

## Assessment Council News (ACN)

### Presidential Message

*By Julia Bayless, President*

Hello IPAC! Welcome to another exciting issue of our quarterly newsletter, the Assessment Council News (ACN). The fall season is upon us – back to school flurries of activity and learning in the air! Here are some highlights from the IPAC world:

⇒ Educational Opportunities

The 2011 **IPAC Conference: Capital Ideas in Assessment** was a resounding success! Take a look at this and future issues of the *ACN* for summaries of presentations and invited speaker addresses, and visit the website for access to presentation slides (and presenter contact information!). We had three days of learning, sharing, and networking with each another, from pre-conference workshops, plenary and concurrent sessions, roundtable discussions, to social activities and sponsor partnership showcases. Many thanks to our Conference Chair **Deb Whetzel** and all the volunteers who put in countless hours of tireless effort to make it all come about! Thank you also to the IPAC Board – **Warren Bobrow, Jeff Feuquay, Lee Frier, Reid Klion, Christine Parker, Marianne Tonjes, and Mike Willihnganz** – for all their hard work and dedication in ensuring a successful event!

⇒ Forum

In addition to the recent conference there are several active committees and working groups involved in creating opportunities for IPAC members (and potential members!). We are working on scheduling some live training on the West Coast, and our listserv remains an active collaborative space for learning and sharing expertise.

⇒ Best Practices

In the last issue we introduced our most recent monograph on legal issues by **Bryan Baldwin**; stay tuned for our upcoming continuation of the IPAC webinar series – date and topic are being finalized at the time of this publication. In the meantime, log in to the members-only portion to checkout our previous webinar recordings. Our next webinar promises to offer practical and expert guidance for assessment professionals – stay tuned for details!

⇒ Resources

Take a moment to log in to the members-only portion of the [IPAC website](#) to see all of the great resources available to you, and while you're there make sure your contact information is all up to date. Membership renewal and elections are just around the corner! If you are interested in participating more actively in the organization and would like an opportunity to flex some leadership muscle with IPAC, please call me or any of the IPAC Board Members or Committee Chairs any time! Thank you for your ongoing support of IPAC!



**September 2011**

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## Membership News

*By Julia Bayless, Membership Chair and President*

IPAC saw a great increase in membership leading up to the 2011 conference – membership has benefits, and conference registration is one of them! We have continued to gain members after the conference, and as we move into the 2012 membership campaign we will be looking to retain our new and long-time members, as well as to organically grow the membership. If you would like to be a part of the membership committee and have a more active role in helping IPAC meet its strategic goals, please send an e-mail to [membership@ipacweb.org](mailto:membership@ipacweb.org).

Stay tuned to the ACN and the IPAC website ([www.ipacweb.org](http://www.ipacweb.org)) for updates on the upcoming the latest in the IPAC webinar series, presentations from the recent conference, and much, much more! Please contact any of the IPAC Board Members or Committee Chairs (listed on the IPAC website) with any questions or suggestions – thanks for your continued support!



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# Test-Wiseness in a Technology Enhanced Assessment Age

By Dennis Doverspike, Professional and Scientific Affairs Committee Chair and Rosanna Miguel

In this column, we return to the topic of developing tests for and utilizing new technologies. Although a large number of terms have been proposed we will use the label of *technology enhanced assessments*, or TEA, to refer to a wide range of applications including computer based testing, Internet based testing, remotely delivered assessments, and multimedia testing. My plan is to do a series of columns centered on the theme(s) of:

1. Based on our traditional literature, which was based on paper-and-pencil/multiple choice testing, what do we know and what conclusions can we draw?
2. Does that established literature apply to TEA?
3. Given our movement to TEA, what do we need to know about the application of older research to new questions?

In this column, we start by looking at the topic of *Test-wiseness and Test-taking training programs*. In future columns, we hope to look at topics such as reading levels, item writing, and cutoff scores.

## Test-Wiseness and Test-Taking Training Programs

Test-taking training programs that offer to help examinees receive higher test scores abound, particularly for public sector jobs. Individuals are often quite willing to pay big dollars for these programs in the hope that they will provide a competitive advantage in a tough labor market. Most notably, applicants for desirable police and fire positions can readily find opportunities to sit through classes that propose to not only familiarize participants with the content and format of the assessment, but also increase examinees' test-wiseness. These programs offer to equip participants with test-taking strategies that will significantly increase participants' test scores.

Such programs are usually based at least in part on the concept of *test-wiseness*. Simply put, test-wiseness is defined as a test taker's ability to use aspects of the test, test format, or testing situation to receive a higher score. This includes specific test taking strategies.

However, most of our test-wiseness knowledge and literature was based upon an era in which test developers relied upon multiple choice exams delivered using paper-and-pencil technology. This leads to the question of whether such a literature and the related test-training programs are relevant in an era of TEA. We do have a substantial knowledge base, but what if that knowledge is no longer relevant? What does it say for test development? What does it say for test preparation programs? Finally, where should we concentrate our efforts in terms of developing new research and new knowledge?

## The Traditional Knowledge Base – What Does Research Tell Us About Test-Wiseness?

Test-wiseness is considered to be independent of the test taker's knowledge, skills and abilities which the test is supposed to measure. Numerous studies have found test-wiseness to be an independent source of variance in test scores, leading to questions about test validity. For example, when participants' test scores on a reading comprehension test correlate significantly with measures of test-wiseness, what is the test truly measuring? Several researchers have found that participants can answer reading comprehension test items above a chance level even when the reading passages have been omitted. Test-wiseness is one variable that has been found to explain this phenomenon.

Concepts related to test-wiseness which have also been found to impact test performance include guessing strategies and positional response bias. For example, test-wise participants have been found to guess more often when they do not know the answer, than less test-wise participants. Many test developers and test users now inform all participants whether there is a penalty for guessing. Many even state up front that it is in the participant's best interest to answer every question, even if he or she must guess. The goal of providing this information is to minimize test-wiseness differences as a source of variance in test performance.

Test-wise individuals have also been found to have a higher chance of responding correctly to a test-wise susceptible item than those lower in test-wiseness. For example, a grammatical inconsistency between the stem of an item and one of the item's alternatives may lead a test-wise individual to eliminate that alternative and deem it incorrect if he or she does not know the answer. A less test-wise individual is more likely to overlook this flaw. Test-wise individuals are more likely to identify a positional response bias, such as the test developer keying more "C" correct alternatives. Properly trained test developers are typically aware of the need to evenly distribute the position of the correct alternative. This is essentially an aspect of the test that has nothing to do with the knowledge, skills or abilities it is supposed to measure. But it is a phenomenon that impacts test scores.

In response to these findings, researchers have explored whether test-wiseness can be learned or trained. Several studies have in fact shown that test-taking strategies can be learned, which help participants answer items for which they must otherwise guess. Therefore, aside from questions about test validity, these findings lead to concerns that participants who are lower in test-wiseness may be at a disadvantage in the testing situation, compared with participants

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who are higher in test-wiseness. Further, race differences on measures of test-wiseness have been found, contributing to the significant group differences often found on employment and other tests. Some organizations now offer pre-test training programs to all participants, free of charge, in an attempt to minimize these differences.

Because we now know about test-wiseness and its contribution to test performance, I/O psychologists have devised standard guidelines to minimize the effect of test-wiseness. Test developers are typically trained to write items that are not test-wise susceptible. Guidelines for proper item writing have been developed specifically for this purpose. Similarly, test instructions incorporate relevant information as noted earlier, such as by informing participants to guess if they do not know the answer.

We can summarize the traditional literature by stating that test-wiseness:

1. Exists and individuals do vary in how their ability to respond in a test wise fashion.
2. Impacts test responses and scores on assessments; however, item writers can develop examinations that minimize the impact of test wiseness.
3. Is trainable.

### Test-Wiseness in the TEA Era

Much if not all of what we know about test-wiseness and approaches to minimizing its effects has been found through studies of written tests – paper-and-pencil, multiple-choice. We have moved to an age of technology where testing is most often conducted on-line, using computers, or multimedia approaches. While researchers have considered the impact of technological changes on variables such as the recommended time limit of a test, the nature of test-wiseness has not been explored.

Consider a story from the early days of computer based testing. One program used for the delivery of computer based tests always presented the correct answer first before filling in the incorrect options. This time lag was undetectable to the human eye if the test was administered on a reasonably fast computer, but test wise applicants soon learned that if you could find a really slow, older computer, then you could see the correct response being presented first.

An approach that appears to be gaining in popularity in the public sector is the use of video based, situational judgment tests. However, we know very little about what kind of test-wiseness clues might operate in such an environment. Is there information in the stems of questions or the response options which provide test takers with clues? Do elements of the video presentation provide information regarding possible correct answers? Are there subtle cues in videos that provide clues to correct answers? One could envision research similar to that conducted on reading comprehension tests. For example, can test takers answer situational judgment test questions without access to the accompanying video information?

At this point, we know very little about the operation of test-wiseness in such testing environments.

### Critical Questions

By definition, test-wiseness is a phenomenon that occurs as a result of variables such as test format or testing situation. Thus, we would suspect that the shift to on-line testing, including new item formats, would warrant investigation. Test developers and users must be informed and knowledgeable about the implications this shift might have on test results. Although we have a well-developed literature on paper-and-pencil tests, that research is of unknown relevance to TEA. We need research that looks forward in terms of addressing questions regarding new technologies; at present, we lack the research base to come to solid conclusions regarding the impact of test-wiseness on TEA and we lack a set of item writing principles that can serve as a guide to examination developers.

Therefore, we have identified several critical questions for test developers and users to consider in our current age of technology:

1. Is test-wiseness still relevant?
2. If so, has the nature of test-wiseness changed in a TEA era? What are the implications for test development? What do item writers need to know? What do test developers need to know?
3. What are the implications for test preparation training programs?

Exploring these questions will help ensure that as the format and medium of testing advances with the current times, so will our knowledge of outside influences that have the potential to impact test validity and performance, such as test-wiseness.

### Notes:

*Dennis Doverspike is the Chair of the IPAC Professional and Scientific Affairs Committee. He is a Full Professor of Psychology at the University of Akron, Senior Fellow of the Institute for Life-Span Development and Gerontology, and Director of the Center for Organizational Research. He holds a Certificate in Organizational and Business Consulting from the American Board of Professional Psychology (ABPP) and is a licensed psychologist in the State of Ohio. He is a long term public employee and university professor. He can be reached at [dennisdoverspike@gmail.com](mailto:dennisdoverspike@gmail.com).*

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## In Public Safety Selection Testing, It's 1980 Again

By Richard Tonowski, Equal Employment Opportunity Commission (EEOC)

The City of Chicago ran an entry-level firefighter test in 1995. After many subsequent uses of the results a court ruled in 2004 that the test was discriminatory, based on race. The city did not try to defend the test. Instead, city officials argued that discrimination charges were time-barred. Finally in 2010 the U.S. Supreme Court agreed in *Lewis v. Chicago* that the test was bad but found the charges were good. The *Chicago Tribune* reported on August 17, 2011 that the decision will cost the city \$45M. This does not include the city's legal costs.

In *Ricci v. Destefano* the City of New Haven not only did not defend its firefighter promotional tests, but portrayed them as somehow flawed to avoid certifying promotional lists. It was not until the final Supreme Court substantive brief that the city asserted that there was a problem with the tests' validity. The Court ordered the city to live with the results. Along the way some well known industrial-organizational psychologists filed an amicus brief asserting that the tests could not be valid because they were content-deficient. And now the Second Circuit in *Briscoe v. New Haven* has cleared the way for the discrimination suit the city said it was trying to avoid. The court noted that *Briscoe* is arguing, among other things, that the "industry norm" for firefighter promotion is 30% for the written test and 70% for the oral component, rather than the 60/40 weighting that the city used.

New York City's entry-level firefighter test went down without much of a fight in *United States v. New York*, with the judge blasting the city for not following the well-established precedent from 1980, *Guardians v. Civil Service NYC*. The judge granted summary judgment because no reasonable trier of fact could find for the city. In Connecticut the state's physical ability test for Correction Officer was about to be tossed out. From what the judge said in *Easterling v. Connecticut Department of Correction*, the state did not seem to have a good idea why it was using a timed run as part of the test and what the cut score should be. And then came news that New Jersey was going to settle rather than fight regarding challenges in *United States v. New Jersey Civil Service* to its police sergeant's exam, used by several municipalities in the state.

The allegations raised by the Department of Justice's experts in the New Jersey case are a recital that could have come from 30 years ago. There is statistically significant adverse impact. The subject matter experts for the job analysis were not representative across jurisdictions using the test. The multiplicity of tasks and worker elements rendered the ratings and linkage unreliable. There was no clear test plan. Anything that did not reduce to a knowledge element was ignored. There was no basis for the cut score on the written test. During 2000-2009, the cut score was always reported as 70, but it was transformed to bring about compliance with the Four Fifths Rule. (Any employer who thinks

that the Four Fifths Rule provides a safe cut score, especially in the Third Circuit—home of *Lanning v. SEPTA*—is definitely living in the past.)

The state's expert, with as much experience in the testing business as the plaintiff's, offered that the adverse impact was not as bad as it might have been. But it seemed that there remained issues for which the state did not have a ready answer.

I learned my craft with New Jersey Civil Service, and there were many good professionals to learn from. Back then we were confident that we could clean up the tests and eliminate adverse impact. We're not that naïve now. But how is it that the issues known then are seemingly ignored currently? Whatever the reason, the negative consequences should be obvious. Applicants think they have been deprived of their rights and sue for redress. Drawn-out litigation over promotions can lead to unfilled positions and lower morale. Judges get a chance to meld their understanding of testing professional principles with their understanding of the law, sometimes with weird results that will impact new situations. The resolution of the litigation may result in a selection system less than optimal for staffing in the interest of the public good. The jurisdictions—which is to say, the taxpayers—have badly needed money diverted from public services to pay for legal expenses, settlements, and damages suffered by the successful plaintiffs.

For the problem to persist for so long indicates that it is bigger than any single jurisdictions. Three decades ago there was recognition of the magnitude of the problem with federal help available through the Intergovernmental Personnel Act. That aid is gone. Some of the consortia that were encouraged as part of that effort have withered away. I have no claim to the wisdom to resolve the matter. But I do think that the wisdom is out there, in the associations of individual professionals and the consortia of testing jurisdictions.

Instead of just the articles and presentations of good practice from individual jurisdictions, what if there were the consensus conclusions on good practice specific to public safety from a working group of testing experts, personnelists, and attorneys that was presented to, and fine-tuned and ultimately adopted by, the professional groups? What if the standards that emerged produced a brighter line on what practices would dead on arrival if they went to court, and what arguments produced by "hired guns" for either side would be tossed out by judges as not reflecting generally accepted professional practice? What if the elected officials of the jurisdictions were provided with clearer statements of the issues in selection, and the judiciary provided with clearer guidance technical matters and expert testimony that could arise in court cases?

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I don't have illusions of the difficulties in doing this. This discussion has only mentioned professional considerations, not political and financial context. But the outcome could not be worse than the lack of progress that seems to be reflected in the status quo, a reflection of where we were 30 years ago.

F.2d 79 (2nd Cir. 1980).

*Lanning v. SEPTA*, 181 F.3d 478 (3d Cir. 1999).

*Lewis v. City of Chicago*, No. 08-974 (S. Ct. 5/24/2010).

*Ricci v. Destefano*, 129 S. Ct. 2658 (2009).

*United States v. City of New York*, No. 07-CV-2067 (E.D. N.Y. 1/13/2010).

*United States v. State of New Jersey*, No. 2:10-cv-00091 (D. N.J. 2011).

### References

*Briscoe v. City of New Haven*, No. 10-1975-cv (2<sup>nd</sup> Cir. 8/15/2011).

*Easterling v. State of Connecticut Department of Corrections*, No. 3:08-cv-00826 (D. Conn., 5/6/2011).

*Guardians v. Civil Service Commission of the City of New York*, 630



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*This article first appeared in the September 2011 Quarterly Newsletter of the Personnel Testing Council of Metropolitan Washington (PTC/MW, [www.PTCMW.org](http://www.PTCMW.org)). It is being re-printed with the permission of Dr. Tonowski and PTC/MW. Dr. Tonowski also writes a monthly column, Legal Update, that is published on the PTC/MW website around the first of each month.*

# GET INVOLVED IN IPAC!

**Opportunities to get involved in IPAC activities abound!**

**For further information, contact IPAC President Julia Bayless at**

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# Assessment of Training and Experience: Past and Potential<sup>1</sup>

By John Ford, U.S. Merit Systems Protection Board

Speakers in this IPAC 2011 symposium discussed the use of assessments of training and experience (T&E) for hiring and promotion. T&E assessments include resumes, minimum-qualification statements, experience checklists, skill and ability checklists, experience records, and accomplishment records. Public sector survey research conducted by the Merit Systems Protection Board (MSPB) has shown that T&E assessments are widely used and regarded by both applicants and hiring managers as valid predictors of job success<sup>2</sup>. In contrast, other competency-based and future-oriented assessments appear less popular and less credible, despite evidence for their greater validity in predicting job performance<sup>3</sup>. T&E assessments will likely continue to play a large role in public sector hiring.

This symposium explored the challenges presented by T&E assessments and what strategies may be used to address them. Speakers described how to gather information for T&E assessments during job analysis and discourage dishonest reporting. The role of technology in T&E assessment was also examined with an eye to the potential for current text analysis technologies to score applicant descriptions of their training and experience.

**John Ford** is a senior research psychologist at the MSPB. He outlined a forthcoming MSPB report, *Probing the Past: Assessment of Training and Experience*. This report notes that there are often more valid alternatives to T&E assessments, but Federal hiring managers are slow to adopt them and applicants are just as slow to accept them. Although each type of T&E assessment has its own relative strengths and weaknesses, there are four issues present to some degree in all of them. First, T&E assessments' focus on the past makes them insensitive to recent learning and development. Second, applicants can exaggerate or fabricate their experience with little fear of being caught. Third, even honest applicants are unlikely to correctly evaluate the quality of their own experience. Finally, there are fairness—and perceived fairness—issues in access to training in the Federal government which are likely to grow worse. Some internal applicants may believe that their access to training has been restricted, giving other applicants an unfair advan-

tage when applying for promotions or other jobs. This perception can affect applicant reactions to and engagement with T&E assessments.

**Lance Anderson** is a senior vice president at ICF International. He discussed the importance of a well-planned job analysis to developing a T&E assessment. Lance drew upon experience developing such assessments for both Federal agencies and private sector clients. When preparing to develop T&E assessments, he advised, it is crucial to select the right subject-matter experts, collect both descriptive and evaluative data, and prepare scoring protocols that can be understood by hiring officials. Lance described structured methods that can be used in job analysis to gather detailed information that allows development of a rigorous T&E scoring protocol. Collecting critical incidents is a particularly appropriate method because of the amount of information it produces, the high job-relatedness of that information, and the range of unsuccessful to highly successful performance that is represented in the incidents.

The third speaker, **Kelly Sorensen**, is a personnel psychologist at the U.S. Office of Personnel Management (OPM). Her agency has worked with other agencies to implement T&E assessments for a wide range of occupations. Because T&E assessments are pervasive in the Federal Government due to many factors (familiarity, regulations/agency policies, available technology, and agency budgets), OPM has emphasized improving these assessments to increase standardization and maximize validity. They have integrated verification procedures into the administration of their assessments. Verification procedures that are visible to applicants encourage accuracy of self reports and identify applicants who may be inflating their responses. The verification procedures include: 1) Use of references and procedures for checking references; 2) Requirements to provide narratives that support self-ratings; 3) Use of follow-up assessments in later stages of the selection process; and 4) Placing language in job announcements and assessment instructions that clearly indicates the threat of verification. Kelly provided examples from OPM's work across the Federal government.

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<sup>1</sup>This article summarizes a symposium held at this summer's IPAC 2011 conference. It was held during the last conference time slot on Wednesday morning and, arguably, in the room most difficult to find. Although attendance was good and discussion lively, there may be some IPAC members who would have liked to attend and could not. Please contact the presenters directly if you would like copies of their PowerPoint slides and more information about their work. They are: John Ford ([john.ford@mspb.gov](mailto:john.ford@mspb.gov)), Lance Anderson ([LAnderson@icfi.com](mailto:LAnderson@icfi.com)), Kelly Sorensen ([Kelly.Sorensen@opm.gov](mailto:Kelly.Sorensen@opm.gov)), and Peter Foltz ([pfoltz@pearsonkt.com](mailto:pfoltz@pearsonkt.com)).

<sup>2</sup>U.S. Merit Systems Protection Board, *Reforming Federal Hiring: Beyond Faster and Cheaper*, Washington, DC, September 2006.

<sup>3</sup>Frank L. Schmidt and John E. Hunter, "The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 85 Years of Research Findings," *Psychological Bulletin*, Vol. 124, No. 2, Sep. 1998.

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**Peter Foltz**, Vice President of Research and Development at Pearson's Knowledge Technologies group, discussed the role of technology in T&E assessment. Technology plays a critical role in the creation of effective training and assessment approaches that better model performance in real-life contexts. Computer-based interactive simulations and virtual worlds provide realistic experiences that can train and test higher-level thinking and communication skills—abilities that are needed in the 21<sup>st</sup> century workplace. These technologies further drive the need for new assessment technologies for automated written and spoken language assessment. Such technologies are becoming more widely used for assessing the quality of oral and written expression as well as the degree of domain knowledge and performance skills. Peter discussed how technology is being applied and addresses the promise of more efficient testing in more realistic contexts while maintaining high levels of accuracy.

T&E assessments are likely to remain part of pre-hire assessment for the foreseeable future. Assessment professionals can encourage change, but it will come slowly. What we can do in the present is develop and advocate improvements which increase the ability of T&E assessments to predict job performance. The presenters and participants in this symposium attempted to advance this agenda. They invite further discussion from their IPMAC colleagues.



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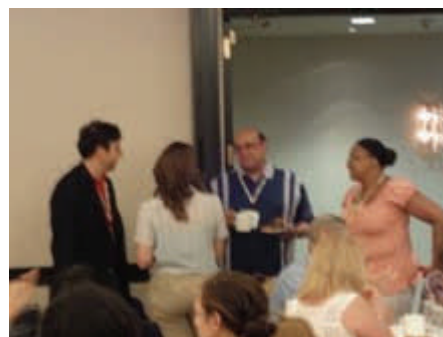
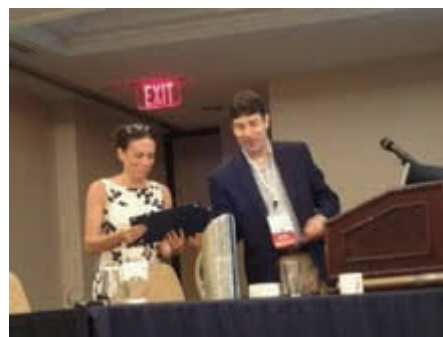
As we plan for the 2012 publication year we would like to invite you to contribute an article to the ACN – a research project at school or at work, a summary of a presentation you are preparing or have given, or a topic in the field you have an interest in. This is a great opportunity to share your expertise with the IPAC membership!

To learn more, please contact the ACN editor, Jay Polaki

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### IPAC 2011 CONFERENCE PHOTOS

**JULY 17-20, 2011  
DUPONT HOTEL  
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## News of the Councils

**American Psychological Association (APA)** — The 2011 conference will be held May 19-22 in Orlando, FL. For more information, visit their website at [www.apa.org](http://www.apa.org).

**Chicago Industrial/Organizational Psychologists (CI/OP)** — CI/OP is a society of human resources professionals from the Greater Chicago area who meet to discuss current issues in I/O psychology. CI/OP generally has Friday afternoon sessions from 1:00 p.m. to 5:00 p.m. featuring several speakers addressing a topic. For more information and to confirm meeting dates and topics, visit their website at [www.ciop.net](http://www.ciop.net).

**Cooperative Organization for the Development of Employee Selection Procedures (CODESP)** — CODESP is a public consortium that provides online HR products and services including an item bank, multiple-choice test generator (paper and online format), interviews, supplemental application forms, and writing and performance exercises. Our online testing service provides instant scoring and item analysis. Most of our services are only \$1,850/year. We also provide recruitment and classification services by contract. For more information call 714-374-8644 or visit [www.codesp.com](http://www.codesp.com)

**Gateway Industrial-Organizational Psychologists (GIOP)** — GIOP is a group of psychologists and human resources professionals in the metropolitan St. Louis area. The group offers programs and conferences on a wide range of topics. For more information, visit the GIOP website at [www.giop.org](http://www.giop.org).

**International Public Management Association for Human Resources (IPMA-HR)** — For more information, visit the IPMA-HR website at [www.ipma-hr.org](http://www.ipma-hr.org).

**Metropolitan New York Association for Applied Psychology (METRO)** — For more information, call the MetroLine at (212) 539-7593 or visit METRO's website at [www.metroapppsych.com](http://www.metroapppsych.com).

**Mid-Atlantic Personnel Assessment Consortium (MAPAC)** — MAPAC is a non-profit organization of public sector personnel agencies involved and concerned with testing and personnel selection issues. For details on MAPAC, visit the MAPAC webpage at [www.ipacweb.org](http://www.ipacweb.org).

**Minnesota Professionals for Psychology Applied to Work (MPPAW)** — MPPAW is an organization consisting of a broad range of practitioners, consultants, and professors who meet to encourage an open exchange of information relevant to psychology as applied to work and human resources management. For more information, visit the MPPAW website at [www.mppaw.org](http://www.mppaw.org).

**Personnel Testing Council of Metropolitan Washington (PTC/MW)** — PTC/MW offers monthly luncheon programs and publishes an informative newsletter. See the 2011 calendar for scheduled

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luncheon speakers or visit the PTC/MW website accessible through the IPAC website at [www.ipacweb.org](http://www.ipacweb.org).

**Personnel Testing Council of Northern California (PTC/NC)** — PTC/NC offers monthly training programs addressing topics and issues that are useful and relevant to personnel practitioners of all levels of expertise. The monthly programs are typically scheduled for the second Friday of each month and alternate between Sacramento and the Bay area. The monthly programs feature speakers who are active contributors to the personnel assessment field. For more information regarding PTC/NC programs, visit the PTC/NC website accessible through the IPAC website at [www.ipacweb.org](http://www.ipacweb.org).

**Personnel Testing Council of Southern California (PTC/SC)** — PTC/SC serves as a forum for the discussion of current issues in personnel selection and testing; encourages education and professional development in the field of personnel selection and testing; advocates the understanding and use of fair and non-discriminatory employment practices; and encourages the use of professionally sound selection and testing practices. For more information regarding luncheon meetings, workshops, upcoming conferences, or membership, visit the PTC/SC website accessible through the IPAC website at [www.ipacweb.org](http://www.ipacweb.org).

**Society for Human Resource Management (SHRM)** — The 2011 conference is scheduled for June 26-29, Las Vegas, NV. Contact [www.shrm.org/education](http://www.shrm.org/education) for a current listing of seminars and conferences.

**Society for Industrial/Organizational Psychology (SIOP)** — The 2011 conference is scheduled for April 14-16, Chicago, IL. For more information, visit the SIOP website at [www.siop.org](http://www.siop.org).

**Western Region Intergovernmental Personnel Assessment Council (WRIPAC)** — WRIPAC comprises public agencies from the western region of the United States who have joined together to promote excellence in personnel selection practices. WRIPAC has three meetings each year that are typically preceded by a training offering. Additionally, WRIPAC has published a monograph series and job analysis manual. Additional information may be obtained by visiting WRIPAC's website at [www.wripac.org](http://www.wripac.org).

**Western Region Item Bank (WRIB)** — WRIB is a cooperative organization of public agencies using a computerized test item bank. Services include draft test questions with complete item history, preparation of "printer ready" exams, and exam scoring and item analysis. Membership includes more than 160 agencies nationwide. For more information, call (909) 387-5575. For more information, visit the website at [www.co.san-bernardino.ca.us](http://www.co.san-bernardino.ca.us).



## Upcoming Conferences and Workshops

### October

- 3-5** International Association of Computerized Adaptive Testing. Conference. Pacific Grove, CA. Contact: [www.ctb.com/ctb.com/control/ctbLandingPageViewAction?landngPagelId=17548](http://www.ctb.com/ctb.com/control/ctbLandingPageViewAction?landngPagelId=17548)
- 5-7** Society for Human Resource Management. Conference. "HR Strategy." Chicago, IL. Contact: [www.shrm.org](http://www.shrm.org)
- 5-6** Performance Testing Council. Conference. "Performance Testing." Park City, UT. Contact: [www.performancetest.org](http://www.performancetest.org)
- 7** HR Leadership Forum. Breakfast Meeting. Dr. Edward Lawler, University of Southern California. "Managing for Sustainable Effectiveness." Arlington, VA. Contact: [www.hrleadershipforum.org](http://www.hrleadershipforum.org) Reservations required.
- 12** PTC/MW. SPECIAL EVENT! AFTERNOON WORKSHOP (2:30-4:30 am) & Talent Connection Event (4:30-6:30 pm). Dr. Robert Hogan, Hogan Assessment Systems, Tulsa, OK. "The Predictive Value of Personality Theory and Assessment." Talent Connection Event features 14 public and private employers in DC area. GMU, Arlington, VA. Contact: [www.ptcmw.org](http://www.ptcmw.org)
- 14-15** Society for Industrial and Organizational Psychology. Leading Edge Consortium. Louisville, KY. Contact: [www.siop.org](http://www.siop.org)
- 24-26** Society for Human Resource Management. Conference. "Diversity & Inclusion." Washington, DC. Contact: [www.shrm.org](http://www.shrm.org)
- 30-Nov 2** Organization Development Network. Conference. Baltimore, MD. Contact: [www.odnetwork.org](http://www.odnetwork.org)

### November

- 4** Personnel Testing Council of Southern California. Annual Conference. Alhambra, CA. Contact: <http://ptc-sc.org>
- 4** HR Leadership Forum. Breakfast Meeting. Alan A. Malinchak, Homeland Security Solutions. "On Wednesdays, We Wear Pink: Eliminating the Perception that 7<sup>th</sup> Grade Mean Girls [and Boys] Work in HR." Arlington, VA. Contact: [www.hrleadershipforum.org](http://www.hrleadershipforum.org) Reservations required.
- 8-10** Society for Human Resource Management. Conference. "Work-Life Focus." Washington, DC. Contact: [www.shrm.org](http://www.shrm.org)
- 9** PTC/MW. LUNCHEON MEETING. Speaker to be announced. GMU, Arlington, VA. Contact: [www.ptcmw.org](http://www.ptcmw.org)

### December

- 9** HR Leadership Forum. Breakfast Meeting. Lisa Nirell, EnergizeGrowth. "Do You Know Your Customer? Energize Your HR Initiatives by Thinking Like a Marketer." Arlington, VA. Contact: [www.hrleadershipforum.org](http://www.hrleadershipforum.org) Reservations required.
- 14** PTC/MW. LUNCHEON MEETING. David Hamill, Transportation Security Administration. PTC/MW Presidential Address. GMU, Arlington, VA. Contact: [www.ptcmw.org](http://www.ptcmw.org)

If you have regional organization news or an item to add to the calendar, please contact the Editor by e-mail at [jpo-laki@ccbcmd.edu](mailto:jpo-laki@ccbcmd.edu) or by telephone at (443) 840-5638.

*(Some of the information in this calendar was reprinted with permission from the PTC/MW Newsletter which was compiled by Lance W. Seberhagen, Seberhagen & Associates.)*

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## About the ACN

The *ACN* is the official newsletter of the International Personnel Assessment Council, an association of individuals actively engaged in or contributing to the professional, academic, and practical field of personnel research and assessment. It serves as a source of information about significant activities of the Council, a medium of dialogue and information exchange among members, a method for dissemination of research findings and a forum for the publication of letters and articles of general interest. The Council has approximately 300 members.

The *ACN* is published on a quarterly basis: March, June, September, and December. Respective closing dates for submissions are February 1, May 1, August 1, and November 1.

**Submissions for Publication:** Prospective authors are invited to send in their articles, research reports, reviews, reactions, discussion papers, conference reports, etc., pertaining to the field of personnel research and assessment. Topics for submission include, but are not limited to:

- Technical
- Practical – lessons learned, best practices
- Legal
- Technology/Tools
- Statistics/Measurement
- Book reviews

Articles and information for inclusion should be submitted directly to the Editor via e-mail, at [jpolaki@mdta.state.md.us](mailto:jpolaki@mdta.state.md.us). Articles will be accepted only by electronic submission (Word compatible). Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition. The editor has the prerogative to make minor changes (typographical/grammatical errors, format, etc.); substantial changes will be discussed with the author. Submissions more than 1500 words should include an abstract of maximum 100 words, preferably with three keywords.

If you have questions or need further information, please contact the editor.

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