History of the Psychometrics and Quantitative Psychology Program

Before 1957, there were no distinctions in the doctoral psychology degrees in Fordham. Dissertations that were prior to this year were Joseph Kubis, students of Joseph Kubis, or students of Anne Anastasi. Beginning with dissertations completed in 1957, a specialization was listed. The first students/dissertations listed as psychometrics in 1957 were James Filella, S.J., who was a student of Anne Anastasi, as well as Ann Frances McHugh who was a student of Joseph Keegan, S.J. The other specializations were clinical experimental, and general/theoretical. Later the program was renamed as psychometrics and quantitative psychology.

Filella, J. (1957). Educational and sex differences in the organization of abilities in technical and academic students in Colombia, South America.
McHugh, A. (1957). Investigation of the reliability and concurrent validity of two levels of the California Test of Mental Activity.
Lucas, A. (1961). Relationship between attitude of student nurses toward childbearing and certain selected individual and background characteristics.
Canty, E. (1962). The objective and evaluative indices affecting the rating of performance on the logical analysis device.


Urbina, S. (1972). Cultural and sex differences in affiliation and achievement drives as expressed in reported dream content and a projective technique.


Kirnas, J. (1986). Relationship of recruiting source to applicant quality and subsequent new-hire success controlling for ethnicity, sex and age of the applicant.


Cook, L. (1990). The predictive validity of traditional and nontraditional admissions measures for college performance in students grouped by sex, race, age and academic risk.


Michel, R. S. (2006). The development of cognitive model to provide psychometrically sound and useful diagnostic information for a quantitative measure.


Khan, A. (2010). Use of nonparametric item response theory to develop a shortened version of the Positive and Negative Syndrome Scale (PANSS) for patients with schizophrenia.


Korenovska, L. (2013). An exploration of test taker, rater, and item facets of the writing section of TOEFL using many-facet Rasch measurement.

Williams, F. E., III. (2013). Assessing items and rater agreement through prevalence and bias for dichotomous and polytomous data.

Sakworawich, A. (2013). Developing models and applying Bayesian decision theory for standard setting in college placement.

Cubbellotti, S. (2013). Exploring the application of nonparametric item response theory techniques to alternate assessments.


Lord-Bessen, J. (2014). Extraction of latent class progressions in a longitudinal study with applications in educational and behavioral science data.


