity issues with writing assessments: Investigating DIF across assessment conditions*. JMU Center for Assessment and Research Studies, Harrisonburg, VA.
- Gregg, N.**, Hathcoat, J.D. (2018, October). *Validity issues with writing assessments: Investigating DIF across assessment conditions*. Paper presentation at the annual meeting of the Northeastern Education Research Association, Trumbull, CT.
- Perkins, B.A., **Satkus, P.**, & Finney, S.J. (2018, October). *Exploring emotional reactions during low-stakes testing*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Satkus, P.**, Finney, S.J., & Perkins, B.A. (2018, April). *Going beyond test-taking motivation: Students' emotional reactions when completing tests for institutional accountability mandates*. Paper presented at the annual meeting of the American Educational Research Association, NYC.
- Myers, A.J.**, & Finney, S.J. (2018, April). *Analysis of change: examining the effect of attributional bias on self-reported motivation*. Paper presented at the annual meeting of the National Council in Measurement in Education, New York, NY.
- Myers, A.J.** & Finney, S.J. (2018, April). *Does it matter when examinee motivation is measured? A moderated mediation analysis*. Paper presented at the annual meeting of the American Educational Research Association, NYC.
- Au, C.B.**, & Ames, A.J. (2018, April). *Posterior predictive checking of local misfit for Bayesian confirmatory factor analysis*. Poster presented at the annual meeting of the National Council on Measurement in Education, New York, NY.
- Kerr C.S.**, Fulcher K. H., (2017, Oct). *Merging Learning Outcomes And Engagement Research*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Myers, A.J.** & Finney, S. J. (2017, Oct). *When should examinee motivation be measured? A structural means modeling approach*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Sauder, D.C.** (2017, Oct). *Data management tips and tricks: An application to university student assessment*. Symposium presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Mathers, C.** & Finney, S. J. (2017, May). *Motivation filtering for valid learning inferences: The motivation measure may not matter*. Poster presented at annual meeting of Association for Psychological Sciences, Boston.
- Myers, A.J.**, Ames, A.J., & Leventhal, B. (2017, Oct). *Measurement models for validating rubric scoring processes*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Au, C. B.** & Ames, A. J. (2016, May). *Empirical Validation of the Critical Thinking Assessment Test Using Bayesian Methods*. Paper presented at the annual Modern Modeling Methods (M3) conference, Paper presentation; May 22nd – 25th, 2017. Storrs, CT.
- Gregg, N.L.**, Holzman, M., Horst, S.J. (2016, Nov). *Telling the whole story: Illuminating student voices behind the numbers*. Poster presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- Gregg, N.L., Myers, A.J.**, Laurenzo, S., & Litwiller, J. (2017, Feb). *Assessing the first-year experience: Using results to improve student development*. Poster presented at the annual conference on the First-Year Experience, Atlanta, GA.
- Campbell, K. T., **Au, C. B., Sauder, D. C., & Pastor, D. A.** (2016, Nov). *Computer-based assessment without the computer: Advantages and limitations*. Poster presented at the annual conference of the Virginia Assessment Group, Richmond, VA.
- Sauder, D. C.** & DeMars, C. E. (2016, Oct). *Type I error rates of ten post-hoc comparison procedures: A simulation*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT
- Myers, A. J.** & Finney, S. J. (2016, Oct). *Investigating the dimensionality of examinee anxiety across test instruction conditions in low-stakes testing context*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Au, C. B.** & Ames, A. J. (2016, Oct.). *A multitrait–multimethod analysis of the construct validity of ethical reasoning*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Paper presentation; October 25<sup>th</sup> – 28<sup>th</sup>, 2016. Trumbull, CT.
- Mathers, C.E.**, Finney, S.J., & **Myers, A.J.** (2016, July). *How test instructions impact motivation and anxiety in low-stakes settings*. Poster presented at the annual international meeting of the Psychometric Society, Asheville, NC.
- Myers, A.J.**, Finney, S.J., & **Mathers, C. E.** (2016, July). *A moderated mediation model of test importance, examinee effort, and test performance across test instruction conditions*. Paper presented at the meeting of the International Test Commission, Vancouver, Canada.
- Sauder, D. C.** & DeMars, C. (2016, April). *Challenging Conditions for MML and MH-RM Estimation of Multidimensional IRT Models*. National Council on Measurement in Education, Washington, D.C.
- Holzman, M. A., Sunde, S. A., **Miesen, C. A.**, & Finney, S. J. (2016, March). *Enhancing student learning: A multi-year implementation fidelity assessment of orientation*. Paper presented at the annual meeting of the American College Personnel Association, Montreal, Canada.



- Gora, K., & Myers, A.J. (2015, Nov). *Using heart rate measures of attention to explore students' predicted and actual performance in a mental rotation task*. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Holzman, M. A., Miesen, C. A., & Finney, S. J. (2015, Nov). *Closing the assessment loop: Using implementation fidelity data to make informed changes to programming*. Presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- Ong, T.Q., & Erbacher, M.K. (2015, Oct). *Factor analyzing change scores: A close examination through Lord's Paradox*. Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Strickman, S.C., Pastor, D.A., & Ong, T.Q. (2015, Oct). *Evaluating patterns of solution behavior at the item level in low-stakes assessments*. Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J., DiStefano, C., & Kopp, J.P. (2015, May). *An alternative method for modeling ordered categorical data in SEM: Applying ML estimation to latent correlations*. Poster presented at the annual meeting of the Association for Psychological Sciences, New York, NY.
- Miesen, C. A., & Hathcoat, J.D. (2015, May). *Anchoring vignettes and motivation in the context of low-stakes assessment*. Poster presented at the annual meeting of the Association for Psychological Sciences, New York, NY.
- Ong, T.Q., & Erbacher, M.K. (2015, May). *Items that hang together may not change together: Exploring dimensionality of change in sense of identity*. Poster presented at the Modern Modeling Methods Conference, Storrs, CT.
- Harris, H.D., Horst, S.J., Barron, K.E., Hazard, G.A. & Hulleman, C.S. (2015, April). *First-year undergraduate student expectancy and value for general education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pastor, D. A., Strickman, S. N., & Ong, T. Q. (2015, April). *Patterns of solution behavior across items in low-stakes assessments*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pinder, K.E., & Bandalos, D.L. (2015, April). *The effects of ordinal data on coefficient alpha*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ong, T.Q., & Smith, K.L. (2015, March). *Assessing diversity awareness: Definitions, challenges, and implications*. Presentation at 9<sup>th</sup> Annual Diversity Conference, Harrisonburg, VA.
- Harris, H.D., Mathers, C.E., Sauder, D.C., & Horst, S.J. (2014, Oct). *An investigation of the dimensionality and measurement properties of the revised interpersonal and problem-solving scale*. Paper presented at annual meeting of Northeastern Educational Research Association, Trumbull, CT.
- Pinder, K.E. & Bandalos, D.L. (2014, Oct). *The effects of categorized data on coefficient alpha*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Pyburn, E.M., Johnston, M., Horst, S.J., & Hathcoat, J. (2014, Oct). *A psychometric evaluation of the Miami University Diversity Awareness Subscales*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Pyburn, E.M., Horst, S.J., & Erbacher, M. (2014, Oct). *International student success: An application of cluster analysis to predict GPA*. Paper presented at the annual meeting of Northeastern Educational Research Association, Trumbull, CT.
- Sanders, C., Miesen, C.A., & Hathcoat, J. (2014, Oct). *Motivation filtering: A comparison of test-specific versus global measures of student effort*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Sessoms, J.C. & Finney, S.J. (2014, Oct). *Predicting change in examinee effort on low-stakes tests*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Smith, K.L., Bashkov, B.M., & Fulcher, K.H. (2014, Oct). *Assessing Attitudes toward Ethical Reasoning: Examining the Factor Structure of the Survey of Ethical Reasoning*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT
- Gordienko, A., McCarthy, K., Stoloff, M.L., Rodgers, M.M., Smith, K.L., & Brewster, J. (2014, Feb). *Beyond the traditional alumni surveys*. Paper presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Pyburn, L., Horst, S.J., Kratz, J.A., & Erbacher, M.K. (2013, Nov). *Country of origin and help-seeking: Does one size fit all?* Poster presented at Virginia Assessment Group Annual Meeting, Roanoke, VA.
- Fisher, R.C., Smith, K.L., Pinder, K.E., & Finney, S.J. (2013, Oct). *Showcasing the utility of implementation fidelity to evaluate educational programming*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT
- Fulcher, K.H., Smith, K.L. (2013, Oct). *Introduction to an ethical reasoning framework and assessment instruments*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Harris, H. & Horst, S.J. (2013, Oct). *Establishing an academic support structure: An investigation of underrepresented students' transition and persistence through their undergraduate education*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Smith, K.L. (2013, Oct). *Developing the Test of Ethical Reasoning via classical test theory analysis and Benson's validation framework*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Smith, K.L., & Rodgers, M.M. (2013, Dec). *Making students central to success: The benefits of student involvement with higher education assessment*. Presentation at annual meeting of the Southern Association of Colleges and Schools- Commission on Colleges, Atlanta, GA.
- Charsha, A., Anderson, R., & Smiley, W. (2013, May). *Building a case for validity: Establishing a measure of cognitive engagement*. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C.
- Fisher, R.C., Gerstner, J.J., & Bandalos, D.L. (2013, May). *A review and analysis of scale development procedures in psychology and education*. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C.
- Hopkins D.N., Swain M.S., Williams L.M., Finney S.J., & Sundre D.L. (2013, May). *Investigating the dimensionality of test-taking motivation across consequential test conditions*. Poster presented at the annual conference of the Association for Psychological Science, Washington D.C.
- Swain M.S., Williams L.M., Hopkins D.N., Sundre D.L., & Finney S.J. (2013, May). *Investigating the (neglected) role of personality in testing*. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C.
- Naumenko, O., Hulleman, C.S., & Patterson, H.J. (2013, May). *Increasing confidence in assessment results: Quasi-Experimental approaches*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Williams, L.M., Swain, M.S., Hopkins, D. N., Finney, S.J., & Sundre, D.L. (2013, April). *Do the stakes matter? The interplay of conscientiousness, effort, and performance*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Stoloff, M.L., Rodgers, M.M., **Smith, K.L.**, Brewster, J. (2013, Feb). *Characteristics of undergraduate psychology programs that predict student success*. Presentation at the 25<sup>th</sup> Annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Naumenko, O.O.**, Schoenduby, A., Williams, L. (2012, Nov). *Assessing student efficacy in interviewing situations: Helping students to secure a job*. Poster presented at the Virginia Assessment Group, Richmond, VA.
- Rodgers, M.M., **Smith, K. L.**, **Fisher, R.C.**, & Prendergast, C.O. (2012, Nov). *Planting seeds of assessment: How student involvement can nurture growth in our field*. Presentation at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- Sessoms, J.**, Fulcher, K. H., & Horst, S.J. (2012, Nov). *Assessing student development in writing: The benefits of sound research design and faculty buy-in*. Poster presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- Williams, L., **Hopkins, D.**, Swain, M., Sundre, D. L., & Finney, S.J. (2012, Nov). *Raising the stakes: How feedback and personal consequences affect low-stakes testing motivation*. Paper presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- Charsha, A.**, Smiley, W., & Anderson, R. (2012, Oct). *Measuring cognitive engagement in low-stakes testing: Confirmatory factor analyses of the cognitive engagement scale*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Naumenko, O.** (2012, Oct). *An examination of a meta-assessment tool using generalizability theory*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Sessoms, J.**, Finney, S. J. & Kopp, J. P. (2012, Oct). *Does academic entitlement change over time? A longitudinal mean and covariance structures (LMACS) study*. Paper presented at annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Bandalos, D. & **Kopp, J. P.** (2012, April). *Teaching measurement*. Paper presented at annual meeting of National Council on Measurement in Education, Vancouver.
- Flake, J. K.** & Stephens, K., (2012, March). *Closing the loop: How to use assessment data to improve student learning*. Presentation given at the Annual Meeting of the American College Personnel Association, Louisville, KY.
- Gerstner, J. J.**, & Pastor, D. A. (2012, April). *Longitudinal invariance of the Scale of Ethnocultural Empathy*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Samonte K.M.**, & Pastor, D.A. (2012, April). *Change in identity achievement during the college years: An HLM Analysis*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Sunde, S.A., Grays, M.P., **Swain, M. S.**, **Gerstner, J.J.**, McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Enhancing a transfer orientation program through assessment*. Presented at the annual meeting of the American College Personnel Association (ACPA), Louisville, KY.
- Swain, M.S.**, Sunde, S.A., **Gerstner, J.J.**, McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Engaging stakeholders in program assessment: The power of implementation fidelity*. Presented at the annual meeting of the American College Personnel Association (ACPA), Louisville, KY.
- Swain, M.S.**, Sunde, S.A., **Gerstner, J.J.**, McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Implementation fidelity and outcomes assessment for transfer orientation: Making empirically-based decisions about program effectiveness*. Poster presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Phoenix, AZ.
- Swain, M.S.**, Sunde, S.A., **Gerstner, J.J.**, McCoy-Ntiamoah, T.A., & Finney, S.J. (2012, March). *Why everyone should assess program implementation*. Presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Phoenix, AZ.
- Smith, K., Kinsey, R., McCarthy, K., **Rodgers, M.**, Brewster, J., & Stoloff, M. (2012, Feb). *APA Goal 2: Can we reinforce the foundation?* Presentation at the South-Eastern Teaching of Psychology Conference. Atlanta, GA.
- Kinsey, R., McCarthy, K., Smith, K., **Rodgers, M.**, Brewster, J., & Stoloff, M. (2012, Feb). *Developing communication skills in undergraduate psychology majors: What are we doing, and are we doing enough?* Presentation at the South-Eastern Teaching of Psychology Conference. Atlanta, GA.
- McCarthy, K., Smith, K., Kinsey, R., **Rodgers, M.**, Brewster, J., & Stoloff, M. (2012, Feb). *A psychology program assessment: Are students prepared for life after graduation?* Presentation at the South-Eastern Teaching of Psychology Conference. Atlanta, GA.
- Rodgers, M.**, & Stoloff, M. (2012, Feb). *Measuring employability among college students: A validation study*. Presentation at the Virginia Council of Graduate School's 7<sup>th</sup> Annual Research Forum. Charlottesville, VA
- Wagh, T.** (2012, Feb). *Utilizing the assessment cycle for program evaluation*. Presentation at annual Active Citizen Conference, Williamsburg, VA.
- McCoy-Ntiamoah, T. A., **Swain, M. S.**, **Gerstner, J. J.**, & Finney, S. J. (2011, Nov). *Committing to quality program assessment: Building capacity to assess program effectiveness in one year*. Presented at Virginia Assessment Group Annual Conference, Williamsburg, VA.
- Moreau, M., & **Wagh, T.** (2011, Nov). *Utilizing multimedia item formats in the development of the Test of Oral Communications Skills Version-2*. Presented at the Virginia Assessment Group Annual Conference, Williamsburg, VA.
- Rodgers, M.**, Haraway, D., Fulcher, K.H., & Orem, C. (2011, Nov). *Improving assessment practice: Facilitating faculty engagement in assessment by providing resources and support*. Presented at the Virginia Assessment Group Annual Conference, Williamsburg, VA.
- Swain, M. S.**, Sunde, S. A., **Gerstner, J. J.**, McCoy-Ntiamoah, T. A., & Finney, S. J. (2011, Nov). *What your assessment plan is missing: Assessing program implementation*. Presented at the Virginia Assessment Group Annual Conference, Williamsburg, VA.
- Wagh, T.**, & Moreau, M. (2011, Nov). *Utilizing multimedia item formats in the development of the Test of Oral Communications Skills Version-2*. Poster presented at the annual meeting of the Virginia Assessment Group, Williamsburg, VA.
- Zilberberg, A., Pierrakos, O., & **Samonte, K. M.** (2011, Nov). *What matters in undergraduate research? Exploration of contextual factors that affect learning and development*. Poster presented at biannual conference of the Southwest Consortium for Innovative Psychology in Education, Norman, OK.
- Bashkov, B. M.**, & Finney, S. J. (2011, Oct). *Is psychological entitlement really stable over time? An empirical investigation*. Paper presented at the annual meeting of the Northeastern Educational Research Association.
- Gerstner, J. J.**, & Pastor, D. A. (2011, Oct). *A second look at the structural validity of the Scale of Ethnocultural Empathy: A replication*. Paper presented at the annual meeting of the Northeastern Educational Research Association.
- Samonte, K. M.**, & Pastor D. A. (2011, Oct). *Continuous and categorical exploratory factor analyses of the Sense of Identity Scale*. Paper presented at the annual meeting of the Northeastern Educational Research Association.
- Wagh, T.** & Anderson, R. (2011, Oct). *Measuring learning in service learning: Examining the functionality of the Alternative Break Questionnaire*. Paper presented at the annual meeting of the Northeastern Educational Research Association.

- Sunde, S. A., **Swain, M. S.**, & **Gerstner, J. J.** (2011, Sept). *Assessing program implementation*. Presented at the Student Affairs and University Planning Fall Divisional Meeting, Harrisonburg, VA.
- Flake, J.K.**, & Campbell, K.L., (2011, July). *Going beyond retention and GPA in Learning Communities: How to use a matrix to take your program to the next level*. Paper presented at the Association of College & University Housing Officers-International Conference, New Orleans, LA.
- McCoy-Ntiamoah, T., **Swain, M. S.**, **Gerstner, J. J.**, & Finney, S.J. (2011, June). *Yes, it is possible! Completing the assessment cycle in one year*. Paper presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.
- Rodgers, M.**, & **Jurich, D.P.** (2011, June). *What factors drive improvements in program assessment? An exploration Using mixed methods*. Paper presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.
- Rodgers, M.**, & Stoloff, M., (2011, June). *Using transcript analyses for curriculum mapping, capacity building, and retention*. Poster presented at the NASPA's annual Assessment & Persistence Conference, Las Vegas.
- Swain, M. S.**, Fulcher, K., & Yang, S. (2011, June). *Communicating Expectations of Good Assessment: An evaluation of trends across the Nation*. Presented at NASPA's annual Assessment & Persistence Conference, Las Vegas, NV.
- Waugh, T.**, & Anderson, R. (2011, June). *ABQ Scale validation: Implications for assessing Alternative Break Programs*. Poster presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.
- Van Patten, R., O'Malley, J. J., **Rodgers, M.**, & Apple, K. J. (June, 2011). Student perceptions of peer tutoring in a psychological statistics course. Presentation at the Eastern Teaching of Psychology Conference, Staunton, VA.
- Barron, K.E., Grays, M., **Flake, J.K.**, Hogan, E.A., Lazowski, R., Pohoto, P. A., Russell, S.P., Swain, M.S., & Hulleman, C.S. (2011, May). *What matters for college students' motivation: Two qualitative studies*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, DC.
- Bashkov, B.**, Finney, S. J., & **Kopp, J. P.** (2011, May). *Measuring entitlement: Evaluating existing and new validity evidence for the Psychological Entitlement Scale*. Poster presented at annual meeting of the Association for Psychological Science, Washington DC.
- Flake, J.K.**, Barron, K.E., Hulleman C.S., Lazowski, R., Grays, M., & Fessler, D. (2011, May). *Evaluating cost: The forgotten component of expectancy value theory*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Gerstner, J.J.** & Pastor, D.A. (2011, May). *A factor analytic study of the Scale of Ethnocultural Empathy*. Poster presented at the annual meeting of the Association for Psychological Science, Washington DC.
- Jurich, D.P.** (2011, May). *Measuring Interpersonal Problem Solving in Criminal Offenders: The Influence of Method Effects*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Kopp, J.P.**, & Finney, S.J. (2011, May). *Linking academic entitlement and compliance: Measurement invariance and latent mean differences*. Poster presented at the annual meeting of the Association for Psychological Science, Washington DC.
- Samonte, K.M.**, & Pastor, D.A. (2011, May). *An exploratory factor analysis of the Global Perspectives Inventory*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.
- Waugh, T.**, & Anderson, R. (2011, May). *Items behaving badly: Problems with assessing Interpersonal Relationships*. Poster presented at the annual meeting of the American Psychological Sciences Association, Washington, DC.
- Jurich, D.P.**, DeMars, C.E., & Goodman, J.T. (2011, April). *Investigating the impact of cheating on IRT equating under the non-equivalent anchor test design*. Paper presented at National Council on Measurement in Education, New Orleans, LA.
- Jurich, D. P.** & Koepfler, J.R. (2011, April). *Applying missing data techniques to the treatment of rapid responding*. Poster presented at National Council on Measurement in Education, New Orleans, LA.
- Kopp, J. P.**, **Jurich, D. P.**, Goodman, J., & Becker, K. (2011, April). *An application of assessment engineering methods to item families*. Poster presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Pastor, D. A., **Gerstner, J. J.**, **Samonte, K.**, & Marsh, R. K. (2011, March). *Assessing the intercultural maturity of JMU undergraduates*. Presented at James Madison University's annual Diversity Conference.
- Anderson, R., Koepfler, J., & **Gerstner, J. J.** (2010, Nov). *Assessment and environmental stewardship: The next natural dialogue*. Presented at the Virginia Assessment Group Annual Conference, Lynchburg, VA.
- Orem, C. & **Swain, M.S.** (2010, Nov). *Assessing the assessment*. Presented at the Virginia Assessment Group Annual Conference, Lynchburg, VA.
- Brown, A.** & Finney, S. J. (2010, Oct). *Using the Hong Psychological Reactance Scale to better understand compliant and non-compliant examinees on low-stakes tests*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Jurich, D. P.**, Pastor, D. A. & Goodman, J.T. (2010, Oct). *An application of multilevel modeling to investigate item features impacting comparability between test administration models*. Paper presented at Northeastern Educational Research Association, Hartford, CT.
- Koepfler, J. R., & **Jurich, D.P.** (2010, Oct). *Rapid responding: An overlooked threat to validity*. Paper presented at the Northeastern Educational Research Association, Hartford, CT.
- Kopp, J.**, Zinn, T., Finney, S.J., & **Jurich, D.** (2010, Oct). *"I can't believe she gave me a C!" Measuring entitlement in higher education*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Zilberberg, A.**, Pastor, D. A., & Harmes, C. J. (2010, October). *Investigating a self-report instrument to detect autistic traits in a non-clinical population: Dimensionality of the Short Version of Autism-Spectrum Quotient (AQ-26)*. Paper presented at annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.
- Barry, C., Horst, S. J., **Brown, A. R.**, Finney, S. J., & **Kopp, J.** (2010, April). *Do types of test-takers exist? A high-stakes question for low-stakes testing*. Paper presented at the annual meeting of the National Council of Measurement in Education, Denver, CO.
- Jurich, D. P.**, Goodman J. T. & Becker, K. A. (2010, May). *The impact of cheating on the assignment of pass/fail scores under various scaling methods*. Poster presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.
- Bloom, J.**, Melchione, D., Grote, M., Nelson, S., Snow, M., Vijay, N., & Barron, K. (2009, Oct). *What constructs matter in academic motivation?* Paper presented at the annual meeting of Northeastern Educational Research Association.
- Brown, A. R.**, Barry, C. L., Horst, S. J., Finney, S. J., & **Kopp, J.** (2009, Oct). *Modeling test-taking motivation over the course of a low-stakes testing session: A mixture modeling approach*. Paper presented at the annual meeting of Northeastern Educational Research Association.

- Brown, A. R.**, Finney, S. J., & France, M. K. (2009, Oct). *Examining the dimensionality of the Hong Psychological Reactance Scale*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Jurich, D.** & Goodman, J.T. (2009, Oct). *Comparison IRT parameter recovery of mixed format examinations in PARSCALE and ICL*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Zilberberg, A., Brown, A. R.**, Harmes, J. C. & Anderson, A. (2009, Oct). *How can we increase student motivation during low-stakes testing? Understanding the student perspective*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Zilberberg, A.**, & Pastor, D. A. (2009, Oct). *A mixed methods investigation into the Functionality of the Willingness to Consider Contradictory Evidence Scale*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Barry, C. L., Finney, S. J., **Johnston, M. M.**, & Horst, S. J. (2009, April). *Are there distinct academic help-seeking types? An application of mixture modeling*. Paper presented at meeting of the American Educational Research Association, San Diego.
- Brown, A.**, & Barron, K. (2008, Oct.) *Living the good life in college: A multidimensional approach to measuring college student life satisfaction*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Cotten, M. R.**, & Pastor, D. A. (2008, Oct). *A latent profile analysis of college students' health and wellness behaviors*. Poster presented at the Northeastern Educational Research Association Conference, Rocky Hill, CT.
- France, M. K.**, & Finney, S. J. (2008, Oct). *What matters in the measurement of mattering? A confirmatory factor analysis*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Johnston, M. M.**, Barry, C. L., Finney, S. J., & Horst, S. J. (2008, Oct.). *Using mixture modeling to better understand academic help seeking in college*. Paper presented at the annual meeting of Northeastern Educational Research Association.
- Wise, S. L, & **Cotten, M. R.** (2008, July). *The relationship between students' conceptions of assessment and effort given to university assessments*. Paper presented at the International Test Commission Biannual Conference, Liverpool.
- Cotten, M.R.**, Swerdzewski, P.J., Finney, S.J., & Bell, A.L. (2008, June). *Comparing senior and sophomore knowledge and confidence concerning academic advising*. Poster presented at the International Assessment and Retention Conference, Scottsdale, AZ.
- France, M. K., Johnston, M. M., & Cotten, M. R.** (2008, June). *Student development in learning communities: A collaborative effort*. Poster presented at the International Assessment and Retention Conference, Scottsdale, AZ.
- Joe, J., Young, W., & **Johnston, M.** (2008, June). *Engaging in rigorous instrument development to increase the validity of assessment results*. Poster presented at the International Assessment and Retention Conference, Scottsdale, AZ.
- Shore, T.L.**, & Anderson, R. A., (2008, June). *The art and science of construct development*. Interactive presentation at the annual meeting of International Assessment and Retention Conference, Scottsdale, AZ.
- France, M. K.** & Swerdzewski, P. (2008, April). *Using measures of university belonging to impact student affairs endeavors*. Paper presented at the meeting of the American College Personnel Association, Atlanta, GA.
- France, M. K.**, Finney, S. J., & Swerdzewski, P. (2008, March). *University attachment for college sophomores and juniors: A focus on its measurement and correlates*. Paper presented at meeting of the American Educational Research Association, New York.
- Finney, S. J., **France, M. K.**, & Swerdzewski, P. (2007, Oct). *Are there underlying subpopulations of college attachment? An application of mixture modeling*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- France, M. K.**, Finney, S. J., & Swerdzewski, P. (2007, Oct.). *Are university and student attachment distinct constructs: An examination of factor structure and external validity*. Paper presented at the Northeastern Educational Research Association, Rocky Hill, CT
- France, M. K.**, Jones, A., & Haas, L. (2007, Oct.). *Assessing the effects of learning communities on academically-related constructs: Group differences and change over time*. Paper presented at the Northeastern Educational Research Association, Rocky Hill, CT
- Grande, S., **France, M. K.**, & Finney, S. J. (2007, June). *Does Orientation Promote Learning and Development? An Assessment Plan Unearths the Answers*. Paper presented at the International Assessment & Retention Conference, St. Louis.
- Barry, C. L.** & Finney, S. J. (2007, May). *A confirmatory factor analysis of the College Self-Efficacy Inventory*. Paper presented at the meeting of the Association for Psychological Sciences, Washington DC.
- Barry, C. L.**, Joe, J.N., Kissel, H. & Finney, S. J. (2007, April). *Do African American and White students conceptualize achievement goals the same: A measurement invariance study*. Paper presented at meeting of the American Educational Research Association, Chicago.
- Joe, J.N., Harmes, J. C., & **Barry, C.L.** (2007, April). *General education outcomes assessment within the Arts and Humanities: A qualitative approach to developing objectives*. Paper presented at the annual meeting of American Educational Research Association, Chicago.
- Kaliski, P. K.** & Finney, S. J (2006, May). *Uncovering the dimensionality and item-wording effect of the Scales of Psychological Well-Being*. Paper presented at the meeting of the Association for Psychological Sciences, New York.
- Lau, A. R.** & Finney, S. J. (2006, May). *Measuring diversity orientation: An examination of the Miville-Guzman Universality-Diversity Scale Short Form*. Paper presented at the meeting of the Association for Psychological Sciences, New York.
- Barron, K. E., **Baranik, L. E.**, Finney, S. J. (2006, April). *Mastery-avoidance at work: Discriminant and construct validity*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Kaliski, P. K.**, Finney, S. J. & Horst, S. J. (2006, April). *Does socioeconomic status influence achievement goal adoption? An investigation of group differences using structured means modeling*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Pastor, D. A., **Kaliski, P. K.**, & **Weiss, B.** (2006, April). *A meta-analytic review of college students' gains in general education*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Walker, C., Rezner, L, **Kaliski, P. K.**, & Barron, K. E. (2006, April). *The qualitative phase of an exploratory mixed method investigation of college classroom climates*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Baranik, L.E.**, Barron, K.E., Finney, S.J., & Sundre, D.A. (2005, April). *A comparison of general vs. specific measures of achievement goal orientation*. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada
- Brown, R. C., & **Fairchild, A. J.** (2005, August). *Confirmatory factor analysis of the Penn State Worry Questionnaire*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

- Horst, S. J.**, Finney, S.J., & Barron, K.E. (2005, April). *Validity evidence for a measure of social goal orientation*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Kaliski, P. K.**, Rezner, L., Walker, C., & Barron, K. E. (2005, April). *Exploratory mixed method investigation of college classroom climates*. Poster presented at the annual meeting of the Virginia Psychological Association.
- Miller, B. J.** (2005, April). *Examining the avoidance subscales of the Achievement Goal Questionnaire*. Poster presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Weiss, B. A., Kaliski, P. K.**, & Barron, K. E. (2005, April). *Short term and long term consequences of achievement goal orientation on general education*. Poster presented at Virginia Psychological Association.
- Wise, S. L., Owens, K. M., Yang, S. T., **Weiss, B. A.**, Horst, S. J., Kissel, H. L., & Kong, X. (2005, April). *An investigation of the effects of self-adapted testing on examinee effort and performance in a low-stakes achievement test*. Paper presented at Annual meeting of the National Council on Measurement in Education, Montreal.
- Baranik, L.E.**, Barron, K.E., Finney, S.J., & Sundre, D.A. (2004, April). *Specificity of achievement goal measures: An empirical investigation comparing general vs. specific measures*. Paper presented at the meeting of the Virginia Psychological Association, Roanoke, VA.
- Baranik, L.E.**, Masse, C., Brown, R. C., Evans, S., Barron, K. E., & Barnett, L. (2004). *Achievement goal orientation and academic efficacy among adolescents with ADHD*. Paper presented at the Association for Advancement of Behavior Therapy (AABT) convention, New Orleans, LA.
- Fairchild, A. J., Horst, S.J.**, Finney, S.J., & Barron, K.E. (2004, April). *Evaluating validity evidence for the Academic Motivation Scale: Investigating both new and existing data*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Pastor, D.A., Barron, K.E., **Miller, B. J.**, Davis, S.L. (2004, April). *College students' achievement goal orientation profiles*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Barron, K. E., Finney, S.J., Davis, S.L., & **Owens, K.M.** (2003, April). *Achievement goal pursuits: Are different goals activated and more beneficial in different types of academic situations?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Fairchild, A. J.**, Pastor, D.A. & Brennan, K. A. (2003). *Exploratory factor analysis of an adult attachment measure*. Poster presented at the annual meeting of the Virginia Psychological Association, Tysons Corner, VA
- Owens, K. M., Davis, S. L.**, Finney, S. J., & Richarde, R. (2002, April). *Graduate study opportunities in assessment and measurement: Meeting the needs of the 21st century*. Paper presented at the annual meeting of the Virginia Psychological Association, Virginia Beach.

#### INVITED PROFESSIONAL DEVELOPMENT SESSIONS/WORKSHOPS:

- Bao, Y., Satkus, P., Pope, A.M., & **Boddy, S.L.** (2020, March). *Updating the APT process? Seeking your input*. Presentation in 2020 Spring Assessment Coordinators Forum, Harrisonburg, VA.
- Craig, B.G.**, Perkins, B.A., Horst, S.J., & Harris, H.D. (2019, October). *Generalized Boosted Modeling in R*. Workshop presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Leventhal, B.C., & **Thompson, K.** (2019, June). *Intended inferences and uses of scores: How to assess reliability and know what validity evidence to collect*. Skill development workshop presented at the annual meeting of the Association for the Assessment of Learning in Higher Education, St. Paul, MN.
- Thompson, K.**, & Leventhal, B.C. (2019, April). *Defining "checking for understanding"*. Workshop presented to the Learning Center at James Madison University, Harrisonburg, VA.
- Au, C.B., **Blanco Murakoshi, D.**, Sauder, D.C., & Waterbury, G.T. (2019, February). *Meta-Assessment: Evaluating and Improving Academic Program Assessment to Better Inform Improvement Efforts*. Workshop presented at Eastern Mennonite University, Harrisonburg, VA.
- Hathcoat, J.D., Billy, J., **Blanco-Murakoshi, D.**, Clarke, K., & Hazard, G. (2018, November). *Introduction to the design and development of rubrics*. Workshop provided at the annual meeting of the Virginia Assessment Group, Charlottesville, VA.
- Hathcoat, J.D., **Gregg, N.**, Curtis, N. (2017, December). *Developing, implementing, and scoring performance assessments in the Arts and Humanities*. A three-hour training session at the Annual Meeting of SACSCOC in Dallas, Texas.
- Holzman, M., & **Gregg, N.** (2017, November). *Introduction to assessment*. A one-hour workshop at the Virginia Assessment Group Annual Meeting in Richmond, Virginia.
- Curtis, N.A., & **Au, C.B.** (2017, October). *Meta-assessment: Evaluating and improving academic program assessment to better inform improvement efforts*. Invited workshop presented at the IUPUI Assessment Institute, Indianapolis, IN.
- Curtis, N., & **Gregg, N.** (2017, June). *From assessment to improvement: Establishing a strong assessment culture as the foundation for student learning improvement*. A one-hour invited encore session at the Annual Meeting of the Association for the Assessment of Learning in Higher Education (AALHE).
- Sauder, D.C., & Au, C.B.** (2017, October). *Simulations: Examples in R and SAS*. Workshop presented as part of the CARS Talk Symposium Series, Center for Assessment & Research Studies. James Madison University, Harrisonburg, VA
- Gregg, N.** (2017, April). *Multi-State Collaborative: Rubrics and Rasch*. JMU Center for Assessment and Research Studies CARS Talk, Harrisonburg, VA.
- Harris, H.**, Horst, S. J., & Jacovidis, J. (2016, October). *P propensity score analysis*. Invited pre-conference workshop presented at the Northeastern Educational Research Association Annual Meeting, Trumbull, CT.
- Hathcoat, J.D., Sanders, C., & **Gregg, N.L.** (2016, Dec). *Reliability and Validity Considerations when Selecting and/or Designing Instruments*. A three-hour training session at the Annual Meeting of SACSCOC in Atlanta, Georgia.
- Finney, S. J. & **Sauder, D. (2017, Jan)**. *An Introduction to Structural Equation Modeling*. Invited three-hour training session at the Center for Faculty Innovation, James Madison University.
- Pyburn, E.M.**, Horst, S.J., Erbacher, M.K., & **Harris, H.D.** (2015, Oct). *Making it personal: The utility of person-centered analyses in academic research*. Workshop presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Erbacher, M K., **Harris, H.D.**, & **Pinder, K.E.** (2014, Oct). *Creating and maintaining a professional web presence*. Workshop presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.

- Amato, H., Rodgers, M.M., Fulcher, K.H., **Smith, K.L.** (2013, Dec). *Developing an assessment culture: Strategic approaches to faculty development in assessment*. Workshop presented at the Annual meeting of the Southern Association of Colleges and Schools- Commission on Colleges, Atlanta, GA.
- Amato, H., **Rodgers, M.**, & Fulcher, K.H. (2012, Dec) *Improving assessment practice with available resources: An in-depth exploration*. Pre-conference workshop presented at the Southern Association of Colleges and Schools- Commission on Colleges conference, Dallas, TX.
- Finney, S.J., & **Gerstner, J.J.** (2012, March). *Incorporating implementation fidelity into the outcomes assessment cycle*. Invited training session at the University of Nevada, Reno.
- Fulcher, K.H., Sundre, D.L., Orem, C., & **Rodgers, M.** (2011, Dec). *Evaluating the quality of academic degree program assessment*. Pre-conference workshop presented at the Southern Association of Colleges and Schools- Commission on Colleges conference, Orlando, FL
- Gerstner, J.J., Swain, M.S.**, Sunde, S., McCoy, T., & Finney, S. J. (2011, June). *Why doesn't my transfer orientation work? The importance of assessing program implementation*. Invited half-day workshop for the annual meeting of NASPAs Assessment & Persistence Conference, Las Vegas, NV.
- Gerstner, J.J., Swain, M.S.**, Sunde, S., McCoy, T., & Finney, S. J. (2011, June). *Evaluating implementation fidelity for student affairs programming: An important but often neglected aspect of program assessment*. Invited half-day workshop for Assessment Fellows in the Center for Assessment & Research Studies, James Madison University.
- McCoy, T., **Swain, M.S., Gerstner, J.J.**, & Finney, S.J. (2011, April). *365 days to create and implement an assessment plan*. Invited training session presented to the Division of Student Affairs, James Madison University.
- Fulcher, K., Finney, S. J., **France, M.K.**, Russell, J., **Zilberberg, A.**, & Anderson, R. (2009, Fall & Spring). *The importance and process of outcomes assessment*. Two-day workshop for the Office of Special Assistant to the President, James Madison University, Harrisonburg, VA.

#### INVITED ADDRESSES:

- Craig, B.G.**, Perkins, B.A., Horst, S.J., & Harris, H.D. (2019, October). Generalized Boosted Modeling in R. Workshop presented to the Center for Assessment & Research Studies and Inteleos (virtually), Harrisonburg, VA.
- Craig, B.G.**, & Horst, S.J. (2019, May). *Relationship Between Practice Tests and Sonography Certification Scores*. Invited research partnership and presentation at Inteleos, Rockville, MD.
- Leventhal, B. C. & **Thompson, K.** (2018, November). *What is quantitative psychology?* Invited talk for Applications of Psychology at Washington & Lee University, Lexington, VA.
- Finney, S.J., & **Rodgers, M.** (2012). *The Field of Quantitative Psychology*. Address for PSI CHI induction ceremony. Berea College, Berea, KY.
- Finney, S.J., & **Barry, C.L.** (2008). *What is Quant Psychology & Why are There So Many Jobs?* Address for PSI CHI induction ceremony. Berea College, Berea, KY
- Finney, S.J., & **Kaliski, P.K.** (2007). *What is Quantitative Psychology?* Invited address to PSI CHI. Appalachian State University, Boone, NC.

#### AWARDS & HONORS, External to JMU

Stephanie LeRoy (2022)	<b>Student Diversity Registration Award</b> to support attendance at the 2022 APS Annual Convention
Briana Craig (2020)	Research Award (\$250) for " <b>Best Paper by a Graduate Student</b> " Award from the Northeastern Educational Research Association (NERA): Craig, B. G., Horst, S. J., & Harris, H. D. (2019, October). <i>Sonography certification examinations: The influence of practice tests and self-selection bias</i> . Paper presentation at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
Nikole Gregg (2019)	<b>NCME Certificate of Appreciation</b> in recognition of Outstanding Service, Creative Excellence, and Technical Expertise and Dedication to Providing Value
Paulius Satkus (2018)	<b>Best Student Paper award</b> (>\$1,000) from the American Educational Research Association's (AERA) Measurement and Assessment in Higher Education Special Interest Group (SIG). This award is targeted to graduate students studying in the field of assessment in higher education and is awarded to a graduate student with an exemplary paper within the SIG.
Liz Pyburn (2015)	Research Award (\$250) for " <b>Best Paper by a Graduate Student</b> " Award from the Northeastern Educational Research Association (NERA): Pyburn, E., Johnston, M., Horst, S.J., & Hathcoat, J. (2014, Oct). <i>A psychometric evaluation of Miami University Diversity Awareness Subscales</i> . Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
Heather Harris & Dr. Jeanne Horst (2014)	Recognized as award finalists for the 2014-2015 Paul P. Fidler Research Grant. Their submission, <i>The Use of Propensity Score Matching Techniques to Estimate the Effects of University Interventions</i> , requested funds to build a distributed processing system. Their submission proposed conducting simulation studies using propensity score matching techniques and covariates related to self-selection.
Kristen Smith (2013)	Awarded the <b>2013 SACSCOC Travel Grant (\$1500)</b> . This <i>competitive</i> grant is awarded to students that are interested in learning about accreditation practices.
Jerusha Gerstner & Matt Swain (2012)	Awarded the <b>National Grand Gold Award</b> from NASPA for outstanding assessment of JMU's Transfer Orientation Program. The award winning submission, <i>Implementation Fidelity and Outcomes Assessment for Transfer Orientation: Making Empirically-Based Decisions about Program Effectiveness</i> outlined the empirical studies conducted to evaluate program effectiveness, pinpoint areas of program needing attention, and use of the assessment data to make informed changes to the program. <a href="http://www.psyjmu.edu/psycsciences/features/assessmentaward.html">http://www.psyjmu.edu/psycsciences/features/assessmentaward.html</a>
Bo Bashkov (2012)	Runner-up for NERA's " <b>Best Paper by a Graduate Student</b> " Award (one winner & two runners up are selected)
Megan Rodgers (2011)	Awarded the <b>2011 SACSCOC Travel Grant (\$1750)</b> . This <i>competitive</i> grant is awarded to students that are interested in learning about accreditation practices.
Jason Kopp (2011- 2012)	<ul style="list-style-type: none"> <li><b>BEST THESIS AWARD (\$1,000) from the Council of Southern Graduate School (CSGS)</b>. CSGS is comprised of colleges and universities from 15 states (from Maryland, down to Florida, over to Texas). Each of the 200+ institutions can nominate only <i>one</i> student to compete for the award. <a href="http://www.psyjmu.edu/psycsciences/features/kopp.html">http://www.psyjmu.edu/psycsciences/features/kopp.html</a></li> </ul>

	<ul style="list-style-type: none"> <li>Research Award (\$250) for <b>“Best Paper by a Graduate Student”</b> Award from the Northeastern Educational Research Association (NERA): Kopp, J. P., Zinn, T. E., Finney, S. J., &amp; Jurich, D. P. (2010, Oct). <i>“I can’t believe she gave me a C!” Measuring entitlement in higher education</i>. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.</li> </ul>
Allie Brown (2009-2010)	<ul style="list-style-type: none"> <li>Awarded <b>Summer Intern in Test Development &amp; Research</b> at the American Board for Certification of Teacher Excellence (ABCTE).</li> <li>Research Award (\$250) for <b>“Best Paper by a Graduate Student”</b> Award from the Northeastern Educational Research Association (NERA): Brown, A., Barry, C., Horst, S. J., Finney, S. J., &amp; Kopp, J. P. (2009, Oct.). <i>Modeling test-taking motivation over the course of a low-stakes testing session: A mixture modeling approach</i>. Paper presented at the annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.</li> </ul>
Anna Zilberberg (2009)	Selected to serve as <b>Summer Assessment Intern</b> within the Office of University Analysis, Reporting, and Assessment at Salisbury University.
Megan France (2008)	<ul style="list-style-type: none"> <li>Research Award (\$250) for <b>“Best Paper by a Graduate Student”</b> Award from the Northeastern Educational Research Association (NERA): France, M. K. &amp; Finney, S. J. (2008, Oct.). <i>What matters in the measurement of mattering? A confirmatory factor analysis</i>. Paper presented at the annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.</li> <li>Travel Award (\$50): Motivation in Education Special Interest Group of American Educational Research Association for paper presented at 2008 annual conference</li> </ul>
Carol Barry	Travel Award (\$50): Motivation in Education SIG of AERA for paper presented at 2007 annual conference
Pamela Kaliski	Travel Award (\$100): Motivation in Education SIG of AERA for paper presented at 2006 annual conference
Lisa Baranik	Travel Award (\$100): Motivation in Education SIG of AERA for paper presented at 2005 annual conference
Amanda Fairchild	Travel Award (\$100): Motivation in Education SIG of AERA for paper presented at 2004 annual conference
Pamela Kaliski & Brandi Weiss	<b>“Best Poster Award”</b> at the 2005 Virginia Psychological Association Conference

#### AWARDS & HONORS, Internal to JMU

Kathryn Thompson (2021)	<b>Outstanding Thesis Award</b> from the Graduate School at JMU. <i>This award is presented for her MA thesis, “The effects of undesirable distractors on estimates of ability.”</i>
Kate Schaefer (2021)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Briana Craig (2020)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Kathryn Thompson (2020)	<b>Outstanding Teaching Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to the instruction of students.</i>
Briana Craig (2020)	<b>First-place</b> in The Graduate School at JMU’s Three Minute Thesis Competition for her thesis titled, “Propensity Score Matching and Generalized Boosted Modeling in the Context of Model Misspecification”
Nikole Gregg (2019)	The Graduate School at James Madison University granted Nikole Gregg <b>Best Thesis award</b> for her M.A. thesis titled “Beyond Motivation: Differences in Score Meaning between Assessment Conditions.”
Kathryn Thompson (2019)	JMU Graduate Showcase of Scholarship and Creative Activities <b>Top Presentation Awards</b> awarded to Kathryn Thompson (1st year M.A. student) for her presentation titled “Distractor Analysis: A Comparison of CTT and IRT.”
Nikole Gregg (2018)	<b>Outstanding Scholarship Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Aaron Myers (2017)	<b>Outstanding Scholarship Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Catie Mathers (2017)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Kristen Smith (2016)	<b>Most Distinguished Graduate Student Award:</b> <i>This award is presented to a student who has made exceptional contributions in all three domains: scholarship, teaching, and service.</i>
Liz Pyburn (2015) (2016)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Thai Ong (2016)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Aaron Myers (2016)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Liz Pyburn (2016)	<b>Graduate School Outstanding Thesis Award</b> from the Graduate School at James Madison University: <a href="http://www.psyc.jmu.edu/gradpsyc/features/pyburn.html">http://www.psyc.jmu.edu/gradpsyc/features/pyburn.html</a>
Kristen Smith (2014)	<b>Outstanding Teaching Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to the instruction of students.</i>

Heather Harris (2014)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Rochelle Fisher (2013)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Jerusha Gerstner (2012)	<b>Most Distinguished Graduate Student Award:</b> <i>This award is presented to a student who has made exceptional contributions in all three domains: scholarship, teaching, and service.</i>
Megan Rodgers (2012)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Matt Swain (2012)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Daniel Jurich (2011)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Jason Kopp (2011)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Megan Rodgers (2011)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Allie Brown (2009) (2010)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i> <b>Outstanding Teaching Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to the instruction of students.</i>
Anna Zilberberg (2009) (2010)	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i> <b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Megan France (2008)	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Carol Barry	<b>Most Distinguished Graduate Student Award:</b> <i>This award is presented to a student who has made exceptional contributions in all three domains: scholarship, teaching, and service.</i>
Lisa Baranik	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Amanda Fairchild	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field.</i>
Jeanne Horst	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Abby Lau	<b>Outstanding Service Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions in service to the Department of Graduate Psychology, university, community, or profession.</i>
Pamela Kaliski	<b>Outstanding Research Award</b> from Department of Graduate Psychology: <i>This award is presented to students who have made exceptional contributions to research or scholarship in their field;</i> Selected as the “ <b>College of Graduate and Professional Programs Student Highlight</b> ” for her body of research and selection of that research for presentation at national conference; <b>Travel Award (\$1,000)</b> to present at AERA from College of Graduate Programs at JMU