ACN

Assessment Council News

Inside:

IPMA   ssessment
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Cumulative Wisdom and Advice from Past-Presidents

by T.R. Lin, President

As I was preparing my presidential address for the conference in June, I came across an article in the newsletter *TIPS* published by the SIOP. The author Dr. Michael Harris, editor of the Practical Network corner, selectively asked four practitioners a set of look-easy but yet profound questions related to the future of SIOP and then summarized their responses. I thought I could use similar questions and, instead of selectively asking some fellow colleagues, tap into the cumulative wisdom of our past presidents. Thus, with permission from Dr. Harris, I took his four questions, modified to some extent, and added one of my own. I then e-mailed these five questions to all IPMAAC Past-Presidents whose e-mail addresses I could find. I told them that I would summarize their responses as a group and present them as part of my presidential address, which I did. A total of eleven past presidents kindly responded to my call. One of them, who was on a consulting trip, took the time to call my voice mail and leave three long voice messages the day before the conference. Even though a summary was presented in my speech, the thoughts of these leaders contained so much wisdom and good advice that I really think they would like to see me share it with you again.

Thank you to the following list of great past-presidents who contributed to this article: **Nancy Abrams, Marianne Bays, Susan Christopher, Bruce Davey, David Dye, Kaye Evleth, Anita Ford, Dennis Joiner, Doris Maye, Kris Smith**, **and Joel Wiesen.** Their responses are summarized next.

How has the field of personnel assessment changed over the years since you have been a practicing assessment professional?
The personnel assessment field is becoming more practical and less theoretical, and is more aware of *purpose of assessment and outcomes/effect* and how they influence professional thinking. The institutionalization of job- relatedness in all personnel actions has taken over the assessment field. Public section has expanded its assessment repertoire to a remarkable extent: from plain-vanilla multiple-choice written tests and training and experience evaluations to assessment centers, computer-administered tests, video simulation tests, e-testing, and virtual reality testing. There is a trend toward acceptance of tests for soft skills, particular in the personality and affective domain. More attention is being given to both fairness in testing and adverse impact. Information technology plays a

very important role in the advancement of both the speed of and the variety of testing processes. Streaming and expediting the testing processes has become the focus.

What will be the key new and emerging topics that personnel assessment practitioners will need to address in the next ten years?

Some of the emerging topics include, but are not limit to: web-based recruitment, job analysis, and testing; document imaging; virtual reality testing; drug testing; and bilingual testing. Other trends include the integration of selection and training, testing in new ways and new domains (e.g., personality, work style, emotionality), testing for competency instead of KSAO's, and increased focus on concepts such as ROI (return on investment) and workforce planning.

What will be the key challenges to the personnel assessment field in the next ten years?

Several past-presidents emphasized that personnel assessment practitioners need to be more than just test developers; we need to be able to become strategic business partners within our organizations. We need to understand that selection is part of HR and be able to maintain organizational interest in investing in selection. There is also a general worry about the growing skills deficiencies of a higher and higher proportion of the workforce in relation to jobs to be performed. A few contributors mentioned work diversity in terms of richly diversified ethnicity, culture, age range, and special needs and how such diversity will challenge the assessment profession to think creatively and to solve a variety of assessment problems as they emerge. Other challenges we face include the preservation of a merit selection concept while providing quality and speedy services and the protection of test security while using web technology and other computer-based testing systems.

What would you like IPMAAC to be ten years from now?

Most of the past-presidents expressed the desire to see IPMAAC continue to be a nationally recognized forum for assessment professionals to use as a resource. They would like to see increased membership with parity in numbers of members coming from private and public/academic sectors. They particularly want IPMAAC to be an organization that emphasizes practical solutions to real-world problems rather than pure theory. They also want IPMAAC to be an organization that places great emphasis on sharing information with and among its members. Some of them desire to see IPMAAC look at the assessment field in a broader sense and take on a stronger training role. Several constructive suggestions include: round table discussions on assessment topics of concern, origination of an effective mentor program, greater numbers of international members, and focus on the ethics of testing. One suggestion I support is for IPMAAC take a role in encouraging colleges and universities to develop I/O programs that prepare students to capably work in the personnel assessment field.

What advice do you have for assessment professionals who are just beginning their career?

One suggestion was that new assessment professionals strive to become familiar with a wide repertoire of assessment techniques, "a toolbox" with which to handle or adapt to just about any job that comes up. Another recommendation encouraged development of personal skills. The benefit of networking was mentioned several times. The importance of seeing the "big picture"of selection, the "vision" if you will, was also mentioned prominently. New assessment professionals need to become immersed in the field or they will see it as only a job. It is important that we understand that in order to be successful we must continuously learn more about assessment. We need to understand the concepts underlying testing and merit as opposed to rules, polices and procedures. And, we need to be sure we like what we are doing! —ACN

Practice Exchange

By Ilene Gast, Associate Editor

T his month , we have the first of two special articles from this year's IPMAAC Innovations in Assessment award winners. Our guest author, Ernest Paskey and his colleagues at the U.S. Office of Personnel Management, received honorable mention for their innovations in the assessment of Information Technology professionals in the Federal Government.

If you are conducting a project that would interest the **ACN** readers, or if you know someone who is, please let me hear from you. I can be reached by phone at (202) 305-0590, by fax at (202) 305-3664, or electronic mail at Ilene.F.Gast@usdoj.gov.

Employing a Web-Based Assessment System to Obtain the Best IT Professionals for the Federal Government

Ernest M. Paskey, U.S. Office of Personnel Management

Background

For the past 10 years, the U.S. Office of Personnel Management (OPM) has been conducting Governmentwide occupational studies that define the job tasks and competencies required for Federal, State, and local government occupations. Studies have been conducted on three major occupational groups: Clerical/Technical, Professional/Administrative, and Managerial. Currently, OPM is conducting studies of the Trades and Labor, Scientist and Engineer, and Information Technology (IT) occupations. The task and competency data collected from these large-scale studies are used for multiple human resource initiatives, including selection, promotion, classification, organizational assessment, succession planning, and leadership development.

Using competencies in defining qualification standards

OPM has developed a new model for qualification standards, the IT job profile, that captures the full range of general and technical competencies required for IT occupations from the entry to the senior expert level. From the domain of job-related competencies, Managers and HR specialists choose the critical competencies for their specific positions. In addition, agencies determine the way the competencies are assessed in the hiring process. They may use one or a combination of assessments, including tests, structured interviews, work samples, assessment centers, and crediting plans.

The flexibility of the competency-based approach coupled with the critical need to recruit increased numbers of IT professionals in the next several years has opened the door to the development and use of new assessments. To assist agencies with implementing a competency-based approach to selection, OPM provided pilot agencies three competency-based assessment tools:

- Behaviorally anchored competency benchmarks that are used to develop vacancy announcements, rating schedules/crediting plans, and structured interviews.

- Interview questions and training on how to conduct a behaviorally based structured interview.

- A Web-based assessment system, consisting of an online application, an online interview, and 350 computer adaptive technical tests.

The Web-based assessment system

OPM contracted with a vendor to customize a Web-based assessment system that provides valid, efficient assessment of the IT job profile competencies. This Web-based system includes three components:

- Online application–a standard application form that collects demographic, veterans' preference, citizenship, certification, education, and work history information from applicants.

- Online interview–interview questions for approximately 50 general and technical competencies. Open-ended applicant responses are collected via the Internet and scored manually using competency benchmarks. OPM is currently researching automated approaches to scoring the interview responses.

- Online test–approximately 350 competency-based computer adaptive tests that assess technical competencies such as C++ programming, Internet security, and database management. The tests are available in both short form (16 items) and long form (40 items).

The assessment system is modular: agencies can use one or more components in the hiring process. Based on the competencies determined to be critical for their specific hiring actions, agencies decide which online interview questions and tests to administer. Agencies have the flexibility to administer the assessments in either a secure or non secure environment, e.g., proctored test room, home, library, or school.

OPM conducted subject matter expert (SME) panels to establish the content validity of the tests. SMEs documented the relationship between the test content and the job profile competencies. In addition, each agency documented the relationship between the position, the job vacancy announcement, and the assessment(s) used for each hiring action.

Operational issues

Several issues were considered when implementing the Web-based assessment system:

- **Administration:** All pilot agencies using the Web-based system have administered the online interview questions and tests in an open environment, i.e., applicants can respond to the questions and take the tests at any place where there is access to the Internet. The three major concerns with this approach are:

  - ❏ Using outside sources of information, such as reference books and the Internet, to answer the questions on the tests.

  - ❏ Someone other than the applicant taking the test, such as a friend, relative, or co-worker.

  - ❏ Applicants retaking the test multiple times.

  OPM and the pilot agencies determined that the first concern was not critical, mainly because the testing environment simulated the work setting: most IT professionals use outside materials to respond to technical issues and questions. In addition, because the tests are computer adaptive and impose a time limit for each question, applicants have only a limited opportunity to research the questions.

  The second issue is addressed through the assessment strategy: each competency is assessed at least twice in the hiring process. For example, if an agency administers a test on Java programming in an open administration environment, that compe-

tency is assessed again in the hiring process through the use of a structured interview or administration of an alternate form of the test in a secure environment. To date, agencies have not experienced a situation where someone other than the applicant has taken a test in an open administration environment.

The third issue, retaking a test multiple times, is addressed through a policy decision. Most agencies have adopted a policy that, in the case of multiple applications, only the first application and test score will be considered. Subsequent applications due to technical difficulties in submitting the original application are considered on a case-by-case basis.

- **Content coverage:** There is a concern that short computer adaptive tests do not provide adequate content coverage of job knowledge. The Web-based assessment system attempts to provide broad content coverage through the balanced administration of items across the content areas. In addition, multiple assessments of the competencies ensure that the content is being adequately assessed.

- **Reasonable accommodation:** All Web-based systems used by Federal agencies must meet the requirements of section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d). Section 508 requires that individuals with disabilities, who are members of the public seeking information or services from a Federal agency, have access to and use of information and data that is comparable to that provided to the public who are not individuals with disabilities, unless an undue burden would be imposed on the agency. To meet this requirement, the online application and interview can be replicated in paper-based form. The computer adaptive tests, however, can only be administered through the Internet. Agencies using the system are required to identify and provide several access points to the Internet, such as local libraries, career centers, and kiosk locations.

- **"Digital divide":** There has not been a major concern about a "digital divide" because this initial application of a Web-based system targets IT professionals. This is a valid issue, however, especially when considering the transfer of this Web-based approach to hiring for non-IT jobs. For those jobs, a lack of computer skills would likely be more frequent among applicants.

What works

Several Federal pilot agencies have been using the Web-based assessment system for the past year in making hiring decisions for IT positions. OPM is currently conduct-

ing an evaluation study to determine the strengths and weaknesses of the competency-based job profile approach to qualifications and the use of competency-based assessment strategies.

There are strong indications that testing IT professionals through the Internet works well. Initial data suggests that agencies are very satisfied with the assessment process and the quality of the applicants who perform well in the assessments. Most IT applicants understand the process, adapt to technical difficulties if they occur, and view the online application process favorably.

The biggest impact on agencies has been the screening out of unqualified applicants. With previous hiring practices, a self-rating process has resulted in many unqualified applicants being referred to the next stage of the assessment process. In contrast, the use of a performance-based assessment, such as a job knowledge test, has identified clearly unqualified applicants earlier. Across all hiring actions using the computer adaptive tests, between 50 and 60% of applicants have scored at or near the lowest

possible score. These applicants are no longer considered for the job. This early identification has resulted in a significant reduction in the processing of unqualified applicants.

Overall, the implementation of a Web-based assessment system for the purpose of hiring IT professionals has provided positive outcomes. Agencies are highly satisfied with the use of technology in assessing applicants. HR specialists view the screening out of unqualified applicants as a major advantage. IT managers view the higher quality of applicants who perform well in the assessment process as a major advantage. IT applicants like the opportunity to demonstrate their skills, and they view the Web-based process as highly related to their chances for getting a job.

If you would like more information about OPM's Web-based assessment system for IT professionals, contact Ernest Paskey at (202) 606-1160 or empaskey@opm.gov —ACN

26th Annual IPMAAC Conference on Personnel Assessment

"Assessment Gumbo"

The conference
"Call for Proposals"
is available at
www.ipmaac.org

June 30 - July 3, 2002
New Orleans, LA

APA's Task Force on Psychological Testing on the Internet to Convene in December

by Marianne Ernesto, Director, Testing and Assessment, APA

The first meeting of APA's Task Force on Psychological Testing on the Internet will take place December 8-9, 2001 in Washington DC. This task force was formed in response to increasing interest by APA members in the proliferation of psychological assessment services offered via the Internet.

The seven-member task force is a joint effort sponsored by APA's Science and Practice Directorates and will be co-chaired by Fritz Drasgow (University of Illinois) and Jack Naglieri (George Mason University). Members were selected from nominations solicited broadly across APA constituencies. They represent expertise in a broad range of testing areas including educational, school, employment, forensic, career/vocational, clinical, and neuropsychological.

The task force's charge (shown below) was drafted by members of the Committee on Psychological Tests and Assessment (CPTA) and approved by APA's Board of Scientific Affairs (BSA) and Board of Professional Affairs (BPA):

"The Task Force on Internet Testing will be formed to address broad issues concerning Internet testing. The task force will assess the extent and range of testing on the Internet and will review current practices. It will define and outline the issues raised by Internet testing, including test validity, administration, confidentiality of test taker and test results, test taker authenticity, ethical interpretations of test results (e.g., feedback), psychological dynamics of Internet testing (proclivity of being more revealing when taking Internet-based tests), copyright infringement, psychometric equivalence (e.g., comparability of tests results), license issue of the psychologist (e.g., crossing state lines), making interpretations on limited assessment information, and others."

The goal of the task force will be to develop a report containing recommendations for APA input and involvement in issues related to Internet-based psychological testing. Additional information concerning future activities of the task force will appear in upcoming issues of the *ACN*.

Editor's Note: For those of you have been wondering what happened to Marianne since she left IPMA, she is now the Director of Assessment Services for APA. She may be reached at: Marianne Ernesto, Director, Testing and Assessment Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; (202) 336-5927; mernesto@apa.org —ACN

From the Editor

by Beverly Waldron

Just a couple of quick notes for your attention.

First, in the last issue of the **ACN** we mentioned that our conference pattern was changing for 2002 — moving to the end of June/first of July and dropping a day from the length. At its October meeting the Board of Directors voted to modify those changes slightly. The conference will still be in late June/early July (June 30 - July 3 in New Orleans) but the two and a half days will become three days. (The conference will end at 4 p.m. on Wednesday, July 3.) This change was made to make sure the Program Committee has enough slots for all the great presentations we are expecting next summer.

This leads us to topic number two — the conference next summer. The call for proposals will be out soon so start seriously thinking about making a proposal and a presentation. The Program and Host Committees would also love to have your assistance. Contact Donna Denning at (213) 847-9134 or by email at ddenning@per.lacity.org.

Finally, if you did not receive a copy of the last issue of the **ACN** by email it means we do not have your correct email address. If you have not already done so, please use the enclosed form to provide us with your correct email address. Beginning with the first issue of 2002 there will be no paper versions of the **ACN** so it is very important that we have a correct address for you. There were a few complaints about the download time of the attached Adobe Acrobat file which contained the **ACN**. For those individuals who do not wish to receive the **ACN** as an attachment we are offering another option. Instead of email the **ACN** to you we will send you a notice letting you know that the **ACN** is available for viewing and/or downloading at the IPMAAC website (ipmaac.org). If you wish to take advantage of this option please complete the enclosed form and return it. If you want to continue to get the **ACN** as an attachment and we have your correct address, no action is required.

As always, I look forward to hearing from you! —ACN

Technical Affairs

by Mike Aamodt, Associate Editor

I am excited to start this month's column with the news that the fall issue of *Applied HRM Research*—the new online journal sponsored by IPMAAC and Radford University—is up and ready to go. You can view the journal at www.radford.edu/~applyhrm or you can use the link from the IPMAAC homepage (www.ipmaac.org). This month's column answers a reader's question about pay equity and contains another piece of HR humor.

Question

In our organization, male employees make more than female employees. I say this is a sign of pay discrimination, but my boss (the HR director) says it is not. Who is right?

Answer

Both of you could be right. The first step in conducting a salary equity analysis is to see if the average salary for males differs from the average salary for females. This analysis is conducted for each pay grade, not the organization as a whole. Whether you choose to analyze differences in **mean** or **median** salaries is a function of the number of employees in each grade. A good rule of thumb is to use the median when there are few employees in a grade and the mean when there are 20 or more employees in the grade and at least 4 males and 4 females in the grade. A *t*-test would then be used to test the significance of the differences between the means and a Fischer's exact test to test the significance of the differences between the medians.

If your statistical tests indicate no significant differences between males and females, you can conclude that pay discrimination probably does not exist. If the differences in salaries are statistically significant, you need to determine if these differences can be explained by such merit factors as the amount of time an employee has been with the organization, education level, or performance ratings. If there are at least 30 employees in the grade (this is my rule of thumb), this can be done through a hierarchical regression. If there are fewer than 30, a DuBray Analysis can be used.

With the hierarchical regression, the first step is to enter your merit variables into the equation to determine what percentage of individual differences in pay they explain. The second step is to enter sex (coded 0 for males, 1 for females) into the equation to determine if after controlling for the merit variables, an employee's sex is still related to pay. That is, suppose that the average salary for males in Grade 8 is $27,000 and for females $24,000. It may be that this $3,000 difference can be explained by the fact that the average male in the grade has been with the organization five years longer than the average female in the grade. The results of your regression will determine if your salary differences can be fully explained, partially explained, or not explained by differences in the merit variables.

With the DuBray Analysis, you visually compare the degree of gender differences in salary with the degree of gender differences in the merit variables using a chart such as that shown below. As you can see in the chart, the 12.5% difference in salaries can be explained by the 13.9% difference in average tenure. In grade 7, however, differences in tenure and performance ratings are too small to account for the 14.3% difference in salary. Though the DuBray analysis is easy to use, it ignores relationships among variables and thus can result in inaccurate interpretations.

Variable	Males	Females	Difference	% Difference
Grade 6				
Average salary	$27,000	$24,000	$3,000	12.5
Average tenure	12.3	10.8	1.5	13.9
Average performance rating	4.3	4.1	0.2	4.9
Grade 7				
Average salary	$31,000	$28,000	$4,000	14.3
Average tenure	8.3	8.1	0.2	2.5
Average performance rating	4.4	4.4	0.0	0.0

If the results of the regression or DuBray analysis indicate that the merit variables do not explain gender differences in salary, one still cannot conclude that discrimination has occurred. It could be that there are valid explanations for the differences (e.g., the economy at the time of hire) that were not entered into the equation. However, in the absence of a valid explanation, salary adjustments may be in order.

Salary adjustments are done by entering the merit variables for each employee into a regression equation to estimate what the employee "should" be making. For this approach to be reliable, the merit variables should account for a statistically significant percentage of the

Technical Affairs continued

individual differences in salary. Any employee whose actual salary is two standard errors (my rule of thumb) below his or her predicted salary is a potential candidate for a salary adjustment.

Mike Aamodt, a Professor of Psychology at Radford University serves as our Associate Editor for the Technical Affairs column and as our unofficial humor editor. If you have a technical question you want answered/discussed, wish to comment on this month's article, or want to share a humor item please contact Mike. He may be reached by email (maamodt@runet.edu), phone (540) 831-5513 or fax (540) 831-6113. —ACN

HR Humor

Why Cross-Training is Important

On his way to work a County HR director stopped at a traffic light. As he waited for the light to turn green, he watched two men working. One man would dig a hole two or three feet deep and then move on. The other man came along behind him and filled in the hold. While one was digging the hole, the other was about 25 feet behind filling in the old hole.

The HR director walked over asked the men "Can you tell me what's going on here?"

"Well we work for the county government," said one of the men.

"But one of you is digging the hold and the other is filling it up. You're not accomplishing anything. Aren't you wasting the taxpayers' money?"

"You don't understand, mister." one of the men said, leaning on his shovel and wiping his brow. "Normally there are three of us: me, Joe, and Fred. I dig the hold, Joe sticks in the tree, and Fred here puts the dirt back."

"Yea," piped up Fred, "Our supervisor told us that just because Joe is sick, doesn't mean that we can't do our jobs, does it?"

IPMAAC Across the Nation - News of the Councils

by Déonda Scott, Associate Editor

Bay Area Applied Psychologists (BAAP)

Lynne Waldera of InMomentum will present her organization's iCulture Assessment at the November 7 meeting. The Annual Holiday Party will be held on December 13. BAAP sponsors a speaker once a quarter who delivers a presentation to BAAP members. The location varies, but the format involves networking from 6-7 p.m., followed by the speaker's presentation at 7 p.m. BAAP speakers are typically leaders in the field and deliver interactive presentations with plenty of group discussion. Check the website www.baaponline.org for the most current information on upcoming events, speakers, and topics.

Chicago Industrial/Organizational Psychologists (CI/OP)

CIOP's first session of the program year was held in September and addressed a pressing need in organizations today – Winning the War for Top Talent. Dr. Bruce Fisher shared the findings of his cutting-edge research program on high performing employees and guide session participants through a challenging business case that integrates research and best practice. CI/OP generally has Friday afternoon sessions from 1:00 to 5:00 p.m. featuring several speakers addressing a topic. Visit their website at www.iit.edu/~ciop/.

Metropolitan New York Association for Applied Psychology (METRO)

METRO's September speaker was Harold Goldstein, Baruch College, The City University of New York. His topic was "Organization Learning and Knowledge Management:Key Enabling Strategies in the e-Business World" Visit METRO's website at www.metroapppsych.com.

Mid-Atlantic Personnel Assessment Consortium (MAPAC)

MAPAC is pleased to announce its Fall 2001 MAPAC Conference on October 10-12, 2001 at the Pennsylvania State Civil Service Commission in Harrisburg, Pennsylvania. Highlights include: Written Test Item Writing Workshop (full day training) by Charles F. Sproule (Sproule & Associates); Integrated Computerized Examination (ICE) System by Leroy Sheibly, Steven Berkley, Linda Coover, and Julie Miller (PA State Civil Service Commission); The Misuse of Work Computers: Theory, Data, and Policy by Paul Mastrangelo, Ph.D.

(University of Baltimore); The Standards for Educational and Psychological Testing: Zugzwang for the Practicing Professional? by Paul Kaiser (New York State Department of Civil Service); New York State Information Technology Testing System by Will Martin and Frank Dumin (New York State Department of Civil Service); Using Logic-Based Measurement to Transform Reading Comprehension Questions into Powerful Measures of Reasoning by Robert Simpson and Mary Anne Nester, Ph. D. (U.S. Immigration and Naturalization Service). For registration information and to download the entire Conference program, please visit http://www.ipmaac.org/mapac or contact Elliot Lasson at elasson@dbm.state.md.us.

Minnesota Professionals for Psychology Applied to Work (MPPAW)

MPPAW's September speaker, Marcia Andberg PhD, is the managing director at American Guidance Service, a Test Developer and Publisher. Marcia brought a rich background both as an executive within an organization as well as experience and expertise in Psychological Testing.   She has recently served on a blue ribbon panel working on the review and revision of the Standards for Educational and Psychological Testing. She brought a general update with respect to the new Standards. In addition, she discussed her work as a test developer and publisher.

October 18 - Dan Sachau, Minnesota State University, Mankato

November 15 - Karen Grabow - Land-O-Lakes

Contact Sidney Teske for more information at Sid.Teske@co.hennepin.mn.us or (612) 348-4443.

PTC/Arizona

The Personnel Testing Council of Arizona is presenting a full day Workshop on "Basic Skills: Issues, Identification & Assessment In the Workplace" on Friday, October 19, 2001. Our featured speaker will be Donna Davis, Coordinator of the Jobs for Valley Youth Program. We have also arranged for Wanda Campbell to be here on Friday December 7th for a 1/2 day ADA workshop. For more information on this program or about PTC-AZ contact Vicki Packman, Salt River Project at (602) 236-4595 or vspackma@srpnet.com.

PTC/Northern California

PTC/NC's upcoming Monthly Meetings include:

October 12th – ½-day Training Conference,
H's Lordship's Restaurant, Berkeley

November 16th – Sacramento

December 14th – Holiday Program,
location to be announced

Information about the topics and speakers will be released soon. Contact Shelley Langan at slangan@spb.ca.gov. You can visit their website at www.ipmaac.org/ptcnc for the latest information about PTC/NC's upcoming events and happenings.

PTC/Metropolitan Washington

PTC/MW's next meeting will be held on October 10. Speaker TBA. The November 14 meeting will feature David Kravitz of the George Mason University who will speak on the topic of "Attitudes Towards Affirmative Action: Determinants and Potential Implications for organizations."Access PTC/MW's resource-rich website from IPMAAC Online! or contact Sara Mallory (703)385-3200 for information.

PTC/Southern California

Personnel Testing Council of Southern California announces its Fall Conference for 2001: "Test Accommodations: Where are we 10 years after ADA?"

Many personnel practitioners have been faced with the issue of accommodating candidates with various disabilities throughout the testing process. The focus of this conference is to take a look back at where we were 10 years ago when the ADA was implemented, what we've learned since then, what works, and where we're going in this area. The speakers include nationally known experts in the area of testing accommodations, such as Dr. Wanda Campbell from Edison Electric Institute, Dr. Wayne

Camara from The College Board, and Dr. Mary Anne Nester from the INS. Topics covered will include the psychometric impact of testing accommodations, designing policies and procedures for making accommodations in testing, practical implications of testing accommodation policies, and recent legislation/case law relevant to accommodations. The cost for this conference is $150 for PTC members, $200 for non-members, and $75 for students. This promises to be an informative and interesting conference, so plan to attend! The conference will be held on November 7 & 8 (half-day), 2001 at the Holiday Inn Buena Park.

There will be a pre-conference Training Day on November 6, 2001 at the same location. Training topics include in-basket testing, physical ability tests, and oral examinations, plus an overview of employment law. The training day is designed for those people who are new to or don't have a background in the field of personnel testing, or for those who want to take a refresher course. The cost of the Training Day is $35.

If you are interested in attending the conference or getting more information, please contact Laura Triner at (213) 847-9136 ltriner@per.lacity.org or Hollie Levy at (213) 847-9140 hlevy@per.lacity.org.

Western Region Item Bank

The Western Region Item Bank (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 190 agencies nationwide. For more information, contact Kathryn Paget, (909) 387-5575.

WRIPAC

WRIPAC sponsored a training class on Performance Testing in September. You can access additional information on WRIPAC through IPMAAC's website. The Western Regional Intergovernmental Personnel Assessment Council (WRIPAC) is comprised of assessment professionals from more than sixty small, medium, and large public agencies throughout the western United States. For more information, contact Mark Rau, (209) 297-2335. —ACN

Upcoming International, National, and Regional Conferences and Workshops

December

3-5   Society for Human Resource Management. Conference. "Workplace Diversity: New Challenges, New Opportunities." San Diego, CA. Contact: SHRM, (703) 548-3440.

7   PTC/A. Workshop. ADA. Contact Vicki Packman, Salt River Project at (602) 236-4595 or vspackma@srpnet.com.

10-12   Institute for Professional Education. Seminar. "Resampling and Exact Statistical Methods." Washington, DC. Contact: IPE, (703) 527-8700 or info@ipeseminars.org.

12   PTC/MW. Luncheon Meeting. Dr. David Kravitz, George Mason University. "Attitudes Towards Affirmative Action: Determinants and Potential Implications for Organizations." Pier 7 Restaurant, Washington, DC. Contact: Receptionist, Caliber Associates, Tel. (703) 385-3200, or ptcmw.org.

12-14   Institute for Professional Education. Seminar. "Linear and Nonlinear Regression with Applications." Washington, DC. Contact: IPE, (703) 527-8700 or info@ipeseminars.org.

13   BAAP. Annual Holiday Party. San Francisco, CA. Contact Michelle Donovan (408)765-8308.

14   PTC/NC. Meeting. Speaker and topic TBA. Contact Jessica Valdez (916) 653-1143 or jvaldez@spb.ca.gov or Shelley Langan at slangan@spb.ca.gov.

February

4-6   Association of Test Publishers. Conference. "Computer-Based Testing." Carlsbad, CA. Contact: ATP, (410) 751-7171 or testpublishers.com.

March

1-3   I/O & OB Graduate Student Conference. University of South Florida, Tampa, FL. Contact: Tom King, tking@cs.com.

Upcoming Events *continued*

11-13 Society for HR Management. Employment Law & Legislative Conference. Washington, DC. Contact: SHRM, (703) 548-3440 or shrm.org.

24-27 Human Resource Planning Society. Annual Conference. Miami Beach, FL. Contact: HRPS, (212) 490-6387 or hrps.org.

April

1-5 American Educational Research Association. Annual Convention. New Orleans, LA. Contact: AERA, (202) 223-9485 or aera.net.

2-4 National Council on Measurement in Education. Annual Convention. New Orleans, LA. Contact: NCME, (202) 223-9318 or ncme.org.

11-14 Society for Industrial & Organizational Psych. Annual Conference & Workshops. Toronto, Canada. Contact: SIOP, (419) 353-0032 or siop.org.

15-17 Society for HR Management. Global Forum. New York, NY. Contact: SHRM, (703) 548-3440 or shrm.org.

17-19 Employment Management Association. Conference. San Francisco, CA. Contact: SHRM, (703) 548-3440 or shrm.org.

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

Déonda Scott is the Civil Service/Testing Manager for the City of Orlando. If you have regional organization news or an item to add to the calendar, please contact her by phone (407)246-2061; fax (407)246-2019; or email dscott@ci.orlando.fl.us. Snail-mail will eventually find her at the City of Orlando, 400 S. Orange Avenue, Orlando, FL 32802. —ACN

2001 IPMAAC Board of Directors and Committee Chairs

IPMAAC Board of Directors

President - Thung-Rung (T.R.) Lin
Assistant Personnel Director, Selection
Personnel Selection Branch
L.A. Unified School District
1543 Shatto St., Los Angeles, CA 90017
Tel (213) 353-4208, Fax (213) 353-4210
trlin@aol.com

President-Elect - Donna L. Denning
Personnel Research Psychologist
City of Los Angeles
700 East Temple Street, Rm. 320
Los Angeles, CA 90012
Tel (213) 847-9134, Fax (213) 847-9189
ddenning@per.lacity.org

Past-President - Kristine Smith
Darany and Associates
1250 San Pablo
Redlands, CA 92373
Tel (909) 798-4475
smithk1@earthlink.net

IPMAAC Representative to IPMA Executive Council - David Dye (2000-2002)
Senior Associate
Booz-Allen & Hamilton, Inc.
8283 Greensboro Drive, McLean, VA 22102-3838
Tel (703) 917-2134, Fax (703) 902-3553
dye_david@bah.com

Ilene Gast (2000-2002)
Senior Research Psychologist
Immigration and Naturalization Service
HQHRD-R&D
800 K Street NW, Suite 5000
Washington, DC 20536
Tel (202) 305-0590, Fax (202) 514-4200
ilene.f.gast@usdoj.gov

David Hamill (2001-2003)
Immigration and Naturalization Service
Research & Development Branch
800 K Street, NW, Room 5000
Washington, DC 20536
Tel (202) 305-1746, Fax (202) 305-3664
david.g.hamill@usdoj.gov

Deonda Scott (2001-2003)
Civil Service/Testing Manager
City of Orlando
400 S. Orange Avenue
Orlando, FL 32801-3302
Tel (407) 246-2061, Fax (407) 246-2019
dscott@ci.orlando.fl.us

Beverly Waldron (1999-2001)
Manager, Employment & Testing
Pinellas County Government Personnel Dept
400 S. Fort Harrison Avenue
Clearwater, FL 33756-5113
Tel (727) 464-3367, Fax (727) 464-3680
bwaldron@co.pinellas.fl.us

Mike Willihnganz (1999-2001)
Manager, Test Validation
Construction & Technical Training
CA State Personnel Board
801 Capitol Mall, MS-37
Sacramento, CA 94244-2010
Tel (916) 654-1672, Fax (916) 653-1353
mwillihnganz@spb.ca.gov

Committees

Conference Program
Bronda Silva
Sacramento County Human Resources Agency
710 J Street
Sacramento, CA 95814
Tel (916) 874-7029, Fax (916) 874-5318
silvab@hra.co.sacramento.ca.us

Kadee Gonzales
San Diego Housing Commission
1625 Newton Ave.
San Diego, CA 92113
Tel (619) 525-3677, Fax (619) 236-0348
kadee@sdhc.org

Conference Host
Craig Haines
Civil Services Department
City of Long Beach
333 W. Ocean Blvd., 7[th]Fl.
Long Beach, CA 90802
Tel (562) 570-6392, Fax (562) 570-5293
crhaine@ci.long-beach.ca.us

Marketing/Publicity
Harry Brull
Personnel Decisions, Inc.
2000 Plaza VII, 45 S. 7[th]Street
Minneapolis, MN 55402
Tel (612) 339-0927, Fax (612) 337-8292
harryb@PDI-Corp.com

University Liaison/Student Paper Competition
Lee Friedman
EDS Government Consulting Service
13600 EDS Drive, AS5 A52
Hernson, VA 20171
Tel (703) 742-2468, Fax (703) 742-2666
lee.friedman@EDS.com

Continuity
Donna Denning
Personnel Dept., City of Los Angeles
700 East Temple St., Rm. 320
Los Angeles, CA 90012
Tel (213) 847-9134, Fax (213) 847-9394
psyrsch@compuserve.com

Professional/Scientific Affairs
Martin Anderson
DAS Strategic Leadership Center
165 Capitol Ave., Rm. 404
Hartford, CT 06106
Tel (860) 713-5042, Fax (860) 713-7492
martin.anderson@po.state.ct.us

Assessment Council News
Beverly Waldron
Pinellas County Government
400 S. Fort Harrison Ave.
Clearwater, FL 33756-5113
Tel (727) 464-3367, Fax (727) 464-3680
bwaldron@co.pinellas.fl.us

Electronic Communications Network
Bill Waldron
Tampa Electric Company
P.O. Box 111
Tempa, FL 33601
Tel (813) 630-6503, Fax (813) 630-6802
bill@bwaldron.com

Training/Workshop
Mike Willihnganz
CA State Personnel Board
801 Capitol Mall, MS 37
Sacramento, CA 94244-2010
Tel (916) 654-1672, Fax (916) 653-1353
mwillihnganz@spb.ca.gov

Innovations in Assessment Award
Ilene Gast
HQHRD-R&D, INS,
800 K St., NW, Rm. 5000
Washington, D.C. 20036
Tel (202) 305-0590, Fax (202) 305-3664
Ilene.f.Gast@usdoj.gov

Nominations/Bylaws
Kristine Smith
Darany and Associates
1250 San Pablo Ave.
Redlands, CA 92373
Tel (909) 798-4475, Fax (909) 798-0306
smithk1@earthlink.net

Bemis Award-Nomination
Charles Sproule
Sproule & Associates
641 Cambria Ave.
Harrisburg, PA 17111
Tel/Fax (717) 564-7018
charlessproule@worldnet.att.net

Bemis Board & Selection
Anita Ford
Personnel Commission
450 N. Grand Ave.
Los Angeles, CA 90011
Tel (213) 625-6492, Fax (213) 628-9623
aford4@lausd.k12.ca.us

About the *ACN*

The *ACN* is the official newsletter of the International Personnel Management Association Assessment Council, an association of individuals actively engaged in or contributing to the professional, academic and practical field of personnel research and assessment. The Council has approximately 700 members.

The *ACN* is published six times a year during the even months of the year. 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.

Submissions for Publication: Assessment Council members and others with letters or articles of interest are encouraged to submit materials for review and publication. Submission deadlines for future issues will be listed in the December issue.

Articles and information for inclusion in the sections (*News of the Councils, Technical Affairs, Legal Affairs, Public Sector Practice Exchange*) should be submitted directly to the Associate Editor responsible for the appropriate section. Submissions may also be made to the Editor.

If you have questions or need further information please contact the Editor, Associate Editors, or IPMA.

Editor

Beverly Waldron
Manager Employment & Testing
Pinellas County Government
   Personnel Department
400 S. Fort Harrison Ave.
Clearwater, FL 33756-5113
Phone: (727) 464-3367
Fax: (727) 464-3680
Net: bwaldron@co.pinellas.fl.us
or beverly@bwaldron.com

Associate Editors

Assessment Council Affairs
Déonda Scott
Civil Service Testing Manager
City of Orlando
400 S. Orange Avenue
Orlando, FL 32801-3302
Phone: (407) 246-2061
Fax: (407) 246-2019
Net: dscott@ci.orlando.fl.us

Practice Exchange
Ilene Gast
HQHRD-R&D, Techworld
800 K Street, NW, Room 5000
Washington, DC 20036
Phone: (202) 305-0590
Fax: (202) 305-3664
Net: Ilene.F.Gast@usdoj.gov

Technical Affairs
Mike Aamodt
Professor, Radford University
Department of Psychology
Box 6946, Radford University
Radford, VA 24142
Phone: (540) 831-5513
Fax: (540) 831-6113
Net: maamodt@runet.edu

Legal Affairs
Jeffrey P. Feuquay
Psychologist and Attorney
P.O. Box 706
Perry, OK 73077-0646
Phone: (580) 336-4908
Fax: (580) 336-5377
Net: jeff@feuquay.com

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