
SARA J. FINNEY

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EDUCATION:

Ph.D. University of Nebraska-Lincoln, Quantitative and Qualitative Methods, May 2001
 M.A. University of Nebraska-Lincoln, Educational Psychology/Quantitative and Qualitative Methods, May 1997
 B.A. University of Wisconsin-Eau Claire, Psychology, May 1994

HONORS & AWARDS:

Spring 2025: [Excellence in Publication Award](#). This national award given by the National Association of Student Personnel Administrators (NASPA) recognizes outstanding publications related to assessment, evaluation, and research.

Spring 2025: [Women in Measurement](#) elected to Board of Directors. This non-profit is “dedicated to amplifying the diverse voices of all women and providing structures of support for career advancement in the educational measurement field.”

Spring 2025: [Distinguished Service Award from the College of Health and Behavior Studies](#). College-wide award presented to one faculty member each year who has demonstrated depth and breadth of outstanding service at the university, regional, and national level.

Fall 2024: [Excellence in Equity-Centered Assessment Award](#) from ACPA for “A Meta-Assessment Rubric to Guide Professional Development and Practice in Equitable Outcomes Assessment”. This national award recognizes outstanding equity-centered assessment praxis that improves experiences for students underserved in higher education.

Fall 2024: **Outstanding Service Award** from the Department of Graduate Psychology, James Madison University

Spring 2022: [Madison Scholar Award](#) from the College of Health and Behavioral Studies, James Madison University. College-wide award presented to one faculty member each year in recognition of superlative achievement in scholarship.

Fall 2021: **Outstanding Scholarship Award** from the Department of Graduate Psychology, James Madison University

Spring 2021: [Ford Faculty Award](#). This university-wide award is presented to one faculty member who possesses a record of excellence in research, teaching, curriculum development, professional development initiatives, and the integration of teaching and scholarship to benefit the student learning process. The faculty member’s accomplishments at JMU and in the profession is demonstrated via clear evidence of their contributions.

Fall 2020: [Leo Doherty Award for Outstanding Leadership and Service](#) from the Northeastern Educational Research Association given to “a long-standing member who has generously given of self, to advance NERA mission and enable it to thrive”.

Spring 2019: [NASPA Assessment, Evaluation and Research Knowledge Community National Innovation Award](#) for “Student Affairs Assessment 101” educational program. This is a national award.

Spring 2014: **Outstanding Teaching Award** from the Department of Graduate Psychology, James Madison University

Spring 2012: [Outstanding Mentor Award from the Conference of Southern Graduate Schools](#). Awarded to one faculty member from 163 universities across 15 states for outstanding success in mentoring graduate students.

Spring 2012: [NASPA Excellence GRAND Gold Award](#) for the assessment of JMU’s transfer orientation program: “Implementation Fidelity and Outcomes Assessment for Transfer Orientation: Making Empirically-Based Decisions about Program Effectiveness”. This is a national award and the highest award in assessment.

Fall 2011: **Thomas F. Donlon Memorial Award for Distinguished Mentoring** from the Northeastern Educational Research Association for “Outstanding Mentorship of Students and Colleagues”.

Spring 2011: **Provost Award for Excellence in Graduate-level Advising** for “Significant contributions and superlative achievement in the delivery of quality academic advising”, James Madison University

Spring 2011: **Outstanding Scholarship Award** from the Department of Graduate Psychology, James Madison University

Spring 2010: **Outstanding Service Award** from the Psychology Graduate Student Organization (PGSA), JMU

Spring 2009: **ACPA Emerging Best Practice in Student Affairs Assessment Award** for the assessment plan for the Summer Springboard Orientation program at JMU. This is a national award.

Spring 2008: [All Together One Award](#) from James Madison University for “Creating an environment characterized by a feeling of caring, a commitment to working together and a dedication to learning”.

- Spring 2007: **Outstanding Faculty in Graduate Psychology Award** from Psychology Graduate Student Organization, JMU
- Spring 2007: **ACPA Emerging Best Practice in Student Affairs Assessment Award** for the assessment plan for the Civic Responsibility Judicial Affairs program at JMU. This is a national award.
- Fall 2006: **Outstanding Teaching Award** from the Graduate Psychology Department, James Madison University
- Fall 2005: **First Year, Second Mile Award** by the Division of Orientation and First Year Experience at James Madison University for "Unparalleled and Selfless Contributions to the Success of First Year Students"
- Fall 2003: **Outstanding Junior Faculty Award** from the Graduate Psychology Department, James Madison University
- Spring 2003: **Outstanding Faculty in Psychology Award** by the Psychology Graduate Student Organization (PGSA), JMU

PUBLICATIONS (*student, 69 publications co-authored with students)

93. Finney, S.J. & Pastor, D.A. (in press). Priming non-compliant students to expend test-taking effort: How many primes are needed? *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2025.2459392>
92. Finney, S.J., *Schaefer, K.E., & *McFadden, M.E. (in press). Priming examinees to give good effort: Differential utility across gender identity. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2024.2310678>
91. *Schaefer, K.E., & Finney, S.J. (in press). Who is testing at midnight? College students' disengagement throughout a 24-hour low-stakes testing window. *Educational Assessment*. <https://doi.org/10.1080/10627197.2025.2487108>
90. Finney, S.J., Leventhal, B., Kaye, E., & Wilson, N. (2025). Educational measurement and equity: The evolution of our graduate program. *Practical Assessment, Research, & Evaluation*, 30(2):1. <https://doi.org/10.7275/pare.3118>
89. Finney, S.J., Pastor, D.A. & *Herr, R.K. (2025). The utility of perceived normative behavior to understand examinee effort on low-stakes assessments. *International Journal of Testing*, 25(3-4), 213-236. <https://doi.org/10.1080/15305058.2025.2530928>
88. Finney, S.J. & Pastor, D.A. (2025). Perceived normativity of giving effort on low-stakes tests: Relations with examinee effort and test performance. *Educational Assessment*, 30(3), 165-182. <https://doi.org/10.1080/10627197.2025.2474395>
87. Finney, S.J., Miller, S.A. & *McGoey, K. (2025). Increasing expended effort on low-stakes accountability tests via priming: Effectiveness with graduating university students. *Research & Practice in Assessment*, 20(1), 76-92. www.rpajournal.com/dev/wp-content/uploads/2025/09/A6-Effort-on-Low-Stakes-Accountability-Tests-via-Priming-RPA-r.pdf
86. *Jones, M.R., Good, M.R., & Finney, S.J. (2025). Measuring alumni career outcomes: A validity study. *Journal of Student Affairs Inquiry, Impact and Improvement*, 8(1), 48-72. <https://journals.indianapolis.iu.edu/index.php/jsaiii/article/view/29219/26117>
85. *McFadden, M.E. & Finney, S.J. (2025). Investigating the impact of multiple priming questions on examinee effort during low-stakes testing. *International Journal of Testing*, 25(1), 109-133. <https://doi.org/10.1080/15305058.2024.2414425>
84. *Schaefer, K.E., & Finney, S.J. (2025). The influence of student disengagement on a non-cognitive measure: Practical solutions for assessment practitioners. *Research and Practice in Assessment*, 20(1), 34-48. <https://www.rpajournal.com/dev/wp-content/uploads/2025/10/A3-The-Influence-of-Student-Disengagement-RPA-.pdf>
83. Busby, A.K., Chase, D., Finney, S.J., Fulcher, K.H. & Jankowski, N.A. (2024). Assessment in the United States: Pathways forward. *Assessment Update*, 36(6), 1-2, 15-16. <https://doi.org/10.1002/au.30415>
82. Finney, S.J., Stewart, J.P., *Wild, A.N., *Herr, R.K. & *Schaefer, K.E. (2024). A meta-assessment rubric to guide professional development and practice in equitable outcomes assessment. *Research & Practice in Assessment*, 19(1), 45-58. <https://www.rpajournal.com/dev/wp-content/uploads/2024/09/Meta-Assessment-Rubric-Equitable-Outcomes-Assessment-RPA.pdf>
81. Miller, S.A. & Finney, S.J. (2024). Enhancing student effort for improved institutional accountability data: The impact of motivation priming interventions. *Assessment Update*, 36(6), 8-9. <https://doi.org/10.1002/au.30421>
80. *Wild, A.N., *Herr, R.K., & Finney, S.J. (2024). Professional development in equity-centered outcomes assessment: The utility of a meta-assessment rubric. *Journal of Student Affairs Inquiry, Impact and Improvement*, 7(1), 101-120. <https://journals.indianapolis.iu.edu/index.php/jsaiii/article/view/28702/25767>
79. Finney, S.J. & *McFadden, M.E. (2023). Examining the question-behavior effect in low-stakes testing contexts: A cheap strategy to increase examinee effort. *Educational Assessment*, 28(4), 211-228. <https://doi.org/10.1080/10627197.2023.2222588>
78. Finney, S.J. (2023). "I have a few questions": Reframing assessment practice as asking and answering questions that matter. *Journal of Student Affairs Inquiry*, 6(1), 18-34. <https://doi.org/10.18060/27922>
77. Pastor, D.A., *Patterson, C.R., & Finney, S.J. (2023). Development and internal validity of the Student Opinion Scale: A measure of test-taking motivation. *Journal of Psychoeducational Assessment*, 41(2), 209-225. <https://doi.org/10.1177/07342829221140957>
76. *Pope, A.M., Finney, S.J., & *Crewe, M. (2023). Evaluating the effectiveness of an academic success program: Showcasing the importance of theory to practice. *Journal of Student Affairs Inquiry*, 6(1), 35-50. <https://files.eric.ed.gov/fulltext/ED627166.pdf>
75. Finney, S.J., Pastor, D.A., & *Silver, S. (2023). Students' understanding of assessment for institutional accountability and improvement: Relation with test-taking effort and remote test administration. *Research & Practice in Assessment*, 18(1), 5-18. <https://www.rpajournal.com/dev/wp-content/uploads/2023/03/Test-Taking-Effort-and-Remote-Test-Administration-RPA.pdf>
74. Finney, S.J. & *Buchanan, H.A. (2021). A more efficient path to learning improvement: Using repositories of effectiveness studies to guide evidence-informed programming. *Research & Practice in Assessment*, 16(1), 36-48. <https://eric.ed.gov/?id=EJ1307022>

73. Finney, S.J., *Gilmore, G.R., & *Alahmadi, S. (2021). "What's a good measure of that outcome?" Resources to find existing and psychometrically-sound measures. *Research & Practice in Assessment*, 16(2), 46-58. <https://www.rpajournal.com/dev/wp-content/uploads/2022/02/Resources-to-find-existing-measures-RPA.pdf>
72. Finney, S.J., Wells, J.B., & Henning, G.W. (2021). *The need for program theory and implementation fidelity in assessment practice and standards* (Occasional Paper No. 51). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). <https://eric.ed.gov/?id=ED612091>.
71. Horst, S.J., Finney, S.J., *Prendergast, C.O., *Pope, A. & *Crewe, M. (2021). The credibility of inferences from program effectiveness studies published in student affairs journals: Potential impact on programming and assessment. *Research & Practice in Assessment*, 16(2), 17-32. <https://www.rpajournal.com/dev/wp-content/uploads/2021/09/The-Credibility-of-Inferences-from-Program-Effectiveness-Studies.pdf>
70. *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. DOI: [10.1080/00220973.2019.1680942](https://doi.org/10.1080/00220973.2019.1680942)
69. *Myers, A.J. & Finney, S.J. (2021). Does it matter if examinee motivation is measured before or after a low-stakes test? A moderated mediation analysis. *Educational Assessment*, 26, 1-19. DOI: [10.1080/10627197.2019.1645591](https://doi.org/10.1080/10627197.2019.1645591)
68. *Perkins, B.A., Pastor, D.A., & Finney, S.J. (2021). Between- and within-examinee variability in test-taking effort and test emotions during a low-stakes test. *Applied Measurement in Education*, 34, 285-300. DOI: [10.1080/08957347.2021.1987905](https://doi.org/10.1080/08957347.2021.1987905)
67. *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](https://doi.org/10.1080/02602938.2020.1846680)
66. 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. DOI: [10.1080/15305058.2020.1786834](https://doi.org/10.1080/15305058.2020.1786834)
65. 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. DOI: [10.1080/10627197.2020.1756254](https://doi.org/10.1080/10627197.2020.1756254)
64. *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. DOI: [10.1177/0734282920918726](https://doi.org/10.1177/0734282920918726)
63. *Smith, K.L. & Finney, S.J. (2020). Elevating program theory and implementation fidelity in higher education: Modeling the process via an ethical reasoning curriculum. *Research & Practice in Assessment*, 15(2), 5-17. <https://eric.ed.gov/?id=EJ1293385>
62. Bandalos, D.L., & Finney, S.J. (2019). Factor analysis: Exploratory and confirmatory. In G.R. Hancock, L. M. Stapleton, & R.O. Mueller (Eds.), *The reviewer's guide to quantitative methods in the social sciences* (pp. 98-122). New York, NY: Routledge. <https://doi.org/10.4324/9781315755649>
61. Finney, S.J. & Horst, S.J. (2019). Standards, standards, standards: Mapping professional standards for outcomes assessment to assessment practice. *Journal of Student Affairs Research and Practice*, 56, 310-325. <https://www.tandfonline.com/doi/full/10.1080/19496591.2018.1559171>
60. Finney, S.J. & Horst, S.J. (2019). The status of assessment, evaluation, and research in student affairs. In V. L. Wise & Z. Davenport (Eds.), *Student affairs assessment, evaluation, and research: A guidebook for graduate students and new professionals* (pp. 3 - 19). Springfield, IL: Charles Thomas Publisher. <https://psycnet.apa.org/record/2019-16536-000>
59. *Pope, A., Finney, S.J., & *Bare, A. (2019). The essential role of program theory: Fostering theory-driven practice and high-quality outcomes assessment in student affairs. *Research & Practice in Assessment*, 14, 5-17. <https://eric.ed.gov/?id=EJ1223397>
58. *Smith, K.L., Finney, S.J., & Fulcher, K.H. (2019). Connecting assessment practices with curricula and pedagogy via implementation fidelity data. *Assessment and Evaluation in Higher Education*, 44, 263 – 282. DOI: [10.1080/02602938.2018.1496321](https://doi.org/10.1080/02602938.2018.1496321)
57. 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. <https://doi.org/10.1016/j.lindif.2017.11.011>
56. 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. DOI: [10.1080/15305058.2017.1396466](https://doi.org/10.1080/15305058.2017.1396466)
55. *Mathers, C.E., Finney, S.J., & Hathcoat, J. (2018). Student learning in higher education: A longitudinal analysis and faculty discussion. *Assessment and Evaluation in Higher Education*, 43, 1211-1227. DOI: [10.1080/02602938.2018.1443202](https://doi.org/10.1080/02602938.2018.1443202)
54. *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. DOI: [10.1080/00223891.2017.1280044](https://doi.org/10.1080/00223891.2017.1280044)
53. *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*. <http://methods.sagepub.com/case/how-investigate-whether-you-are-measuring-same-construct-over-time>
52. *Smith, K.L., Finney, S.J., & Fulcher, K.H. (2017). Actionable steps for engaging assessment practitioners and faculty in implementation fidelity research. *Research & Practice in Assessment*, 12, 71-86. <https://eric.ed.gov/?id=EJ1168812>
51. *Barry, C. & Finney, S.J. (2016). Modeling change in effort across a low-stakes testing session: A latent growth curve modeling approach. *Applied Measurement in Education*, 29, 46 – 64. DOI: [10.1080/08957347.2015.1102914](https://doi.org/10.1080/08957347.2015.1102914)
50. Finney, S.J., DiStefano, C. & *Kopp, J. (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). Hogrefe.

<https://www.researchgate.net/publication/334710008> Overview of estimation methods and preconditions for their application with structural equation modeling

49. 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. <https://eric.ed.gov/?id=EJ1137932>
48. Finney, S.J. & *Smith, K.L. (2016). *Ignorance is not bliss: Implementation fidelity and learning improvement*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-FinneySmith.pdf>
47. Finney, S. J., Sundre, D.L., *Swain, M.S., & *Williams, L. M. (2016). The validity of value-added estimates from low-stakes testing contexts: The impact of change in test-taking motivation and test consequences. *Educational Assessment, 21*, 60 – 87. DOI: [10.1080/10627197.2015.1127753](https://doi.org/10.1080/10627197.2015.1127753)
- 46.*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. DOI: [10.1177/0748175615625755](https://doi.org/10.1177/0748175615625755)
45. Pastor, D.A. & Finney, S.J. (2015). Promoting the use of path diagrams in quantitative research. In M. McCrudden, G. Schraw, and C. Buckendahl (Eds.), *Use of Visual Displays in Research and Testing: Coding, Interpreting, and Reporting Data* (pp. 111-144). Charlotte, NC. Information Age.
44. Pastor, D.A. & Finney, S.J. (2015). Quantitative Psychology. In J.G. Irons & R.L. Miller (Eds.). *Academic advising: A handbook for advisors and students volume 2: A guide to the sub-disciplines*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2015-vol2>
- 43.*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. DOI: [10.1080/15305058.2015.1034866](https://doi.org/10.1080/15305058.2015.1034866)
- 42.*Fisher, R., *Smith, K., Finney, S.J. & *Pinder, K. (2014). The importance of implementation fidelity data for evaluating program effectiveness. *About Campus, 19*, 28-32. DOI: [10.1002%2Fabc.21171](https://doi.org/10.1002%2Fabc.21171)
- 41.*Zilberberg, A., Finney, S.J., *Marsh, K.R. & Anderson, R.A. (2014). The role of students' attitudes and test-taking motivation on the validity of college institutional accountability tests: A path analytic model. *International Journal of Testing, 14*, 360-384. DOI: [10.1080/15305058.2014.928301](https://doi.org/10.1080/15305058.2014.928301)
- 40.*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. DOI: [10.1177/0748175613497038](https://doi.org/10.1177/0748175613497038)
39. Finney, S.J., & DiStefano, C. (2013). Nonnormal and categorical data in structural equation modeling. In G.R. Hancock & R.O. Mueller (Eds.), *A second course in structural equation modeling* (2nd ed., pp. 439-492). Charlotte, NC: Information Age.
<https://www.researchgate.net/publication/309032517> Non-normal and categorical data in structural equation modeling
- 38.*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. <https://eric.ed.gov/?id=EJ1062846>
- 37.*Kopp, J.P. & Finney, S.J. (2013). Linking academic entitlement and student incivility using latent means modeling. *Journal of Experimental Education, 81*, 322-336. DOI: [10.1080/00220973.2012.727887](https://doi.org/10.1080/00220973.2012.727887)
36. Pastor, D.A. & Finney, S.J. (2013). Using visuals displays to enhance understanding of quantitative research. In G. Schraw, M. McCrudden, & D. Robinson (Eds.). *Learning through visual displays* (pp. 387 – 415). Charlotte, NC: Information Age.
<https://www.researchgate.net/publication/260204352> Using visual displays to enhance understanding and interpretation of quantitative research
- 35.*Swain, M.S., Finney, S.J., & *Gerstner, J.J. (2013). A practical approach to assessing implementation fidelity. *Assessment Update, 25*(1), p 5-7, 13. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/au.251#page=5>
- 34.*Zilberberg, A., Anderson, R.A., Finney, S.J., & *Marsh, K.R. (2013). American college students' attitudes toward institutional accountability testing: Developing measures. *Educational Assessment, 18*, 208-234. [10.1080/10627197.2013.817153](https://doi.org/10.1080/10627197.2013.817153)
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- 32.*Zilberberg, A., Anderson, R.A., Swerdzewski, P.J., Finney, S.J., & *Marsh, K.R. (2012). Growing up with No Child Left Behind: An initial assessment of the understanding of college students' knowledge of accountability testing. *Research & Practice in Assessment, 7*, 12-25. <https://eric.ed.gov/?id=EJ1062686>
- 31.*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. DOI: [10.1080/15305058.2011.570884](https://doi.org/10.1080/15305058.2011.570884)
- 30.*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. DOI: [10.1177%2F0013164410387378](https://doi.org/10.1177%2F0013164410387378)
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- 26.*Baranik, L. E., Barron, K.E., & Finney, S.J. (2010). Examining specific vs. general measures of goal orientation. *Human Performance*, 23, 155-172. DOI: [10.1080/08959281003622180](https://doi.org/10.1080/08959281003622180)
- 25.*Barry, C. L., *Horst, S.J., Finney, S. J., *Brown, A. R., & *Kopp, J. (2010). Do examinees have similar test-taking effort? A high-stakes question for low-stakes testing. *International Journal of Testing*, 10, 342 – 363. DOI: [10.1080/15305058.2010.508569](https://doi.org/10.1080/15305058.2010.508569)
- 24.*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. DOI: [10.1177%2F0748175610362369](https://doi.org/10.1177%2F0748175610362369)
- 23.*France, M., 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. DOI: [10.1177%2F0013164409344510](https://doi.org/10.1177%2F0013164409344510)
- 22.*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. DOI: [10.1016/j.cedpsych.2010.04.003](https://doi.org/10.1016/j.cedpsych.2010.04.003)
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- 13.*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. DOI: [10.1177%2F0013164406292090](https://doi.org/10.1177%2F0013164406292090)
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5. Finney, S.J., *Pieper, S.L., & Barron, K.E. (2004). Examining the psychometric properties of the Achievement Goal Questionnaire in a general academic context. *Educational and Psychological Measurement*, 64, 365-382. DOI: [10.1177%2F0013164403258465](https://doi.org/10.1177%2F0013164403258465)
4. Bandalos, D.L., Finney, S.J., & Geske, J.A. (2003). A model of statistics achievement based on achievement goal theory. *Journal of Educational Psychology*, 95, 604-616. DOI: [10.1037/0022-0663.95.3.604](https://doi.org/10.1037/0022-0663.95.3.604)
3. Finney, S.J., & Schraw, G.J. (2003). Self-efficacy beliefs in college statistics courses. *Contemporary Educational Psychology*, 28, 161-186. DOI: [10.1016/S0361-476X\(02\)00015-2](https://doi.org/10.1016/S0361-476X(02)00015-2)

2. Bandalos, D. L., & Finney, S. J. (2001). Item parceling issues in structural equation modeling. In G. A. Marcoulides & R. E. Shumaker (Eds.), *Advanced structural equation modeling: New developments and techniques*. Mahwah, NJ: Lawrence Erlbaum Assoc. https://www.researchgate.net/publication/259332761_Item_parceling_issue_in_structural_equation_modeling
1. Wise, S. L., Finney, S.J., Enders, C.K., Freeman, S.A., & Severance, D.D. (1999). Examinee judgments of changes in item difficulty: Implications for item review in computerized adaptive testing. *Applied Measurement in Education*, 12, 185 -198. https://www.tandfonline.com/doi/pdf/10.1207/s15324818ame1202_5

OPEN EDUCATIONAL RESOURCES

- Finney, S.J. (2025). *Structural Equation Modeling for Good*. Pressbooks. <https://pressbooks.lib.jmu.edu/semforgood/>
- Finney, S.J., Leventhal, B., Wilson, N., & Kaye, E. (2022). *Needs Assessment for Faculty Development to Foster Inclusive Excellence*. OER Commons. <https://oercommons.org/courseware/lesson/98634>
- Finney, S.J., Stewart, J. & Wild, A. (2024). *The Student Affairs Assessment Improvement Rubric*. OER Commons. <https://oercommons.org/courseware/lesson/112329>

TEACHING EXPERIENCE:

- | | |
|--|---|
| -Multivariate Statistics | -Special Topics in Assessment & Measurement |
| -Structural Equation Modeling | -Practicum in Assessment |
| -Advanced Structural Equation Modeling | -Internship in Assessment |
| -Statistics and Measurement Consulting | -Dissertation Supervision |
| -Introductory Statistical Methods | -Thesis Supervision |

STATISTICAL & PSYCHOMETRIC CONSULTING EXPERIENCE:

- 2017-current **Associate Director of the Center for Assessment and Research Studies (CARS)**
Provide assessment support to programs assessing student learning and development outcomes within Division of Student Affairs at JMU. Oversee partnership between CARS and programs who undertake learning improvement initiatives (i.e., use assessment data to make empirically-based changes to programming). Supervise consultants working with clients. Oversee creation of professional development materials related to outcomes assessment and learning improvement.
- 2001-2017 **Assessment Specialist for the Center for Assessment and Research Studies (CARS)**
Provide expertise in assessment, instrument development, and data analysis to educational programs within JMU. Work resulted in 5 national awards recognizing assessment practice and several publications.
- 2014-current **Technical Advisory Committee (TAC) for Educational Records Bureau (ERB)**
ERB is a global not-for-profit organization providing admission and achievement assessment for PreK-12. Provide advice on technical and policy issues associated with development and use of selection and outcomes assessments.
- 2021-2024 **Efficacy Advisory Committee (EAC) for Curriculum Associates**
Provide guidance to the Curriculum Associates Research team regarding research design, analytical methods, and interpretation of results, thus ensuring the alignment of Curriculum Associates' research with academic standards for rigor as well as Every Student Succeeds Act (ESSA) and What Works Clearinghouse (WWC).
- 2017-2021 **Impact Research Advisory Council (IRAC) for the Learning Service & Insights Group at Macmillan Learning**
Critique and contribute to the design and execution of a robust research and evaluation agenda to assess the impact of Macmillan's higher education tools & services on learner outcomes.
- 2013-2019 **Technical Advisory Committee (TAC) for Graduate Record Examinations General Test**
Primary responsibilities: shape the research agenda for GRE program, provide technical and psychometric support, and ensure the technical quality of both the final GRE research reports and of new GRE research proposals before they are released. Evaluate the appropriateness and comprehensiveness of the overall research agenda to support a psychometrically sound assessment program. *Chair of the TAC from 2016 – 2019*
- 1999-2001 **Director of Nebraska Evaluation and Research (NEAR) Center**
Consulted with clients, trained consultants, created instructional materials, completed administrative activities.
- 1996-2001 **Consultant for Nebraska Evaluation and Research (NEAR) Center**
Provided assistance in area of statistics, measurement, & research design. Assistance ranged from providing information & advice to generating technical reports. Clients were from academic institutions (both faculty & staff from UNL and surrounding institutions), public schools, and other organizations (e.g., Nebraska HHS).

INVITED KEYNOTES/WEBINARS/PANELS (* indicates student):

- Finney, S.J. (2026, Feb). *Intentions vs. implementation: What students actually experience in our programs—and why it matters for success*. Keynote address at the Elevated Education Exchange, Auburn University. <https://auburn.edu/academic/provost/academic-insight/elevated-ed/>
- Finney, S.J. & *Herr, R.K. (2025, Oct). *Leveraging intervention mapping to guide innovative and effective programming in higher education*. Keynote address at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Finney, S.J., Stewart, J., & LaFrance, S. (2025, July). *Advancing best practice in student affairs outcomes assessment: Tools, training, and transformation*. Invited webinar presented to ACPA—College Student Educators International, Virtual. <https://www.youtube.com/watch?v=uln-BhJKdNU>
- Casabianca, J., Christensen, W., Finney, S.J., Jarr, K., Scheidiger, C. & Warne, Z. (2025, April). *The where, what, and how of the job market for measurement professionals*. Invited panel at the annual meeting of the National Council on Measurement in Education, Denver.
- Finney, S.J., Fulcher, K.H. & Levy, J. (2025, March). *What we wish we knew: Career reflections in assessment*. Invited webinar presented to the Student Affairs Assessment Leaders (SAAL), Virtual.
- Finney, S.J. & Stewart, J. (2024, Sept). *Facilitating the integration and evaluation of equity considerations into assessment and program improvement: A rubric to guide your way*. Invited webinar presented to the Virginia Assessment Group, Virtual.
- Fulcher, K.H., Finney, S.J., & Chase, D. (2024, June). *Assessment in the United States: Four paths forward*. Invited panel at the meeting of the International Conference on Assessing Quality in Higher Education, Berlin, Germany.
- Finney, S.J. (2023, Sept). *Toward more accurate inferences: Test-taking motivation matters*. Invited presentation for the Educational Psychology Department Seminar, Washington State University, Pullman, WA.
- Leventhal, B.C. & Finney, S.J. (2023, August). *An approach to incorporate EDI into the curricula for a Master's and PhD program*. Panel at the annual convention of APA, Washington, D.C.
- Finney, S.J., Barry, C.L., Bashkov, B., Madison, M.J., Markle, R., Runyon, B. (2022, Oct). *Switching jobs in educational measurement: Advice and insights*. Invited panel at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Good, M.R. (2022, Oct). *35 years of assessment innovation: Reflections and future directions*. Invited presentation at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Finney, S.J., Morrison, J., & Tracy, P. (2022, June). *Assessment for learning improvement: Three perspectives*. Invited panel at the annual meeting of the Association for the Assessment of Learning in Higher Education, Providence, RI.
- Finney, S.J., Egan, K., & Cheng, B. (2022, Feb). *Career transitions: The field of measurement 2022*. Invited mentoring panel for the organization Women in Measurement (WIM), Virtual.
- Finney, S.J., *Alahmadi, S., *Buchanan, H., & *Patterson, C. (2021, Oct). *Curated resources for high-quality assessment practice*. Invited panel at the annual meeting of the Assessment Institute, Virtual.
- Bandalos, D.L., Finney, S.J., Geisinger, K., Matos, H., Sireci, S. & Zenisky, A. (2021, July). *Demystifying peer review processes: A how-to conversation for proposals and manuscripts*. Invited panel for Northeastern Educational Research Association, Virtual.
- Deng, N., Finney, S.J., Hamilton, L. & Pierre-Louis, M. (2021, May). *Mentoring and mentorship of women in measurement*. Invited panel for the organization Women in Measurement (WIM), Virtual.
- Finney, S.J., Wise, V. & Davenport, Z. (2021, April). *Using data for continuous improvement so that all may learn*. Invited panel for the Western Michigan University Assessment in Action Conference, Virtual.
- Finney, S.J. (2020, Oct). *Using program theory and implementation fidelity to aid in interpreting outcomes assessment data*. Keynote address for the New England Student Affairs Assessment Institute, Virtual.
- Randall, J., Rios, J., Buckendahl, C., Finney, S.J., Huff, K., Madison, M., & Tong, Y. (2020, June). *Graduate training in educational measurement and psychometrics: A curricula review of graduate programs in the U.S.* Invited panel session at the annual meeting of the National Council on Measurement in Education, Virtual.
- Horst, S.J., Lovett, M., Hershock, C., Finney, S.J., & Fulcher, K.H. (2019, June). *Assessment for learning improvement: Comparing two universities' approaches to reveal key principles and strategies*. Educause Webinar.
- Finney, S.J. (2019, May). *Program theory: Necessary for the use of assessment results*. Keynote address at Virginia Commonwealth University Student Affairs Assessment Retreat, Richmond, VA.
- Finney, S.J. & Lovett, M. (2019, May). *The JMU-CMU partnership: Sharing skillsets to evidence student learning*. Invited panel for the Empirical Educators Project, Carnegie Mellon University.
- Finney, S.J. (2019, Feb). *Using implementation fidelity data to evaluate & improve program effectiveness*. Webinar sponsored by Weave.
- Finney, S.J. (2018, Oct). *Showcasing the utility of implementation fidelity data when evaluating program effectiveness*. Keynote address at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Finney, S.J., Madison, M., McCoach, B., & Sireci, S. (2018, Oct). *How to prepare for a career in higher education*. Invited panel discussion at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Bradshaw, L. (2018, Sept). *Designing assessment programs that support data use*. Invited presentation for the Quantitative, Qualitative and Psychometric Methods Research Seminar, University of Nebraska, Lincoln.
- Finney, S.J. (2018, March). *Toward more accurate inferences: Test-taking motivation matters*. Invited presentation for the Empirical Educator Project, Stanford University.
- *Holzman, M., Sunde, S., *Miesen, C., & Finney, S.J. (2016, Oct). *Enhancing student learning: A multi-year implementation fidelity assessment of orientation*. Sponsored webinar by ACPA.
- Finney, S.J., Foley, B., Gorin, J., Koro-Ljungberg, M., Stapleton, L. & Tesar, M. (2016, April). *Oh, the places you will go! Finding your way in measurement and research methodology*. Invited panel at meeting of American Educational Research Association, Washington DC.

- DePascale, C., Finney, S.J., Jones, A., Van Meter, P., & Young, J. (2015, Oct). *Exploring different job areas and developing effective job-seeking skills*. Invited panel discussion at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Pastor, D. A. (2014). *Promoting the use of path diagrams in quantitative research and teaching*. Invited address to Quantitative Methods graduate students and faculty. University of Georgia, Athens, GA.
- Finney, S.J. & *Foelber, K. (2013). *Quantitative psychology: Why you should consider this field of study*. Invited address to psychology students and faculty. Franklin & Marshall College, Lancaster, PA.
- Finney, S.J. (2012). *Implementation fidelity*. Voices of Experience address for the May Symposium Professional Development Institute. Center for Faculty Innovation, James Madison University.
- Finney, S.J. & *Rodgers, M. (2012). *The field of quantitative psychology*. Invited address for PSI CHI induction ceremony. Berea College, Berea, KY.
- Finney, S.J. & *Barry, C. (2008). *What is quantitative psychology and why are there so many jobs?* Invited address for PSI CHI induction ceremony. Berea College, Berea, KY.
- Finney, S.J. & *Swerdzewski, P. (2008). *What is quantitative psychology?* Invited address to members of Measurement Course. Christopher Newport University, Newport News, VA.
- Finney, S.J. & *Kaliski, P.K. (2007). *What is quantitative psychology?* Invited address to members of PSI CHI. Appalachian State University, Boone, NC.
- Finney, S.J. (multiple years). *The what, why, and how of outcomes assessment*. Invited presentation to College Student Personnel Administration students in Psyc 651. James Madison University.
- Finney, S.J. & Pastor, D.A. (multiple years). *What is quantitative Psychology?* Invited presentation to Psyc 200 (Orientation to Psychology) students. James Madison University.

PROFESSIONAL DEVELOPMENT SESSIONS/WORKSHOPS (* indicates student):

- Henning, G., Finney, S.J., Ludquist, A. & Stewart, J. (2026, March). *Integrating equity into outcomes assessment: Strategies and tools*. Half-day workshop presented at the annual NASPA conference, Kansas City.
- *McFadden, M.E., Finney, S.J., *Willse, J. & Stewart, J. (2026, March). *Design smarter, assess better: Sharing our suite of resources for evidence-based program development and outcomes assessment*. One-hour presentation at annual NASPA conference, Kansas City.
- Finney, S.J. (2026, Feb). *Elevating program theory & implementation fidelity to support student learning and development*. Two-hour workshop presented at the Elevated Education Exchange, Auburn University.
- Finney, S. J. (2025, Oct). *Best practice in outcomes assessment*. One-day workshop, Boston College.
- Henning, G., Finney, S.J., *Herr, R. & Lundquist, A. (2025, Oct). *Practical strategies and tools to enhance equity in outcomes assessment*. One-hour session presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Kaye, E., Wilson, N., Chenevey, L., Finney, S.J., & Wile, T. (2025, Oct). *Navigating challenges: Implementing a values-based framework for open educational practices*. One-hour session presented at OpenED25 Conference, Virtual.
- Henning, G., Finney, S.J., Lundquist, A., Stewart, J. & *Herr, R. (2025, Feb). *Integrating and evaluating equity-centered assessment*. Pre-conference four-hour workshop presented at the annual ACPA conference, Long Beach, CA.
- Finney, S.J., *Herr, R.K., *McFadden, M.M., & *Willse, J. (2025, Jan). *Best practice in student affairs assessment: Resources to support program theory, implementation fidelity, and equity*. Three-day workshop, Virtual.
- Leventhal, B. & Finney, S.J. (2024, April). *A needs assessment to guide professional development in justice-oriented assessment*. Innovative demonstration presented at the annual meeting of the National Council on Measurement in Education, Philadelphia.
- Fulcher, K.H., Finney, S.J. & Hathcoat, J. (2023, Oct). *Leveling up your assessment skills*. One-hour session presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- *Herr, R.K. & Finney, S.J. (2023, Oct). *Program theory and implementation fidelity: Critical components to learning improvement*. One-hour session presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- *Schaefer, K., & Finney, S.J. (2023, Oct). *A mutually beneficial partnership between a student affairs division and an assessment office: How to create it and sustain it*. One-hour session presented at the annual meeting of the Assessment Institute, Indianapolis, IN.
- Finney, S.J., *Wilson, S., Stewart, J. & LaFrance, S. (2023, April). *Developing competency and confidence in evidence-informed practice via professional development experiences*. One-hour session presented at the annual meeting of NASPA, Boston, MA.
- *Schaefer, K., Stewart, J., *Wild, A., *Wilson, S., Finney, S.J., & Newman, M. (2023, April). *A structured process of reporting, evaluating, and using assessment results in student affairs: Wins, losses, and realities*. Presented at the annual meeting of NASPA, Boston, MA.
- Finney, S.J., *Schaefer, K., *Wilson, S. & *Alahmadi, S. (2022, August). *Foundations of student affairs outcomes assessment*. One-hour workshop presented to new student affairs educators at James Madison University, Harrisonburg, VA.
- Good, M.R. & Finney, S.J. (2022, June). *Pandemic opportunities: Increasing space for long-term enhancements to assessment training & practice*. Resources shared at the Assessment in Higher Education conference, Manchester, England.
- Finney, S.J. & Leventhal, B. (2022, April). *Creating and implementing a year-long seminar on equity-centered assessment: Lessons learned*. Innovative demonstration presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- Finney, S.J. & *Alahmadi, S. (2022, Feb). *Repositories of evidence-based educational programming & outcome measures*. Theory-to-Practice Workshop presented at the annual AAC&U Conference on General Education, Pedagogy, and Assessment, San Diego, CA.
- Finney, S.J. & Henning, G.W (2021, Oct). *The integration of program theory, implementation fidelity, and equity-minded assessment*. Presented at the annual meeting of the Assessment Institute, Virtual.
- Henning, G.W. & Finney, S.J. (2021, June). *Using program theory and implementation fidelity to guide equity-minded assessment*. Presented at the annual conference for Association for the Assessment of Learning in Higher Education, Virtual.

- Finney, S.J., Henning, G.W., & Wells, J. (2021, March). *Leveraging program theory and implementation fidelity for equity-centered assessment*. Presented at the annual meeting of NASPA, Virtual.
- Finney, S.J. (2020, May). *Implementation fidelity: Data you need when evaluating and improving programming*. Presented at the Higher Education Assessment Conference, Henniker, NH.
- *Pope, A., *Patterson, C., *Gonzalez, S., & Finney, S.J. (2019, Nov). *Inspiration to action: Using program theory to engage with learning outcomes assessment*. Presented at the annual meeting of the Virginia Assessment Group, Richmond, VA.
- *Pope, A., Horst, S.J., *Prendergast, C., Finney, S. J., & *Crewe, M. (2019, June). *Let's get real: Applying research design principles to a messy assessment world*. Workshop at annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.
- Finney, S.J. & *Sauder, D. (2017, Jan). *An introduction to Structural Equation Modeling (SEM)*. Invited three-hour training session at the Center for Faculty Innovation, James Madison University.
- Finney, S.J., Bradshaw, L. & Sireci, S. (2016, May). *Quantitative methods in evaluating the quality of assessments*. Workshop presented at the annual conference of psychology, Athens Institute of Education and Research, Athens, Greece.
- Finney, S.J. & *Foelber, K. (2015, Oct). *An introduction to Structural Equation Modeling (SEM)*. Invited training session at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & *Gerstner, J. (2013, Dec). *How do I use assessment results? The utility of implementation fidelity data for program improvement*. Invited workshop at the annual meeting of SACSCOC, Atlanta, GA.
- Finney, S.J. & *Gerstner, J. (2013, Jan). *Implementation fidelity—What? Why? How?* Invited workshop for the Center for Faculty Innovation, James Madison University
- Finney, S.J. & *Gerstner, J. (2012, July). *What is implementation fidelity and why do assessment professionals need to know about it?* Invited workshop at the Assessment Institute, James Madison University.
- Finney, S.J. & *Gerstner, J. (2012, March). *Incorporating implementation fidelity into the outcomes assessment cycle*. Invited training session at the University of Nevada, Reno.
- Finney, S. J. & Pastor, D. A. (2011, Oct.) *Longitudinal modeling from two perspectives: SEM & HLM*. Invited training session at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Finney, S.J. (2011, July). *An overview of basic and intermediate structural equation modeling techniques*. Invited two-day workshop for the Educational Testing Services (ETS), Princeton, NJ.
- *Gerstner, J., *Swain, M., 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.
- *Gerstner, J., *Swain, M., 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., *Gerstner, 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.
- Finney, S.J. (2011, Jan). *An Introduction to Latent Growth Modeling (LGM)*. Invited one-day workshop for The College Board, Newtown, PA.
- Finney, S.J. (2010, Oct). *An Introduction to Structural Equation Modeling (SEM)*. Invited training session at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Finney, S.J. (yearly). *Assessment within the division of student affairs: The importance and the process*. Invited training session for College Student Personal Administrators M.A. program. James Madison University, Harrisonburg, VA.
- 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 Office of Special Assistant to the President, James Madison University.
- Finney, S.J. & *Swerdzewski, P (2008, Feb). *The "What", "Why" and "How" of outcomes assessment in student affairs*. Invited half-day workshop for the Division of Student Affairs, Christopher Newport University, Newport News, VA.
- Finney, S.J., *Swerdzewski, P., *Joe, J., & Day-Miller, B. (2007, September). *Accountability and strategic planning: Identifying common student learning and development objectives within the division of student affairs*. Invited one-day workshop for the Division of Student Affairs and University Planning, James Madison University, Harrisonburg, VA.
- Finney, S.J. (2006, September). *Introduction to Structural Equation Modeling (SEM)*. Invited training session for College of Business, James Madison University, Harrisonburg, VA.
- Finney, S.J. & DiStefano, C. (2006, April). *Non-Normal and categorical data in Structural Equation Modeling (SEM)*. Invited training session at the annual meeting of the American Educational Research Association, San Francisco.

PROFESSIONAL PRESENTATIONS OF RESEARCH (* indicates student):

- *Herr, R.K., Pastor, D.A., & Finney, S.J. (2026, April). *Peers, perceptions, and putting forth effort: The role of normative beliefs in low-stakes testing*. Paper presented at the annual meeting of the National Council on Measurement in Education, Los Angeles.
- *Pires-Gifford, L., *Herr, R.K., *Galangue, D., French, B., & Finney, S.J. (2026, April). *Disengaged responses, distorted risks: Evaluating effort in student risk assessments*. Paper presented at annual meeting of the National Council on Measurement in Education, Los Angeles.
- *Schaefer, K.E. & Finney, S.J. (2026, April). *Student effort during a low-stakes testing session: A mixed methods study of time of day and assessment order effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Los Angeles.
- *Schaefer, K. E., & Finney, S. J. (2025, Oct). *Examining the interaction of time of day and test order on student effort in low-stakes assessments*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J., *Herr, R.K. & *McFadden, M.E. (2025, May). *Effectiveness of an intervention to train faculty and staff on equitable programming and assessment*. Presented at the 19th Annual International Conference on Psychology, Athens, Greece.

- *McFadden, M.E & Finney, S.J. (2025, May). *The generalizability of the question-behavior effect on test-taking behavior*. Presented at the 19th Annual International Conference on Psychology, Athens, Greece.
- Finney, S.J., Pastor, D.A., & *Herr, R.K. (2025, April). *The utility of perceived normative behavior to understand examinee effort on low-stakes assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver.
- *Schaefer, K.E. & Finney, S.J. (2024, Oct). *Who is testing at 3am? Profiles of college students who take low-stakes tests at different times of day*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Pastor, D.A. (2024, July). *The question-behavior effect in low-stakes testing contexts: How many questions are needed to prompt good test-taking effort?* Paper presented at the meeting of the International Test Commission, Granada, Spain.
- Pastor, D.A. & Finney, S.J. (2024, July). *Perceived normativity of giving effort on low-stakes tests: Measures and relations with examinee effort and test performance*. Paper presented at the meeting of the International Test Commission, Granada, Spain.
- Miller, S. & Finney, S.J. (2024, June). *Enhancing student effort for improved institutional accountability data: The impact of motivation priming interventions*. Poster presented at the meeting of the International Conference on Assessing Quality in Higher Education, Berlin, Germany.
- Kuklick, L., Mertens, U., Finney, S.J., Linder, M.A. (2024, April). *A micro-longitudinal approach to the effects of immediate feedback on test-taker emotions*. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia.
- Finney, S.J., Stewart, J., *Wild, A., *Herr, R., & LaFrance, S. (2024, March). *Enhancing equity in programming and assessment: A rubric to guide your intentional work*. Presented at the annual meeting of NASPA, Seattle, WA.
- Meikrantz Sharp, M.K, *Herr, R.K. & Finney, S.J. (2024, March). *Improving equity and inclusion for international students: Using data to guide belonging interventions and student success programming*. Paper presented at the annual meeting of NASPA, Seattle, WA.
- Finney, S.J. (2023, Oct). *Assessment in higher education: Historical expectations and activity in divisions of student affairs*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- *McFadden, M.E., & Finney, S.J. (2023, Oct). *Multiple priming questions can provide a solution to issues with low examinee response time effort in a testing session*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- *Schaefer, K.E., & Finney, S.J. (2023, Oct). *The influence of disengagement on the factor structure of a non-cognitive measure: Practical solutions*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- *Schaefer, K.E., Finney, S.J. & *McFadden, M.E., (2023, April). *Priming examinees to give good effort: Differential utility across student groups*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Finney, S.J., *McFadden, M.E., & *Schaefer, K.E. (2023, March). *Priming to increase test-taking effort is moderated by gender: Evidence from a randomized control trial*. Poster presented at the annual meeting of the International Convention of Psychological Science, Brussels, Belgium.
- *McFadden, M.E., & Finney, S.J. (2023, March). *Double dosing: Does it improve the utility of the question-behavior effect?* Poster presented at the annual meeting of the International Convention of Psychological Science, Brussels, Belgium.
- *Schaefer, K.E. & Finney, S.J. (2023, March). *Unengaged participants and reverse-scored items: Implications for the factor structure of non-cognitive measures*. Poster presented at annual meeting of the International Convention of Psychological Science, Brussels, Belgium.
- *McFadden, M.E., Finney, S.J. & *Schaefer, K.E. (2022, Oct). *“Will you give good effort during the test?” Simply asking increases examinees’ test-taking motivation*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Good, M.R. (2022, June). *Assessment transformations: The importance of evidence to tell the pandemic story*. Presentation at the Assessment in Higher Education conference, Manchester, England.
- 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.
- *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.
- *Perkins, B.A., Pastor, D.A. & Finney, S.J. (2022, April). *Partitioning variability in test-taking effort and test emotions during a low-stakes test*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- *Silver, S., Pastor, D.A., & Finney, S.J. (2021, Nov). *College students’ understanding of a university-wide assessment day*. Paper presented at the annual meeting of the Virginia Assessment Group, Virtual.
- Finney, S.J. & *Buchanan, H. (2020, Oct). *A more efficient path to learning improvement: The utility of evidence-informed programming and practices*. Paper presented at the annual meeting of the Assessment Institute, Virtual.
- Finney, S.J. & Henning, G.W (2020, Oct). *Incorporating program theory and implementation fidelity in CAS Self-Study*. Paper presented at the annual meeting of the Assessment Institute, Virtual.
- *Satkus, P. & Finney, S.J. (2020, Sept). *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.
- Smith, K.L. & Finney, S. J. (2019, Nov). *Helping students learn better: Elevating program theory and implementation fidelity in a university-level context*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
- *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 annual meeting of the European Conference on Psychological Assessment, Brussels.
- *Satkus, P., Finney, S. J. & *Perkins, B. A. (2019, July). *Examining the functioning of test emotions items across testing platforms and gender: A measurement invariance study*. Paper presented at annual meeting of European Conference on Psychological Assessment, Brussels.
- Finney, S. J. (2019, June). *A theory-based logic model for a multi-week student affairs program*. Paper presented in the symposium titled *Why and How Programs Impact Student Learning and Development: The Value of Program Theory in Outcomes Assessment* at the annual meeting of the Association for the Assessment of Learning in Higher Education, St Paul, MN.

- Finney, S.J. & Smith, K.L. (2019, June). *The utility of implementation fidelity data when assessing program effectiveness and using results for learning improvement*. Paper presented at annual meeting of the Association for Assessment of Learning in Higher Education, St Paul, MN.
- *Perkins, B.A., Finney, S.J., & Satkus, P. (2019, May). *Examining configural, metric, and scalar invariance of test emotion items over time*. Poster presented at the annual meeting of the Association of Psychological Sciences, Washington DC.
- *Satkus, P., Finney, S.J., & *Perkins, B. A. (2019, May). *Simultaneous change in emotions during testing: A multivariate growth model*. Poster presented at the annual meeting of the Association of Psychological Sciences, Washington DC.
- *Bare, A.K., Finney, S.J. & *Pope, A. (2019, March). *Meet your match: How theory-based measures help connect outcomes and programming*. Presented at annual meeting of ACPA, Boston, MA.
- Finney, S. J. & Horst, S. J. (2019, March). *Standards, standards, standards: Mapping professional standards to assessment practice*. Paper presented at annual meeting of ACPA, Boston, MA.
- *Pope, A., Finney, S.J. & *Bare, A.K. (2019, March). *Friend not foe: Using theory to develop impactful programs*. Paper presented at annual meeting of ACPA, Boston, MA.
- *Perkins, B.A., *Satkus, P. & Finney, S. J. (2018, Oct). *Exploring emotional reactions during low-stakes testing*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- *Pope, A. & Finney, S. J. (2018, Oct). *Developing interventions to impact noncognitive constructs: The necessity of articulating theory-based program logic*. Paper presented at annual meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Horst, S. J. (2018, June). *Student affairs professionals' commitment to and competency in assessment: Spotlighting an often untapped partner in evidencing student learning*. Presented at the annual meeting of the Higher Education Data Sharing Consortium, Spokane, WA.
- *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 on Measurement in Education, NYC.
- *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.
- *Satkus, P., Finney, S.J., & *Perkins, B. (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. (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.
- Finney, S. J. & Horst, S. J. (2017, May). *Extending the 3 x 2 achievement goal model to the general academic domain*. Poster presented at annual meeting of Association for Psychological Sciences, Boston.
- *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. & 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 Northeastern Educational Research Association, 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 meeting of the International Test Commission, Vancouver, Canada.
- *Holzman, M., Sunde, S., *Miesen, C., & Finney, S.J. (2016, March). *Enhancing student learning: A multi-year implementation fidelity assessment of orientation*. Sponsored presentation delivered at College Student Educators International Conference, Montreal, CA.
- *Holzman, M., *Miesen, C. & Finney, S.J. (2015, Nov). *Closing the assessment loop: Using implementation fidelity data to make informed changes to programming*. Presented at annual meeting of the Virginia Assessment Group, Richmond, VA.
- Kopp, J. P. & Finney, S. J. (2015, Oct.). *The development and evaluation of the Academic Entitlement Questionnaire (AEQ)*. Paper presented at the annual meeting 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 annual meeting of Association for Psychological Sciences, New York.
- Finney, S. J. & Pastor, D. A. (2015, May). *Using path diagrams to facilitate teaching "traditional" statistics*. Poster presented at annual meeting of Association for Psychological Sciences, New York.
- *Sessoms, J. & Finney, S.J. (2014, Oct). *Predicting change in examinee effort on low-stakes tests*. Paper presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
- Finney, S.J. & Sundre, D. L. (2014, July). *Examinee motivation: A global challenge for best testing practice*. Poster presented at the annual conference of the International Test Commission, San Sebastian, Spain.
- Sundre, D. L. & Finney, S. J. (2014, July). *Challenges to best practices in assessment: Act locally—think globally*. Paper presented at the annual conference of the International Test Commission, San Sebastian, Spain.
- Finney, S. J., Sundre, D. L., *Swain, M., & *Williams, L. (2014, April). *Are value-added estimates influenced by test consequences in large-scale, low-stakes testing contexts?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- *Kopp, J.P. & Finney, S. J. (2014, April). *Missing data treatment when estimating growth with educational accountability data*. Poster presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- *Zilberberg, A. & Finney, S. J. (2014, April). *Measuring students' attitudes toward large-scale accountability testing*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- *Zilberberg, A. & Finney, S. J. (2014, April). *Relationship between students' attitudes and performance on accountability tests in higher education: A path model*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- *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 conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- *Kopp, J. P. & Finney, S. J. (2013, Oct). *Missingness mechanism and impact in a higher education assessment context*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

- *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 conference of the Association for Psychological Science, Washington D.C.
- *Bashkov, B. & Finney, S. J. (2013, April). *How does entitlement change throughout the college career? A longitudinal mean and covariance structures analysis*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Finney, S. J. & Pastor, D.A. (2013, April). *Working with, not against, the principles of cognitive processing: The power of visual displays to convey statistical information*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *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 annual conference of the American Educational Research Association, San Francisco, CA.
- *Williams, L., *Hopkins, D., *Swain, M., Sundre, D. L., & Finney, S.J. (2012, November). *Raising the stakes: How feedback and personal consequences affect low-stakes testing motivation*. Presented at the annual conference of the Virginia Assessment Group, Richmond, VA.
- *Gerstner, J., Pastor, D. A. & Finney, S. J. (2012, Oct). *Evaluating the psychometric properties of the Scale of Ethnocultural Empathy: A confirmatory factor analytic approach*. Paper presented at the annual conference 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 the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- Finney, S. J., & *Kopp, J. P. (2012, May). *Measuring and modeling academic entitlement*. Paper presented at the annual International Conference on Psychology, Athens, Greece.
- *Barry, C. L., & Finney, S. J. (2012, April). *Using latent growth modeling to examine change in motivation across a low-stakes testing session*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Finney, S. J. & Pastor, D. A. (2012, April). *Attracting students to the field of measurement*. Paper presented at the annual conference of the National Council for Measurement in Education, Vancouver, CA.
- 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*. 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.
- 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 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 Virginia Assessment Group Annual Conference, Williamsburg, VA.
- *Bashkov, B. M., & Finney, S. J. (2011, October). *Is psychological entitlement really stable over time? An empirical investigation*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- *Kopp, J. P., & Finney, S. J. (2011, October). *Building the nomological net of academic entitlement: Metacognition, help-seeking, and GPA*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- *Zilberberg, A., Swerdzewski, P., Anderson, R., Finney, S. J., & *Marsh, K. R. (2011, October). *Growing up with No Child Left Behind: Creating a measure of college students' knowledge of accountability testing in K-12*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- McCoy, T., *Swain, M., *Gerstner, J. & Finney, S.J. (2011, June). *Yes, it is possible! Completing the assessment cycle in one year*. Presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.
- Young, W. & Finney, S. J. (2011, June). *Partnering with purpose: Strategies for creating students affairs assessment process and investment*. Presented at NASPA's annual Assessment & Persistence Conference, Las Vegas.
- *Bashkov, B., Finney, S. J., & Kopp, J. P. (2011, May). *Measuring entitlement: Evaluating existing and new validity evidence for the Psychological Entitlement Scale* Paper presented at the annual meeting of the Association for Psychological Sciences, Washington DC.
- *Brown, A. & Finney, S. J. (2011, May). *An examination of the construct validity of the Hong Psychological Reactance Scale*. Paper presented at the annual meeting of the Association for Psychological Sciences, Washington DC.
- *Kopp, J. P. & Finney, S. J. (2011, May). *Linking academic entitlement and compliance: Measurement invariance and latent mean differences*. Paper presented at the annual meeting of the Association for Psychological Sciences, Washington DC.
- *Horst, S.J., Finney, S.J. & Enders, C. K. (2011, April). *Exploring examinee motivation in a low-stakes testing context*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- *Marsh, K. B, Finney, S. J., Anderson, R., & *Zilberberg, A. (2011, April). *The role of students' attitudes on the validity of institutional accountability test scores: A path model*. Poster presented at the annual meeting of the National Council of Measurement in Education, New Orleans.
- *Zilberberg, A., Anderson, R., Finney, S. J., & *Marsh, K. R. (2011, April). *Students' attitudes towards large-scale testing for institutional accountability mandates: Developing a measure*. Paper presented at meeting of American Educational Research Association, New Orleans.
- *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.
- *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.
- *Barry, C., *Horst, S. J., Finney, S. J., *Brown, A., & 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.

- *Kaliski, P. K. & Finney, S. J. (2010, April). *An empirical demonstration of indirect mixture modeling: A hybrid of variable-centered and person-centered methodological approaches*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- *Barry, C. & Finney, S. J. (2009, Oct.). *Exploring change in test-taking motivation*. Paper presented at the annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.
- *Brown, A., *Barry, C., *Horst, S. J., Finney, S. J., & *Kopp, J. P. (2009, Oct.). *Modeling test-taking motivation over the course of a low-stakes testing session: A mixture modeling approach*. Paper presented at annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.
- *Brown, A., 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, Rocky Hill, CT.
- Thelk, A., Sundre, D. L., *Horst, S. J., & Finney, S. J. (2009, Oct.). *Examining inferences about test-taking motivation: The Student Opinion Scale (SOS)*. Paper presented at the annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.
- *Cid, J & Finney, S. J. (2009, April). *Confirmatory factor analysis of the Big Five Inventory*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Barry, C. L., Finney, S. J., *Johnston, M., & *Horst, S. J. (2009, April). *Are there distinct academic help-seeking types? An application of mixture modeling*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *France, M. K. & Finney, S. J. (2009, April). *Examining the psychometric properties of a University Mattering Scale*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *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, Rocky Hill, CT.
- *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, Rocky Hill, CT.
- *Kaliski, P. K., & Finney, S. J. (2008, Oct.). *Using mixture modeling to investigate the number of personality types in college students*. Paper presented at the annual meeting of Northeastern Educational Research Association, Rocky Hill, CT.
- *Van Eck, K., Finney, S. J., & Evans, S.W. (2008, August). *Measuring parent report disruptive behavior: A confirmatory factor analysis*. Poster presented at the annual meeting of the American Psychological Association, Boston.
- *Cotten, M.R., *Swerdzewski, P.J., Finney, S.J., & Bell, A.L. (2008, June). *Comparing senior and sophomore knowledge and confidence concerning academic advising*. Presented at International Assessment and Retention Conference, Scottsdale, AZ.
- Finney, S.J., Mitchell, R., & *Swerdzewski, P.J. (2008, June). *Cultivating common ground: Determining division-wide student affairs learning and development outcomes*. Presented at International Assessment and Retention Conference, Scottsdale, AZ.
- *Swerdzewski, P.J., Finney, S.J., *Joe, J.N. (2008, June). *The Student Affairs Planning and Reporting Template: Evaluating learning and development*. Presented at the International Assessment and Retention Conference, Scottsdale, AZ.
- *Barry, C. & Finney, S. J. (2008, March). *Does it matter how data is collected? A comparison of testing conditions and the implications for validity*. Presented at the annual meeting of the National Council on Measurement in Education, New York.
- *France, M, Finney, S. J., & *Swerdzewski, P. (2008, March). *University attachment for college sophomores and juniors: A focus on its measurement and correlates*. Presented at the annual meeting of the American Educational Research Association, New York.
- *Sibley, M. Evans, S.W., Finney, S.J., & Frazier, T. (2007, November). *Factor structure of the Conners Parent Rating Scale-Revised Short Form: Implications for the symptomatology of ADHD*. Poster presented at the 41st Annual Meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- *Barry, C.L., & Finney, S.J. (2007, October). *A psychometric investigation of the College Self-Efficacy Inventory*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Finney, S. J., *France, M., & Swerdzewski, P. (2007, October). *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, October). *Are university and student attachment distinct constructs: An examination of factor structure and external validity*. Paper presented at meeting of the Northeastern Educational Research Association, Rocky Hill, CT
- *Kaliski, P. K. & Finney, S. J. (2007, October). *An application of latent transition analysis (LTA) to psychological wellbeing*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- *Swerdzewski, P.J., Finney, S.J. & Harmes, J.C. (2007, October). *Skipping the test: The phenomenon of test avoidant students in a low-stakes assessment environment*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- *Swerdzewski, P.J., Finney, S.J., & Harmes, J.C. (2007, October). *Examinee motivation in low-stakes testing: Two approaches to identifying data from low-motivated students in an applied assessment context*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Barron, K. E., *Brown, A., *Kaliski, P.K., & Finney, S.J. (2007, August). *Achievement goal orientations and well-being*. Paper presented at the European Conference for Research on Learning and Instruction, Budapest, Hungary.
- Grande, S., *France, M., & 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.
- *Swerdzewski, P., Finney, S. J., & Bell, A. L. (2007, June). *Assessing the impact of faculty advising: Implications for a peer advising program*. Paper presented at the International Assessment & Retention Conference, St. Louis.
- Young, W., Finney, S. J., & Bacon, J. (2007, June). *Mentoring as a judicial sanction: Assessing sense of belonging*. 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.
- *Brown, A. R., Barron, K. E., *Kaliski, P. K., & Finney, S. J. (2007, May). *Moving beyond academic outcomes: Linking theories of student motivation with psychological well-being*. Paper presented at the meeting of the Association for Psychological Sciences, Washington DC.
- *Kaliski, P. K. & Finney, S. J. (2007, May). *Profiles of psychological well-being in sophomore college students: An application of mixture modeling*. Paper presented at the meeting of the Association for Psychological Sciences, Washington DC.

- *Swerdzewski, P. & Finney, S. J. (2007, May). *Should we worry about how we measure worry? Analysis of the Student Worry Questionnaire 30*. 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.
- *Kaliski, P. K., Finney, S. J. & Enders, C. K. (2007, April). *Do the latent profiles of college students' psychological well-being change? An application of latent transition analysis*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- *Lau, A.R., Finney, S. J., & Meyer, J. P. (2007, April). *Measuring diversity orientation: The Miville Guzman Universality Diversity Scale*. Paper presented at annual meeting of the American Educational Research Association, Chicago.
- *Swerdzewski, P., *Danis, M., Finney, S. J., & Harmes, J. C. (2007, April). *Skipping the test: Using evidence to inform policy related to those students who avoid taking low-stakes assessments in college*. Paper presented at the annual meeting of the National Council of Measurement in Education, Chicago.
- 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 (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.
- *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 American Educational Research Association, San Francisco.
- *Kissel, H. & Finney, S. J. (2006, March). *Establishing an effective assessment plan: An example for self-advocacy programs*. Paper presented at the meeting of the National Association of Student Personnel Administrators, Washington DC.
- *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.
- *Swerdzewski, P. & Finney, S. J. (2006, May). *A factor analytic study of the Scale of Perceived Social Self-Efficacy*. Paper presented at the meeting of the Association for Psychological Sciences, New York.
- *Grove, A. B., Evans, S. W., Finney, S. J., & Thompson, J. M. (2005, March). *Predicting barriers to children's mental health care: A path model*. Paper presented at the meeting of the Eastern Psychological Association, Boston.
- *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.
- *Horst, S.J., Finney, S.J., & Barron, K.E. (2005, April). *Validity evidence for a measure of social goal orientation*. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.
- Miller, B. K., & Finney, S. J. (2005, April). *Confirmatory factor analyses of the Equity Preference Questionnaire*. Paper presented at the annual meeting of the Society of Industrial and Organizational Psychology, Los Angeles, CA.
- *Masse, C., Finney, S. J. & Schraw, G. (2005, August). *Components of the Test Anxiety Inventory: A confirmatory factor analysis*. Paper presented at the annual meeting of the American Psychological Association.
- *Baranik, L., Barron, K.E., Finney, S.J., & Sundre, D.A. (2004). *Specificity of achievement goal measures: An empirical investigation comparing general vs. specific measures*. Paper presented at meeting of the Virginia Psychological Association, Roanoke, VA.
- *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.
- Enders, C. E., & Finney, S. J. (2003, April). *Examining the sensitivity of fit indices to model misspecification and complexity when modeling Likert data: An examination of recommended cutoffs*. Paper presented at annual meeting of American Educational Research Association, Chicago.
- *Davis, S. L., & Finney, S. J. (2003, April). *Examining the psychometric properties of the Cross Cultural Adaptability Inventory*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Finney, S. J. & *Davis, S. L. (2003, April). *Examining the invariance of the Achievement Goal Questionnaire across gender* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- 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.
- Sundre, D. L. & Finney, S. J. (2002, April). *Enhancing the validity and value of learning assessment: Furthering the development of a motivation scale*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Finney, S. J., & Schraw, G. J. (2001, April). *Measuring statistics self-efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
- Finney, S. J. (2000, April). *The meaning of success for students in statistical methods courses: A phenomenological study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Bandalos, D. J., Finney, S. J., & Geske, J. A. (1999, April). *Modeling statistics achievement: The influences of metacognitive awareness, effort, test anxiety, and academic goal orientation*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Finney, S. J., Smith, R. W., & Wise, S. L. (1999, April). *The effects of judgment-based stratum classifications on the efficiency of stratum scored CATs*. Paper presented at the annual meeting of the National Council of Measurement in Education Research, Montreal.
- Schraw, G. J., & Finney, S. J. (1999, April). *A critique of Frick's "Good-effort Criterion" for accepting the null hypothesis*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Roos, L. L., Wise, S. L. & Finney, S. J. (1998, April). *Comparing restricted and unrestricted self-adapted testing as alternatives to computerized adaptive testing*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- Wise, S.L., Freeman, S.A., Finney, S.J., Enders, C.K. & Severance, D. (1997, March). *The accuracy of examinee judgments of relative item difficulty: Implications for computerized adaptive testing*. Paper presented at meeting of National Council on Measurement in Education, Chicago.

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