**Stella Y. Kim**

Educational Research, Measurement, and Evaluation

Department of Educational Leadership

University of North Carolina at Charlotte, Charlotte, NC 28223-0001

Phone (704) 687-8539

Email: [stella-kim@charlotte.edu](mailto:stella-kim@charlotte.edu)

1. **EDUCATION AND PROFESSIONAL CREDENTIALS**

Degrees Date College/University Major

Ph.D. May 2018 University of Iowa Educational Measurement & Statistics

M.A. Feb 2013 Yonsei University Educational Measurement & Statistics

B.A. Feb 2011 Yonsei University Education

B.S. Feb 2011 Yonsei University Child & Family Studies

Licenses Date Institution

Graduate Certificate in College Teaching Dec 2017 University of Iowa

1. **PROFESSIONAL EXPERIENCE**

Dates Institution Title/ responsibilities/nature of work

2022 – Present University of North Carolina Charlotte Program Director of Graduate Certificate in

Quantitative Analyses

2018 – Present University of North Carolina Charlotte Assistant Professor of Educational

Research, Measurement, and Evaluation

2018 (May-July) CASMA, University of Iowa Associate Research Scientist

2013 – 2018 CASMA, University of Iowa Graduate Research Assistant

2017 (June-July) College Board Summer Intern

2013 (Feb.-July) Korea Institute for Curriculum and Evaluation Research Assistant

2011 – 2013 Yonsei University Graduate Research Assistant

1. **TEACHING/CURRICULUM DEVELOPMENT**

Courses taught (2018-present)

RSCH6101 Research Methods

RSCH6110/8110 Descriptive and Inferential Statistics

RSCH8220 Educational and Psychological Measurement

RSCH8230 Classical and Modern Test Theory

RSCH7150/8150 Structural Equation Modeling

Curriculum and course development

RSCH6110/8110 Descriptive and Inferential Statistics (asynchronous online)

RSCH8220 Educational and Psychological Measurement

RSCH8230 Classical and Modern Test Theory

Advising/student-directed scholarship

*Doctoral Dissertation Committee (Completed)*

2023 Wu, T. (Co-Chair) Educational Research, Measurement, and Evaluation

Lynn, D. (Co-Chair) Educational Research, Measurement, and Evaluation

2022 Findlater, N. (Co-Chair) Educational Research, Measurement, and Evaluation

Holcomb, T. S. Educational Research, Measurement, and Evaluation

Elizondo, J. Counselor Education and Supervision

Hujar, J. Educational Research, Measurement, and Evaluation Chang, K. F. [external] Educational Measurement & Statistics, U of Iowa

2021 Gezer, T. Educational Research, Measurement, and Evaluation

2019 Gartlan, S. R. Educational Leadership

*Doctoral Dissertation Committee (In Progress)*

Butts, S. Public Health Sciences

Moore, C. Counselor Education and Supervision

Bishop, J. Learning, Design & Technology

Mori, C. Learning, Design & Technology

Dunbar, E. Curriculum & Instruction

Holl-Cross, C. Curriculum & Instruction

Lee, J. [external] Child and Family Studies, Yonsei University

Proposal approved Kularski, C. Educational Research, Measurement, and Evaluation

Luce, H. Educational Research, Measurement, and Evaluation

Locklear, C. Counselor Education and Supervision

Liu, H. [external] Educational Measurement & Statistics, U of Iowa

1. **RESEARCH**

Publications

† graduate (mentoring) student

*Articles in Refereed Journals*

***Methodological Articles***

†Sun, T., & **Kim, S. Y.** (2023). Evaluating equating methods for varying levels of form difference. *Educational and Psychological Measurement.* Advance online publication. <https://doi.org/10.1177/00131644231176989>

**Kim, S. Y.**, & Lee, W. (2023). Several variations of simple-structure MIRT equating. *Journal of Educational Measurement, 60*(1), 76-105.<http://doi.org/10.1111/jedm.12341>

**Kim, S. Y.**, & Lee, W. (2023). Maintaining score scales over time: A comparison of five scoring methods. *Applied Measurement in Education, 36*(1), 60-79.<https://doi.org/10.1080/08957347.2023.2172015>

†Wu, T., **Kim, S. Y.**, & Westine, C. (2022). Evaluating the effects of missing data handling methods on scale linking accuracy. *Educational and Psychological Measurement.* Advance online publication.<https://doi.org/10.1177/00131644221140941>

**Kim, S. Y.** (2022). Digital module 29: Multidimensional item response theory equating. *Educational Measurement: Issues and Practice, 41*(3), 85-86.<http://doi.org/10.1111/emip.12525>

Brennan, R. L., **Kim, S. Y.**, & Lee, W. (2022). Extended multivariate generalizability theory with complex design structures. *Educational and Psychological Measurement, 82*(4), 617-642. <http://doi.org/10.1177/00131644211049746>

†Sun, T., & **Kim. S. Y.** (2021). Evaluating six approaches to handling zero-frequency scores under equipercentile equating. *Measurement: Interdisciplinary Research and Perspectives, 19*(4), 213-235. <https://doi.org/10.1080/15366367.2020.1855034>

**Kim, S. Y.,** & Lee, W. (2020). Classification consistency and accuracy with atypical score distributions. *Journal of Educational Measurement*, *57*(2), 286-310. <https://doi.org/10.1111/jedm.12250>

**Kim, S. Y.,** Lee, W., & Kolen, M. J. (2020). Simple-structure multidimensional item response theory equating for multidimensional tests. *Educational and Psychological Measurement, 80*(1), 91-125. <https://doi.org/10.1177/0013164419854208>

Lee, W., **Kim, S. Y.**, Choi, J., & Kang, Y. (2020). IRT approaches to modelling scores on mixed-format tests. *Journal of Educational Measurement,* *57*(2), 230-254. <https://doi.org/10.1111/jedm.12248>

**Kim, S. Y.,** & Lee, W. (2019). Classification consistency and accuracy for mixed-format tests. *Applied Measurement in Education, 32*(2), 97-115. <https://doi.org/10.1080/08957347.2019.1577246>

**Kim, S. Y.**, Lee, G., & Kang, S. J. (2013). The effects of different parallelism assumptions on the estimates of classification consistency using IRT and non-IRT approaches. *Journal of Educational Evaluation, 26*(2), 533-554.

***Software Review Articles***

**Kim, S. Y.** (2022). Using Generalizability Theory software suite: GENOVA, urGENOVA, and mGENOVA. *Measurement: Interdisciplinary Research and Perspectives, 20*(3), 181-194.<https://doi.org/10.1080/15366367.2022.2025569>

***Substantive Articles***

†Gezer, T., **Kim, S. Y.**, & Lee, O. (accepted). Validation of self-efficacy questionnaire of online learning for students with disabilities in higher education. *Journal of Computing in Higher Education.*

Jiang, C., **Kim, S. Y.**, Wang, C., & Wang, J. (accepted). Examining interchangeability of three mathematics tests in the college entrance examinations in China. *Journal of Applied Measurement.*

†Biang, A., Merlin-Knoblich, C., & **Kim, S. Y.** (In press). An examination of client bias towards overweight, underweight, and average weight counselors. *The Professional Counselor*.

†Sun, T., Martin, F., **Kim, S. Y.**, & Westine, C. (2023). Establishing an online course evaluation framework through analysis of existing instruments. *Online Learning*, *27*(1), 356-582. DOI: 10.24059/olj.v27i1.3228

Sadaf, A., **Kim, S. Y.,** & †Mosquera, L. H. (2022). The impact of case-based discussion design on students’ perceived cognitive presence and learning in online courses. *Distance Learning Journal*, *19*(4). 51-68. Retrieved from <https://www.proquest.com/scholarly-journals/impact-case-based-discussion-design-on-students/docview/2813050087/se-2>

**Kim, S. Y.**, Westine, C., †Wu, T., & Maher, D. (2022). Validation of the higher education student engagement scale in use for program evaluation. *Journal of College Student Retention: Research, Theory and Practice.* Advance online publication.<https://doi.org/10.1177/15210251221120908>

Sadaf, A., **Kim, S. Y.,** & Olesova, L. (2022). Relationship between metacognition and online community of inquiry in an online case-based course. *Online Learning, 26*(4), 79-93. <http://dx.doi.org/10.24059/olj.v26i4.3474>

†Sun, T., Wang, C., & **Kim, S. Y.** (2022). Psychometric properties of an English writing self-efficacy scale: Aspects of construct validity. *Reading and Writing, 35,* 743-766.https://doi.org/[10.1007/s11145-021-10206-w](https://doi.org/10.1007/s11145-021-10206-w)

Lee, O., **Kim, S. Y.**, & †Gezer, T. (2021). Factors associated with online learning self-efficacy among students with disabilities in higher education. *The American Journal of Distance Education, 35*(4), 293-306.<https://doi.org/10.1080/08923647.2021.1979344>

Sadaf, A., **Kim, S. Y.**, & †Wang, Y. (2021). A comparison of cognitive presence, learning, satisfaction, and academic performance in case-based and non-case-based online discussions. *The American Journal of Distance Education, 35*(3), 214-227.<https://doi.org/10.1080/08923647.2021.1888667>

*Monographs and Research/Technical Reports*

Kolano, L., & **Kim, S. Y.** (in preparation). *Evaluation of ourBRIDGE for KIDS Year 6 2022-2023 (partial report- quantitative findings).* Report being prepared to be submitted to OurBRIDGE.

**Kim, S. Y.,** Westine, C., & †Li, Z. (2022). *Using latent profile analysis to better understand parental involvement types for students with disabilities.* Report submitted to North Carolina Department of Public Instruction.

**Kim, S. Y.**, Kim, Y. & Moses, T. (2020)*. Impact of degrees of postsmoothing on long-term equated scale score accuracy* (CASMA Research Report No. 54). Iowa city, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa. (Available on http://www.education.uiowa.edu/casma).

**Kim, S. Y.**, & Lee, W. (2018). Simple-structure MIRT true-score equating for mixed-format tests. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 5)* (CASMA Monograph No. 2.5). Iowa city, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

Lee, W., **Kim. S. Y.**, Choi, J., & Kang, Y. (2018). IRT approaches to evaluating psychometric properties of scores on mixed-format tests. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 5)* (CASMA Monograph No. 2.5). Iowa city, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

Lee, W., Brennan, R. L., Malatesta, J. L., & **Kim, S. Y.** (May, 2018). *Evaluation of the MCAT exam using Generalizability theory.* Reported to the Association of American Medical Colleges.

Malatesta, J. L., Kolen, M. J., Lee, W., **Kim, S. Y.**, Wang, S., Liu, H., Kim, H. J., & Zhang, M. (August, 2017). *Technical Report: AP scaling, linking, and equating procedures.* Report submitted to the College Board.

**Kim, S. Y.**, & Lee, W. (2016). Composition of common items for equating with mixed-format tests. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 4)* (CASMA Monograph No. 2.4). Iowa City, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

**Kim, S. Y.**, & Lee, W. (2016). Classification consistency and accuracy for mixed-format tests. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 4)* (CASMA Monograph No. 2.4). Iowa City, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

**Kim, S. Y.**, & Lee, W. (2016). Classification consistency and accuracy with atypical score distributions. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 4)* (CASMA Monograph No. 2.4). Iowa City, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

**Kim, S. Y.**, & Lee, W., & Brennan, R. L. (2016). Reliability of mixed-format composite scores involving raters: A multivariate generalizability theory approach. In M. J. Kolen, & W. Lee (Eds.), *Mixed-format tests: Psychometric properties with a primary focus on equating (Volume 4)* (CASMA Monograph No. 2.4). Iowa City, IA: Center for Advanced Studies in Measurement and Assessment, The University of Iowa.

**Kim, S. Y.**, Kang, Y., Lee, W., & Kolen, M. J. (August, 2014). *Development of scoring procedures for NCLEX innovative items.* Research proposal presented at the Joint Research Committee meeting of National Council of State Boards of Nursing.

Kang, Y., **Kim. S. Y.**, Choi, J., Lee, W, & Kolen, M. J. (March, 2014). *Literature review on scoring responses to innovative items in technology-enhanced assessments.* Report submitted to the National Council of State Boards of Nursing.

Lee, W., Kolen, M. J., **Kim, S. Y.**, Kang, Y., & Choi, J. (March, 2014). *Recommendation of a framework for scoring NCLEX innovative items.* Research proposal presented at the Joint Research Committee meeting of National Council of State Boards of Nursing.

*Technological Applications (R Package)*

**Kim, S. Y.** (2019). *NM-CLASS: For classification consistency and accuracy using the normal approximation procedure.* Iowa City, IA: Center for Advanced Studies in Measurement and Assessment, University of Iowa. (Available from <https://education.uiowa.edu/centers/center-advanced-studies-measurement-and-assessment/computer-programs#class>).

*Externally Funded Research Projects*

Kim, H., **Kim, S. Y.**, Park, S., & Lee, S. (2021). *Development and validation of a human rights sensitivity scale*. Funded by Gwangju National University of Education, South Korea ($1,500).

**Kim, S. Y.** (2019). *Multidimensional item response theory equating for domain-based tests.* Joe E. Covington Award funded by National ConferenceBar Examiners ($8,000).

*Book Chapters*

**Kim, S. Y.**, Malatesta, J., & Lee, W. (2023). Generalizability theory and applications. In A. A. Rupp, & D. McCaffrey (Eds.), *International Encyclopedia of Education: Quantitative Research/Educational Measurement (Volume 4)*. Oxford: Elsevier Science. pp. 59-71. <https://doi.org/10.1016/B978-0-12-818630-5.10009-0>

*Papers in Conference Proceedings*

Sadaf, A., & **Kim, S. Y.** (2019). Examining the impact of online case-based discussions on students’ perceived cognitive presence, learning and satisfaction, In IADIS Press (Eds.), *Proceedings of 16th International Conference on Cognitive and Exploratory Learning in Digital Age (CELDA)* (pp. 421-424). Cagliari, Italy.

Works in progress

*Submitted/ under review*

Bolliger, U. D., Martin, F., & **Kim, S. Y**. (Minor revision). Validation of the online learner satisfaction instrument. *Educational Technology Research and Development.*

Conklin, S., Oyarzun, B., **Kim, S. Y.,** & Garrett Dikkers, A. (Under review). Exploring the relationships of learners and instructors in online courses.

†Gezer, T., Flowers, C., & **Kim, S. Y.** (Under review). Applying latent variable approach for examining measurement and prediction invariance in English learners’ large-scale assessments.

**Kim, S. Y.**, & Martin, F. (Major revision). Validation of the Faculty Readiness to Teaching Online (FRTO) scale. *Journal of Applied Research in Higher Education.*

**Kim, S. Y.**, †Gezer, T., & Lee, O. (Under review). Online learning self-efficacy scale: Measurement invariance across sex, ethnicity, age, and disability types.

**Kim, S. Y.,** & Lee, O. (Major revision). Examining varying online learning experiences of college students with disabilities by disability type. *American Journal of Distance Education.*

**Kim, S. Y.**, Westine, C., †Wright, K., & †Lambert, M. (Under review). Examining peer observation practices of online teaching through analysis of existing instruments.

Kolano, L., Green, T., & **Kim, S. Y.** (Under review). Disrupting inequities through asset-based community programming for immigrant and refugee children.

Lee, O., & **Kim, S. Y.** (Under review). Types of disability, accommodations, and self-efficacy in an online learning environment in higher education.

Lee, O., & **Kim, S. Y.** (Under review). Predictors of academic motivation and resilience among students with disability in higher education.

Lee, O., & **Kim, S. Y.** (Under review). Expiration of disability identity among students with disabilities in higher educational institutions.

Lee, O., & **Kim, S. Y.** (Under review). Exploring career readiness among college students with disabilities.

†Sun, T., **Kim, S. Y.**, & Smith, B. (Under review). Reliability of assessment of general surgical trainees’ intraoperative performance: Using generalizability theory.

Westine, C., †Wu, T., **Kim, S. Y.**, & Maher, D. (Major revision). Engagement and attribution of increased engagement to learning assistants in learning assistant-supported classes. *Journal of Further and Higher Education.*

†Wu, T., **Kim, S. Y.**, & Westine, C. (Major revision). IRT observed-score equating for rater-mediated assessments using a hierarchical rater model. *Journal of Educational Measurement.*

*(Selected) Manuscripts in preparation*

**Kim, S. Y.**, & Moses, T. (in progress). Comparison of three approaches to composite-score equating.

**Kim, S. Y.**, & Lee, W. (in progress). Evaluating several variants of simple-structure MIRT equating.

**Kim, S. Y.**, & Lee, W. (in progress). A framework to quantify overall errors in equated scale scores.

†Kim, Y., & **Kim, S. Y.** (in progress). Evaluating item-selection rules in fixed-precision between-item multidimensional computerized adaptive testing.

Conference Presentations

*National/International Presentations*

† a graduate student or a former advising student

†Sun, T., **Kim, S. Y.**, & Smith, B. (2023, July). *Reliability of assessment of residents’ intraoperative performance: Using generalizability theory.* Poster presented at the 2023 International Meeting of the Psychometric Society (IMPS), College Park, MD.

**Kim, S. Y.,** Lee, W., Lim, H., & Kim, Y. (2023, July). *Using cross validation for parameter selection in cubic spline postsmoothing.* Paper presented at the 2023 International Meeting of the Psychometric Society (IMPS), College Park, MD.

**Kim, S. Y.**, Jiang, C., Wang, C., & Wang, J. (2023, April). *Comparability of three mathematics tests for college admission in China*. Paper presented at the 2023 annual meeting of National Council on Measurement in Education, Chicago, IL.

Lee, W., **Kim, S. Y**., (2023, April). *Integrating measurement error and equating error.* Paper presented at the 2023 annual meeting of National Council on Measurement in Education, Chicago, IL.

**Kim, S. Y.**, Lee, W. (2023, April). *Evaluating the specification of IRT proficiency estimators for long-term score accuracy*. Paper presented at the 2023 annual meeting of National Council on Measurement in Education, Chicago, IL.

**Kim, S. Y.**, & Martin, F. (2023, April). *Validation of the Faculty Readiness to Teaching Online (FRTO) scale*. Paper presented at the 2023 AERA Annual Meeting.

Westine, C., †Wu, T., Dong, N., Maher, D., & **Kim, S. Y.** (2023, April). *Evaluation of the effectiveness of a university learning assistant program*. Paper presented at the 2023 AERA Annual Meeting.

Sadaf, A., **Kim, S. Y.**, & Koehler, A. (2023, April). *Student perceptions of teaching presence in determining their cognitive presence, self-regulation, and co-regulation in online case-based instruction*. Paper presented at the 2023 AERA Annual Meeting.

†Hujar, J., Lambert, R., Matthews, M., Cox, K., & **Kim, S. Y.** (2023, April). *Combatting ceiling effects: Modeling high-ability student growth using multilevel Tobit regression*. Paper presented at the 2023 AERA Annual Meeting.

Sadaf, A., & **Kim, S. Y**. (Oct, 2022). *Relationship between metacognition and presences in online case-based instruction.* Paper presented at the Association for Educational Communications and Technology (AECT) International Convention, Las Vegas, NV.

†Sun, T., Martin, F., **Kim, S. Y.**, & Westine, C. (Oct, 2022). *Establishing a student evaluation of online teaching and learning framework through analysis of existing instruments*. Paper presented at the Association for Educational Communications and Technology (AECT) International Convention, Las Vegas, NV.

**Kim, S. Y.**, &Lee, W. (July, 2022). *A framework to quantify overall errors in equated scale scores*. Paper presented at the 2022 International Meeting of the Psychometric Society (IMPS), Bologna, Italy.

†Wu, T., **Kim, S. Y.**, &Westine, C. (April, 2022). *IRT observed-score equating for rater-mediated assessments using a hierarchical rater model*. Paper presented at the 2022 annual meeting of National Council on Measurement in Education, San Diego, CA.

†Sun, T., & **Kim, S. Y.** (April, 2022). *Evaluating equating methods for varying levels of form difference*. Paper presented at the 2022 annual meeting of National Council on Measurement in Education, San Diego, CA.

**Kim, S. Y.**, & Lee, W. (April, 2022). *Evaluating several variants of simple-structure MIRT equating*. Paper presented at the 2022 annual meeting of National Council on Measurement in Education, San Diego, CA.

†Kim, Y., & **Kim, S. Y.** (April, 2022). *Evaluating item-selection rules in fixed-precision between-item multidimensional computerized adaptive testing*. Paper presented at the 2022 annual meeting of National Council on Measurement in Education, San Diego, CA.

Sadaf, A., & **Kim, S. Y.** (April, 2022). *Student perception of case-based discussion design in fostering cognitive presence and learning in online courses*. Paper presented at 2022 AERA Annual Meeting, San Diego, CA.

**Kim, S. Y.**, Westine, C., †Wu, T., & Maher, D. (April, 2022). *Validation of the Higher Education Student Engagement Scale for evaluation of learning assistant program*. Paper presented at 2022 AERA Annual Meeting, San Diego, CA.

Sadaf, A., & **Kim, S. Y.** (April, 2022). *Exploring the relationship between metacognition and online Community of Inquiry in an online case-based course*. Paper presented at 2022 AERA Annual Meeting, San Diego, CA.

Lee, O. E., **Kim, S. Y.**, & †Gezer, T. (January, 2022). *Exploring online learning self-efficacy for students with disabilities in higher education.* Poster presented at the 26th Annual Conference of the Society for Social Work Research. Washington, DC.

**Kim, S. Y.**, Lee, O., & †Gezer, T. (November, 2021). *Exploring opportunities and challenges in online learning for students with disabilities in higher education*. Paper presented at 2021 Association for Educational Communications and Technology (AECT) International Convention, Chicago, IL.

Sadaf, A., **Kim, S. Y.**, & †Haag, E. (October, 2021). *The impact of case-based discussion design in fostering cognitive presence and learning in online courses.* Paper presented at the Online Learning Consortium, Washington, DC.

†Wu, T., Westine, C., & **Kim, S. Y**. (September, 2021). *Evaluating covariate balance measures for propensity score weighting with hierarchical data.* Paper presented at the 2021 SREE conference, Arlington, VA.

†Gezer, T., **Kim, S. Y.**, & Lee, O. (July, 2021). *Validation of the online learning self-efficacy scale for students with disabilities*. Paper presented at the International Meeting of Psychometric Society, A virtual conference.

**Kim, S. Y.,** Westine, C., †Wu, T., & Maher, D. (July, 2021). *Validation of the higher education student engagement scale for evaluation of the learning assistant program*. Paper presented at the International Meeting of Psychometric Society, A virtual conference.

**Kim, S. Y.**, & Malatesta, J. (June, 2021) [SIGIMIE session co-organizer]. *Scaling, linking, & equating du jour: A discussion with experts*. Discussion session held at the annual meeting of National Council on Measurement in Education, Baltimore, MD.

Malatesta, J., †Wu, T., **Kim, S. Y.**, & Lee, W. (June, 2021). *Psychometric analyses of the TIMSS exam using generalizability theory*. Paper presented at the annual meeting of National Council on Measurement in Education, Baltimore, MD.

†Wu, T., **Kim, S. Y.**, & Westine, C. (June, 2021). *The impact of six missing data handling methods on scale linking accuracy*. Paper presented at the annual meeting of National Council on Measurement in Education, Baltimore, MD.

**Kim, S. Y.** & Lee, W. (June, 2021). *IRT approaches to modeling a table of specifications.* Paper presented at the annual meeting of National Council on Measurement in Education, Baltimore, MD.

Westine, C., †Wu, T., **Kim, S. Y.**, & Maher, D. (April, 2021). *Engagement and attribution of increased engagement to learning assistants in learning assistant-supported classes.* Paper presented at the 2021 AERA Annual Meeting, Orlando, FL.

†Sun, T., Wang, C., & **Kim, S. Y.** (April, 2021). *Psychometric properties of an English writing self-efficacy scale: Aspects of construct validity.* Paper presented at the 2021 AERA Annual Meeting, Orlando, FL.

Westine, C., †Wu, T., **Kim, S. Y.**, & Maher, D. (Nov, 2020). *Student and learning assistant feedback during the mid-semester transition of face-to-face courses to online learning*. Paper presented at the 2020 LA Research Symposium, Boulder, CO.

Sadaf, A., **Kim, S. Y.**, & †Wang, Y. (Nov, 2020). *A comparison of students’ perceived and actual cognitive presence among case-based and non-case-based online discussions.* Paper presented at the 2020 AECT International Convention, Jacksonville, FL.

**Kim, S. Y.**, & Lee, W. (September, 2020). *Evaluating several variations of simple-structure MIRT equating.* Paper presented at the annual meeting of National Council on Measurement in Education, Minneapolis, MN.

†Sun, T., & **Kim, S. Y**. (September, 2020). *Evaluating four approaches to handling zero-frequency scores under equipercentile equating* [Poster session canceled]. The annual meeting of National Council on Measurement in Education, Minneapolis, MN.

†Wu, T., & **Kim, S. Y**. (September, 2020). *Examining how to define posterior distributions in IRT characteristic curve linking methods* [Poster session canceled]*.* The annual meeting of National Council on Measurement in Education, Minneapolis, MN.

Lee, W., & **Kim, S. Y.** (September, 2020). *Maintaining score scales: a comparison study.* Paper presented at the annual meeting of National Council on Measurement in Education, Minneapolis, MN.

†Sun, T., & **Kim, S. Y.** (July, 2020). *Validating a writing self-efficacy measure using CFA and IRT analyses*. Paper presented at the International Meeting of Psychometric Society, College Park, MD.

Sadaf, A., **Kim, S. Y.**, & †Wang Y. (April, 2020). *Examining the impact of online case-based discussions on students’ cognitive presence, perceived learning, and satisfaction.* Paper accepted to be presented at the 2020 AERA Annual Meeting, San Francisco, CA. (Conference Canceled Due to Covid-19)

Sadaf, A., & **Kim, S. Y.** (Nov, 2019). *Examining the impact of online case-based discussions on student’s cognitive presence, perceived learning, and satisfaction.* Paper presented at the International Conference on Cognitive and Exploratory Learning in Digital Age, Cagliari, Italy.

**Kim, S. Y.**, & Lee, W. (July, 2019). *Score scale stability of six scoring methods*. Paper presented at the International Meeting of Psychometric Society, Santiago, Chile.

†Sun, T., & **Kim, S. Y**. (July, 2019). *Comparison of three methods in equipercentile equating with zero-frequency score.* Paper presented at the International Meeting of Psychometric Society, Santiago, Chile.

**Kim, S. Y.**, & Lee, W. (July, 2018). *A strong true-score model for multidimensional tests*. Paper presented at the International Meeting of Psychometric Society, New York, NY.

**Kim, S. Y.**, Kim, Y., Moses, T., Zhang, C., & Antal, J. (April, 2018). *Impact of degrees of postsmoothing on long-term equated scale score accuracy.* Paper presented at the annual meeting of National Council on Measurement in Education, New York, NY.

**Kim, S. Y.**, & Moses, T. (April, 2018). *Comparison of three approaches to composite-score equating.* Paper presented at the annual meeting of National Council on Measurement in Education, New York, NY.

Lee, W., **Kim, S. Y.**, & Malatesta, J. L. (April, 2018). *Equity properties of multidimensional item response theory equating methods.* Paper presented at the annual meeting of National Council on Measurement in Education, New York, NY.

Ma, Y., Susadya, L. A., & **Kim, S. Y.** (April, 2018). *Detecting the effects of item parameter estimation methods on simple-structure MIRT equating.* Paper presented at the annual meeting of National Council on Measurement in Education, New York, NY.

Lee, W., **Kim, S. Y.**, & Malatesta, J. L. (July, 2017). *Equity property in MIRT equating.* Paper presented at the International Meeting of Psychometric Society, Zurich, Switzerland.

**Kim, S. Y.**, & Lee, W., (April, 2017). *Reliability of mixed-format composite scores involving raters: A multivariate generalizability theory approach.* Paper presented at the annual meeting of National Council on Measurement in Education, San Antonio, TX.

**Kim, S. Y.**, Lee, W., & Kolen, M. J. (April, 2017). *Bootstrap standard errors of MIRT equating.* Paper presented at the annual meeting of National Council on Measurement in Education, San Antonio, TX.

Susadya, L. A., **Kim, S. Y.**, & Ma, Y. (April, 2017). *Item parameter recovery for simple structure multidimensional model using MCMC method.* Paper presented at the annual meeting of National Council on Measurement in Education, San Antonio, TX.

**Kim, S. Y**., & Lee, W. (July, 2016). *Classification consistency and accuracy for mixed-format tests.* Paper presented at the International Meeting of Psychometric Society, Asheville, NC.

Lee, W., **Kim, S. Y.**, & Brennan, R. L. (July, 2016). *Decision consistency and classical reliability*. Paper presented at the International Meeting of Psychometric Society, Asheville, NC.

**Kim, S. Y**., & Lee, W. (April, 2016). *Simple Structure MIRT True Score Equating for Mixed-format Tests.* Paper presented at the annual meeting of National Council on Measurement in Education, Washington, DC.

**Kim, S. Y.**, & Lee, W. (April, 2016). *Classification consistency and accuracy with atypical score distributions.* Paper presented at the annual meeting of National Council on Measurement in Education, Washington, DC.

**Kim, S. Y.**, & Lee, W. (April, 2016). *Classification consistency and accuracy for large-scale assessments.* Paper presented at the annual meeting of Korean-American Educational Researchers Association, Washington, DC.

**Kim, S. Y.**, & Lee, W. (July, 2015). *Composition of common items for equating with mixed-format tests.* Paper presented at the International Meeting of Psychometric Society, Beijing, China.

Lee, W., Choi, J., Kang, Y., & **Kim, S. Y.** (April, 2015). *Evaluating properties of scores on mixed-format tests using IRT.* Paper presented at the annual meeting of National Council on Measurement in Education, Chicago, IL.

Lee, W., Kang, Y., Choi, J., & **Kim, S. Y.** (July, 2014). *Psychometric properties of mixed-format tests.* Paper presented at the International Meeting of Psychometric Society, Madison, WI.

**Kim, S. Y.**, & Lee, G. (April, 2013). *The effects of different parallelism assumptions on the estimates of classification consistency using IRT and non-IRT approaches.* Paper presented at the annual meeting of National Council on Measurement in Education, San Francisco, CA.

Lim, E., **Kim, S. Y.**, & Lee, G. (May, 2012). *The effect of dimensionality on estimating classification consistency.* Paper presented at the annual international conference of ATINER, Greece.

*State/Regional Presentations*

†Wright, K., **Kim, S. Y**., Westine, C., & †Lambert, M. (Feb, 2023). *Building a better instrument: Improving university peer teaching observation for online courses.* Paper presented at the annual meeting of North Carolina Association for Research in Education, Greensboro, NC.

†Lambert, M., Westine, C., †Wright, K., & **Kim, S. Y**. (Feb, 2023). *Concept mapping to understand assessment priorities for peer observation instruments.* Paper presented at the annual meeting of North Carolina Association for Research in Education, Greensboro, NC.

Kim, J., Lee, O., & **Kim, S. Y.** (Dec, 2022). *Inclusive and equitable education for students with disabilities in higher education.* Paper presented at 2022 Southern Association of Colleges and Employers (SoACE), Charlotte, NC.

†Gezer, T., **Kim, S. Y.**, & Lee, O. E. (Oct, 2022). *Examining the external validity of self-efficacy questionnaire of online learning for students with disabilities*. Paper presented at Mid-Western Educational Research Association, Cincinnati, OH.

†Herrera, L., Sadaf, A., & **Kim, S. Y.** (April, 2022). *Students’ perceptions of case-based discussion design in fostering cognitive presence and learning in online courses.* Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

†Hujar, J., & **Kim, S. Y.** (April, 2021). *Exploring IRT reliability and CSEM for PISA’s 2018 multi-stage adaptive test.* Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

†Wu, T., Westine, C., & **Kim, S. Y.** (April, 2021). *Comparison of engagement facets and attribution in courses involving learning assistants.* Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

†Holcomb, T. S., & **Kim, S. Y.** (March, 2020). *Convergent validity of a reading system designed for struggling readers.* Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

†Wu, T., Westine, C., & **Kim, S. Y.** (March, 2020). *Student engagement in a learning assistant context.* Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

†Wang, Y., Sadaf, A., & **Kim, S. Y.** (March, 2020). *Students’ cognitive presence, learning outcomes, and satisfaction in online courses: The role of case-based discussions*. Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

**Kim, S. Y.,** & An, J. (January, 2020). *First year faculty’s journey of creating a QM-based online statistics course.* Paper presented at the 2020 UNC System QM Council Summit, Charlotte, NC.

**Kim, S. Y.**, Lee, W., & Brennan, R. L. (Feb, 2019). *Multivariate generalizability theory for complex data*. Paper presented at the annual meeting of North Carolina Association for Research in Education, Charlotte, NC.

**Kim, S. Y**., Lee, W., & Kolen, M. J. (Sep, 2017). *Simple structure multidimensional IRT true-score equating*. Poster presented at Iowa Equating Summit 2017, Iowa City, IA.

Grants and Contracts

*External*

Supovitz, J. A., et al. [**Kim, S. Y**.: Co-PI, 12.5% effort], (2021-2025), *Increasing educational equity through culturally responsive schooling*. Institute of Education Sciences (IES). Funded: $2,999,939.

Martin, F., **Kim, S. Y.**, Westine, C., & Templin, J. [Co-Principal Investigator], (2024-2028). *Development and validation of student evaluation of online teaching and learning instrument (SEOTL)*. Institute of Education Sciences (IES). Not funded and under revision for resubmission (9/21/2023).

Medina, A. L. [**Kim, S. Y.:** Key Personnel], (2023-2024). *Developing and researching the Observation Protocol to Assess Literary (OPAL) across UNC institutions*. The UNC System Office. Funded: $34,650.

Anderson, L., Westine, C., & **Kim, S. Y**. [Co-Principal Investigator]. (2022-2023). *Evaluation of state system indicators program*. North Carolina Department of Public Instruction.

Maher, D., Westine, C., & Dong, N. [**Kim, S. Y.**: Key Personnel]. (2019-2022). *Effectiveness and impact of learning assistants*. Student Success Innovation Lab.

*Internal*

Lee, O. E., & **Kim, S. Y.** [Co-Principal Investigator], (2022-2023). *Factors impacting social mobility belief among students with disability in higher education.* Gambrell Faculty Fellowship Program, Funded: $15,000.

Westine, C., & **Kim, S. Y.** [Co-Principal Investigator], (2022-2023). *Improving peer observation of online teaching in higher education.* UNC Charlotte Scholarship of Teaching and Learning Grant, Funded: $17,666.

Lee, O. E., & **Kim, S. Y.** [Co-Principal Investigator], (2020-2021). *Increasing accessibility and effectiveness of online education for students with disabilities.* UNC Charlotte Scholarship of Teaching and Learning Grant, Funded: $10,000.

**Kim, S. Y.** [Principal Investigator]. (2019-2020). *Score scale stability of six scoring methods*. UNC Charlotte Faculty Research Grant, Funded: $8,000.

Sadaf, A., & **Kim, S. Y.** [Co-Principal Investigator], (2019-2020). *Examining the impact of case-based discussions on student’s cognitive presence and learning outcomes in online courses.* UNC Charlotte Scholarship of Teaching and Learning Grant, Funded: $13,450.

**SERVICE/ OUTREACH/ ENGAGEMENT**

Service to the University

2023-2025 Member, College Research Advisory Committee

2022-2024 Member, Competitive Grants Committee

2022-2023 Member, Counseling – Assistant Professor Search Committee

2021-2023 Member, College of Education Diversity Award Committee

2021-2023 Representative, University Faculty Council

2021-2023 Alternate, Faculty Research Grants Committee

2020-present ERME Colloquium co-chair

2022 Member, ERME visiting lecturer search committee (position being closed)

2020-2022 TOP Teacher, Teachers Observing Peers (TOP) Program

2020-2022 Member, College of Education Teaching Award Committee

2020-2021 Alternate, University Faculty Council

2019-2020 Member, College of Education Excellence in Research Award Committee

2018-2020 Member, Educational Leadership Scholarship Award Committee

2018-2019 Member, Educational Research, Measurement, and Evaluation Faculty Search Committee

Service to the Profession

*Editorial Boards*

Journal of Educational Measurement

Measurement: Interdisciplinary Research and Perspectives

Frontiers in Psychology – Quantitative Psychology and Measurement

*Ad Hoc Journal Manuscript Reviewer*

Applied Psychological Measurement

Educational Measurement: Issues and Practices

Practical Assessment, Research, and Evaluation

British Journal of Mathematical and Statistical Psychology

Journal of Psychoeducational Assessment

Structural Equation Modeling: A Multidisciplinary Journal

Journal of Applied Educational and Policy Research

SAGE Open

Translation and Interpreting Studies

Personality and Individual Differences

BMC Medical Research Methodology

Annals of Medicine

Asia Pacific Education Review

*Educational Measurement 5th Edition Reviewer*

Internal Reviewer for Chapter 3: Reliability and Error of Measurement

*Conference Proposal Reviewer*

American Educational Researchers Association–Division D proposals (2018-)

American Educational Researchers Association–In-progress Research Gala

National Council on Measurement in Education proposals (2018-)

*Professional Leadership Positions*

American Educational Researchers Association (AERA)

2021 – 2024 Member/Chair Division D Outstanding Dissertation Award Committee

2021 – 2022 Member Division D Significant Contributions to Research Methodology

Award Committee

National Council on Educational Measurement (NCME)

2023 – 2025 Member Mission Fund Committee

2020 – 2023 Member/Chair Bradley Hanson Award Committee for Contributions to

Educational Measurement

2019 – 2022 Founding co-chair Special Interest Groups in Measurement in Education

(SIGIMIE) – Contemporary Issues in Scaling, Linking, and

Equating

2015 – 2017 Student Member Award Committee for Career Contributions to Educational

Measurement

Korean-American Educational Researchers Association (KAERA)

2018 – 2021 Member Distinguished Researcher Award Committee

2015 – 2018 Member Graduate Program Coordinator

Korean Society for Educational Evaluation

2022 – 2024 Member Workshop Planning Committee

North Carolina Association for Research in Education (NCARE)

2022 – 2024 At-large Member Board of Directors

2021 – 2022 Member 2022 NCARE Planning Committee

*Workshops and Webinars as Organizer*

Contemporary Issues in Scaling, Linking, and Equating Special Interest Group in Measurement in Education (SIGIMIE)- National Council on Educational Measurement (NCME)

* SLE SIGIMIE Training Series [Co-organizers: **Kim, S. Y.**, & Malatesta, J.]
  + Tong, Y. (2021, December)
  + **Kim, S. Y.** (2021, November)
  + Malatesta, J., & Han, C. (2021, November)
  + Kim, K. Y. (2021, November)
  + Kolen, M. J. (2021, October)
  + Lee, W-C. (2021, October)
  + Brennan, R. L. (2021, October)
* Webinar Series: *Storytelling the history of scaling, linking, and equating and looking to the future*. [Co-organizers: Malatesta, J., & **Kim, S. Y.**]
  + Li, D., & Yoo, H. (2021, July).
  + Von Davier, A. (2021, May).
  + Dorans, N. (2021, May).
  + Brennan, R. L. (2021, April).
* Invited Talk: Kolen, M. J. (2020, August). *History of test equating methods and practices through 1985*. [Co-organizers: Malatesta, J., & **Kim, S. Y.**]

Service to the Community and Practitioners

*Invited Presentations and Workshops*

**Kim, S. Y.** (2023, March). *R Packages for Linking and Equating*. Online training session offered to NCME Scaling, Linking, and Equating Special Interest Group in Measurement in Education (SIGIMIE).

**Kim, S. Y.** (2023, February). *Basics of Vertical Scaling*. Brain Korea (BK) 21 Global Workshop, Yonsei University, Seoul, South Korea.

**Kim, S. Y.** (2023, February). *Vertical Scaling*. Invited online workshop to the Korean Society for Educational Evaluation, Seoul, South Korea.

**Kim, S. Y.** (2023, January). *Principles of Measurement Invariance*. Brain Korea (BK) 21 Global Workshop, Yonsei University, Seoul, South Korea.

**Kim, S. Y.** (2022, December). *Basics and Applications of Multilevel Modeling*. Brain Korea (BK) 21 Global Workshop, Yonsei University, Seoul, South Korea.

**Kim, S. Y.** (2021, November). *Multidimensional IRT Equating*. Online training session offered to NCME Scaling, Linking, and Equating Special Interest Group in Measurement in Education (SIGIMIE).

**Kim, S. Y.** (2021, July). *Introduction to Scaling, Linking, and Equating*. Invited online workshop to the Korean Society for Educational Evaluation, Seoul, South Korea.

**Kim, S. Y.** (2020, November). *Connection: Meeting with Young Scholars.* Invitedonline talk to the Korean Society for Educational Evaluation, Seoul, South Korea.

**Kim, S. Y.** (2020, July). *Generalizability Theory*. Invited online workshop to the Korean Society for Educational Evaluation, Seoul, South Korea.

**Kim, S. Y.** (2020, January – April). *R bootcamp [8 week series]*. Cato College of Education, Charlotte, NC.

**Kim, S. Y.** (2019, March). *Applications of multidimensional item response theory.* Invited presentation to the graduate course, Research in Psychometrics, at the University of Iowa, Iowa City, IA.

**Kim, S. Y.** (2019, Feb). *Analyzing quantitative data using R.* Research methods workshop to the 2019 NCARE Annual Meeting. Charlotte, NC.

**Kim, S. Y.** (2018, Oct.) *Introduction to R.* Workshop presented to the Cato College of Education, UNC Charlotte, Charlotte, NC.

**HONORS AND AWARDS**

2018 Joe E. Covington Award National Conference of Bar Examiners $8,000

2018 Robert L. Brennan Graduate Student Award College of Education, University of Iowa $2,000

2016 Michael B. Salwen Scholars Award Korean-American Educational Researchers Association

$700

2016 Melvin R. Novick Award College of Education, University of Iowa $2,000

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA)

Korean-American Educational Researchers Association (KAERA)

National Council on Measurement in Education (NCME)

North Carolina Association for Research in Education (NCARE)

Psychometric Society