**Stella Y. Kim**

Educational Research, Measurement, and Evaluation

Department of Educational Leadership

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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

2024 – present University of North Carolina Charlotte Associate Professor of Educational

 Research, Measurement, and Evaluation

2018 – 2024 University of North Carolina Charlotte Assistant Professor of Educational

 Research, Measurement, and Evaluation

2022 – 2024 University of North Carolina Charlotte Program Director of Graduate Certificate in

 Quantitative Analyses

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 Theory and Applications of Measurement

RSCH7150/8150 Structural Equation Modeling

Curriculum and course development

RSCH6110/8110 Descriptive and Inferential Statistics (asynchronous online)

RSCH8220 Educational and Psychological Measurement

RSCH8230 Theory and Applications of Measurement

Advising/student-directed scholarship

*Doctoral Dissertation Committee (Completed)*

2025 Garcia, M. Counselor Education and Supervision

 Butts, S. Public Health Sciences

 Mori, C. Learning, Design & Technology

 Evan, K. Curriculum & Instruction

 Bishop, J. Learning, Design & Technology

 Floyd, J. Counselor Education and Supervision

2024 Holl-Cross, C. Curriculum & Instruction

 Locklear, C. Counselor Education and Supervision

 Dunbar, E. Curriculum & Instruction

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

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

 Liang, M. [external] Educational Measurement & Statistics, U of Iowa

2023 Luce, H. Educational Research, Measurement, and Evaluation

 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)*

 McKinney J. Special Education

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

 Tsai, M. Learning, Design & Technology

 Moore, C. Counselor Education and Supervision

 Johnson, A. (Co-Chair) Learning, Design & Technology

 Flynn B. Learning, Design & Technology

1. **RESEARCH**

Publications

† graduate (mentoring) student

*Articles in Refereed Journals*

***Methodological Articles***

Lee, W., **Kim, S. Y.**,†Liu, Q., & Shin, S. (2025). Digital module 40: Introduction to Generalizability theory. *Educational Measurement: Issues and Practice, 44*(3), 38-39. <http://doi.org/10.1111/emip.70001>

**Kim, S. Y.**, & Kim. S. (2025). Multivariate generalizability theory approach to evaluating psychometric properties of test forms based on Automatic Item Generation (AIG). *Educational Measurement: Issues and Practice, 44*(2), 20-31. *http://doi.org/10.1111/emip.12671*

†Wu, T., **Kim, S. Y.**, Westine, C., & Boyer, M. (2025). IRT observed-score equating for rater-mediated assessments using a hierarchical rater model. *Journal of Educational Measurement, 62*(1), 145-171. <http://doi.org/10.1111/jedm.12425>

Lee, W., & **Kim. S. Y.** (2024). Comparative analysis of psychometric frameworks and properties of scores from autogenerated test forms. *Educational Measurement: Issues and Practice, 43*(4), 13-23. <https://doi.org/10.1111/emip.12648>

†Sun, T., & **Kim, S. Y.** (2024). Evaluating equating methods for varying levels of form difference. *Educational and Psychological Measurement, 84*(3), 510-529, <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> \* top downloaded article of *Journal of Educational Measurement* in 2023

**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, 83*(6), 1202-1228.<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***

Oyarzun, B., **Kim, S. Y.**, Conklin, S., & Maxwell, D. (accepted). Faculty perspectives of online collaboration compared to student perspectives. *Quarterly Review of Distance Education.*

**Kim, S. Y.**, †Gezer, T., & Lee, O. (in press). Online learning self-efficacy scale: Measurement invariance across sex, ethnicity, age, and disability types. *Journal of Psychoeducational Assessment.* Advance Online Publication. https://doi.org/10.1177/07342829251377983

Lee, O., & **Kim, S. Y.** (in press). Loneliness, mindfulness, and academic resilience among students with disabilities in higher education: A structural equation modeling approach. *Journal of the Society for Social Work and Research.*

Martin, F., **Kim, S. Y.,** Bolliger, D., & DeLarm, J. (In Press). Assessment types, strategies, and feedback in online higher education courses in the age of artificial intelligence: Perspectives of instructional designers. *Tech Trends*.

Kolano, L., **Kim, S. Y.**, Sanczyk-Cruz, A., & Greene, T. (in press). Supporting immigrants and refugee children through asset-based community programming. *Populations.*

Concklin, S., **Kim, S. Y.,** Maxwell, D., & Oyarzun, B. (in press). Challenges and benefits of collaborative work in online courses. *Online Learning.*

Conklin, S., **Kim, S. Y.,** Oyarzun, B., & Barreto, D. C. (In press). The development and validation of an Instructor Social Connectedness instrument. *Quarterly Review of Distance Education.*

Maxwell, D. G., Oyarzun, B., **Kim, S. Y.,** & Bong, J. Y. (2025). Generative AI in higher education: Demographic differences in student perceived readiness, benefits, and challenges. *TechTrends.* Advance online publication. [*https://doi.org/10.1007/s11528-025-01109-6*](https://doi.org/10.1007/s11528-025-01109-6)

Medina, A., L., Pilonieta, P., Putman, S. M., Jolly, A. C., & **Kim, S. Y.** (2025). Fine-tuning pre-service teachers’ instruction: Development and validation of an observation protocol to assess literacy. *Reading Psychology.* Advance online publication. <https://doi.org/10.1080/02702711.2025.2471069>

†Sun, T., **Kim, S. Y.**, Smith, B. K., & Park, Y. S. (2024). Reliability test of a smartphone-based measurement tool for the United States general surgical trainees’ intraoperative performance using multivariate generalizability theory: a psychometric study. *Journal of Educational Evaluation for Health Professions.* Advance online publication. <https://doi.org/10.3352/jeehp.2024.21.26>

Conklin, S., Oyarzun, B., **Kim, S. Y.,** & Dikkers, A. G. (2024). Exploring the relationships of learners and instructors in online courses. *Online Learning, 28*(4), 256-282. <https://doi.org/10.24059/olj.v28i4.4051>

Lee, O., & **Kim, S. Y.** (2024). Exploring career readiness among youths with disabilities. *Journal of Special Education.* Advance online publication. <https://doi.org/10.1177/00224669241271355>

**Kim, S. Y.**, Bolliger, D. U, & Martin, F. (2024). Psychometric properties of the online learner satisfaction instrument (OLSI). *Distance Education.* *46*(3), 364-382. <https://doi.org/10.1080/01587919.2024.2400255>

Bolliger, U. D., Martin, F., & **Kim, S. Y**. (2024). Development and validation of the online learner satisfaction instrument. *Educational Technology Research and Development.* Advance online publication. <https://doi.org/10.1007/s11423-024-10384-8> *\* 2025 AECT DDL Practical Application Publication Award.*

Lee, O., & **Kim, S. Y.** (2024). Exploring the impact of disabilities and accommodation on students' online learning experiences. *Journal of Special Education Technology.* Advance online publication. <https://doi.org/10.1177/01626434241232118>

**Kim, S. Y.,** & Lee, O. (2024). Examining varying online learning experiences of college students with disabilities by disability type. *American Journal of Distance Education. 39*(3), 289-303. <https://doi.org/10.1080/08923647.2024.2303326>

†Gezer, T., **Kim, S. Y.**, & Lee, O. (2024). Validation of self-efficacy questionnaire of online learning for students with disabilities in higher education. *Journal of Computing in Higher Education.* 37, 111-127. <https://doi.org/10.1007/s12528-023-09386-x>

**Kim, S. Y.**, †Wright, K., Westine, C., †Lambert, M., & Sun, T. (2024). Examining peer observation practices of online teaching through analysis of existing instruments. *American Journal of Distance Education.* *39*(1), 3-27. <https://doi.org/10.1080/08923647.2024.2330269>

**Kim, S. Y.**, & Martin, F. (2024). Validation of the Faculty Readiness to Teaching Online (FRTO) scale. *Journal of Applied Research in Higher Education.* *16*(5), 1781-1798. <https://doi.org/10.1108/JARHE-03-2023-0108>

**Kim, S. Y.**, Westine, C., †Wu, T., & Maher, D. (2024). Validation of the higher education student engagement scale in use for program evaluation. *Journal of College Student Retention: Research, Theory and Practice. 26*(3), 769-793.<https://doi.org/10.1177/15210251221120908>

Westine, C., †Wu, T., **Kim, S. Y.**, & Maher, D. (2024). Engagement and attribution of increased engagement to learning assistants in learning assistant-supported classes. *Journal of Further and Higher Education. 48*(2), 242-254. <https://doi.org/10.1080/0309877X.2024.2302029>

Jiang, C., **Kim, S. Y.**, Wang, C., & Wang, J. (2023). Examining equivalence of three versions of mathematics tests in China’s national college admission examination using a single group design. *Journal of Applied Measurement, 24*(1/2), 58–87.

†Biang, A., Merlin-Knoblich, C., & **Kim, S. Y.** (2023). An examination of client bias towards overweight, underweight, and average weight counselors. *The Professional Counselor*, *13*(2), 77-97, doi:10.15241/ab.13.2.77

†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>

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>

***Editorials***

**Kim, S. Y.** (2025). ITEMS corner: Next chapter of ITEMS. *Educational Measurement: Issues and Practice, 44*(1), 108-108.<http://doi.org/10.1111/emip.12666>

*Monographs and Research/Technical Reports*

Kolano, L., & **Kim, S. Y.** (2024). *ourBRIDGE for KIDS Program Evaluation ⅠⅠ 2023-2024.* Report submitted to OurBRIDGE.

Kolano, L., & **Kim, S. Y.** (2023). *ourBRIDGE for KIDS Program Evaluation ⅠⅠ 2022-2023.* Report 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 (NCDPI).

**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.**, & Koehler, A. (2023). Relationship between teaching presence and shared-metacognition online case-based courses. In IADIS Press (Eds.), *Proceedings of 20th International Conference on Cognitive and Exploratory Learning in the Digital Age (CELDA)* (pp. 77-83). Madeira Island, Portugal.

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*

Butts, S., Thompson, M., Hopper, L., **Kim, S. Y.,** & Lewis, J. (Under review). Preconception care receipt and prepregnancy hypertension among Black women in the US: 2016-2021.

Bong, J. Y., Oyarzun, B., Maxwell, D., & **Kim, S. Y.** (Under review). Impact of readiness on faculty and students’ perceptions of integrating generative AI tools into teaching and learning.

Concklin, S., **Kim, S. Y.,** Barreto, D. C., Oyarzun, B. (Under review). Investigating how instructor social connectedness impacts online learning outcomes using the FORCES framework.

**Kim, S. Y.**, & Lee, O. (under review). Online learning self-efficacy, resilience, and academic motivation among students with disability in higher education: A structural equation modeling.

**Kim, S. Y.**, & Lee, W. (Major Revision). Improving ability estimation accuracy for automated item generated forms under multistage testing. *Journal of Educational Measurement*

**Kim, S. Y.,** Maxwell, D. G., Bong, J. Y., & Oyarzun, B. (Under review). Development and validation of Generative Artificial Intelligence Readiness and Perception (GenAI-RP) scale for faculty and students in higher education.

**Kim, S. Y.**, Supovitz, J. A., & Keller, L. (under review). An analysis of the residuals of individual and group ratings of schools’ cultural responsiveness.

Lee, W., **Kim, S. Y.**, & Shin, S. (Major Revision). Generalizability theory for randomly parallel testing. *Journal of Educational Measurement.*

Oyarzun, B., **Kim, S. Y.**, Bong, J. Y., & Maxwell, D. (under review). Higher education instructor’s generative AI perceptions and use.

Oyarzun, B., **Kim, S. Y.,** Schaefer, D., Concklin, S., & Maxwell, D. (Revise and Resubmit). The design and effectiveness of collaborative work in online courses. *Journal of Computing in Higher Education.*

†Wu, T., †Villanueva, K., **Kim, S. Y.**, & †Liu, Q. (under review). Standard setting procedures for automatic item generation-based testing.

Conference Presentations

*National/International Presentations*

† a graduate student or a former advising student

Araneda, S., Lee, W., & **Kim, S. Y.** (2025, October). Equating forms using synthetic data via LLM respondents and DCM models.

**Kim, S. Y**., †Liu, Q., †Wu, T., †Villanueva, K. M., & Lee, W. (2025, July). *Evaluating cut score consistency in standard setting procedures for automatic item generation testing* [Conference presentation]. International Meeting of the Psychometric Society, Minneapolis, MN.

Martin, F., **Kim, S. Y.**, & Bolliger, D. (2025, June). *Assessments in online courses and the influence of artificial intelligence*. EDEN Digital Learning Europe Annual Conference, Bologna, Italy.

†Butts, S. J., Thompson M. E., Hopper, L. N., Watson, S., **Kim, S. Y.**, & Lewis, J. B. (June 2025). *Preconception care receipt and Pre-pregnancy hypertension among Black Women in the US: 2016-2021*. 2025 Society of Epidemiologic Research Annual Meeting, Boston, MA.

Kolano, L., **Kim, S. Y.**, Olivera, E., & Sanczyk-Cruz, A. (2025, April). *Exploring the impact of one asset-based community program on the language, culture, and identity development of immigrant children* [Conference presentation]. Paper presented at the 2025 AERA Annual Meeting, Denver, CO.

Martin, F., **Kim, S. Y.**, Bolliger, D., DeLarm, J. (2025, February). *Assessment strategies in online courses in the age of artificial intelligence: Perspectives of instructional designers*. Paper presented at the 2025 QM Research Online Conference, Online conference.

Lee, W., **Kim, S. Y.**, & Shin, S. (2025, April). *Psychometric properties of scores for individuals taking randomly parallel tests*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

†Wu, T., †Villanueva, K., **Kim, S. Y.**, & †Liu, Q. (2025, April). *Standard setting procedures for automatic item generation-based randomly parallel testing*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

**Kim, S. Y.**, & Keller, L., & Supovitz, J. (2025, April). *Are group decisions fair? The analysis of residuals between individual and group ratings*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

†Wu, T., **Kim, S. Y.**, Oh, H., & Kim, JP. *The impact of weighting methods on norm score accuracy*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

**Kim, S. Y.**, & Lee, W. (2025, April). *Improving ability estimation accuracy for automated item generated forms under multistage testing*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

**Kim, S. Y.**, & Kim, S. (2025, April). *Bootstrap methods for standard error estimation in multivariate Generalizability theory*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

Keller, L., & **Kim, S. Y.** (2025, April). *More than the sum of its parts: The relationship between individual and group ratings of culturally responsive schooling*. Paper presented at the 2025 annual meeting of National Council on Measurement in Education, Denver, CO.

**Kim, S. Y.**, Bolliger, D., Marin, F. (2025, April). *Psychometric properties of the online learner satisfaction instrument: Construct and convergent validity, and measurement invariance*. Paper presented at the 2025 AERA Annual Meeting, Denver, CO.

Bolliger, D., Martin, F., & **Kim, S. Y.** (2024, Oct). *Instructors’ perceptions of assessment types and strategies used in online courses in higher education*. Paper presented at the 2024 AECT conference, Kansas City, MO.

Sadaf, A., & **Kim, S. Y.** (2024, Oct). *Relationship between students’ metacognition, learning outcomes, and academic performance in online case-based instruction*. Paper presented at the 2024 AECT conference, Kansas City, MO.

Kolano, L., **Kim, S. Y.**, & Olivera, E. (2024, Oct). *Building resilience through support and sustained advocacy of immigrant communities in North Carolina.* Paper presented at the 2024 IARSLCE Conference, San Diego, CA.

Gezer, T., **Kim, S. Y.,** & Lee, O. E. (2024, June). Validation of self-efficacy questionnaire of online learning for students with disabilities in higher education. *Advances in Addiction Medicine and Mental Health*. Amsterdam, Netherlands (Keynote Speaker).

Lee, W., & **Kim, S. Y.** (2024, April). *Psychometric framework and properties of randomly parallel forms.* Paper presented at the 2024 annual meeting of National Council on Measurement in Education, Philadelphia, PA.

Keller, L., **Kim, S. Y.,** Supovitz, J. A., &Lindsay, C. (2024, April). *Integrating multiple perspectives in validating measures of culturally responsive schooling.* Paper presented at the 2024 annual meeting of National Council on Measurement in Education, Philadelphia, PA.

**Kim, S. Y.**, Lee, W., Lim, H., & Kim, S. (2024, April). *Selecting parameters in cubic spline postsmoothing using cross-validation*. Paper presented at the 2024 annual meeting of National Council on Measurement in Education, Philadelphia, PA.

Lambert, M., Westine, C., & **Kim, S. Y.** (2024, April). *Understanding how different subgroups of university staff and faculty perceive peer observations through concept mapping.* Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA.

Sun, T., **Kim, S. Y.,** & Smith, B. (2024, April). *Optimal number of procedures for the assessment of intraoperative autonomy and performance of surgical trainees.* Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA.

Westine, C., Lambert, M., & **Kim, S. Y.** (2024, April). *Peer observations of online teaching: Conceptualizing and prioritizing competency indicators of quality instruction.* Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA.

**Kim, S. Y.**, Westine, C., Wright, K., Lambert, M., & Sun, T. (2024, April). *Examining peer observation practices of online teaching and learning through analysis of existing instruments*. Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA. \**2024 Exemplary paper award at AERA Classroom Observation SIG*

Sadaf, A., Koehler, A., & **Kim, S. Y.** (2024, April). *Exploring teaching presence as the determinant of shared-metacognition in online case-based course.* Paper presented at the 2024 AERA Annual Meeting, Philadelphia, PA.

Bolliger, D. U., Martin, F., & **Kim, S. Y.** (2023, Oct). *Development and validation of the online learner satisfaction instrument*. Paper presented 2023 Association for Educational Communications and Technology (AECT) International Convention, Orlando, FL.

Conklin, S. A., Oyarzun, B., Dikkers, A. G., & **Kim, S. Y.** (2023, Oct). *Strategies for building instructor relationships within online courses*. Paper presented 2023 Association for Educational Communications and Technology (AECT) International Convention, Orlando, FL.

†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, Chicago, IL.

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, Chicago, IL.

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, Chicago, IL.

†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, Chicago, IL.

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*

†Butts, S. J., Thompson M, E., **Kim S. Y.,** Hopper, L. N., Watson, S. E., Lewis, J. B. (Sep 2025). *Development and -Validation of the Preconception Care Health Knowledge Scale*. The North Carolina Public Health Association, Wilmington, NC.

Bong, J. Maxwell, D., Oyarzun, B., & **Kim, S. Y.** (May, 2024). *Am I alone on the digital wave? Exploring generative AI perspectives among instructors and students in higher education.* 2024 AI Institute for Smarter Learning, Charlotte, NC.

**Kim, S. Y.** (Feb, 2024). *Examining varying online learning experiences of college students with disabilities by disability type.* Paper presented at the annual meeting of North Carolina Association for Research in Education, Greensboro, NC.

†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*

**Kim, S. Y.** [Principal Investigator], (2025-2026). *Evaluating item composers for item quality and validity for randomly parallel test forms*. Caveon. Funded: $50,000.

Conklin, S. L., Barreto, D. C., Oyarzun, B., & **Kim, S. Y.** [Co-Principal Investigator], (2025-2028). *Effects of instructor social connectedness strategies on learner satisfaction and achievement*. Spencer Small Grant. Not funded.

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.

Supovitz, J. A. et al. [**Kim, S. Y**.: Co-PI, 12.5% effort], (2023-2025), *Increasing educational equity through culturally responsive schooling*. Institute of Education Sciences (IES). Funded: $2,999,939.

Kolano, L. [**Kim, S. Y.:** Consultant; $7,000], (2023-2024). *Evaluation of ourBRIDGE for Kids*. OurBridge. Funded: $26,800.

Lee, W. [**Kim, S. Y.:** Consultant; $3,000], (2023-2024). *Exploring psychometric properties of randomly parallel tests implemented by SmartItems*. Caveon. Funded: $46,692.

Medina, A. L. [**Kim, S. Y.:** Key Personnel; $2,500], (2022-2023). *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-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*

**Kim, S. Y.** [Principal Investigator]. (2025-2026). *Standard setting procedures for automatic item generation testing.* UNC Charlotte Faculty Research Grant, Funded: $8,000.

**Kim, S. Y.** [Principal Investigator]. (2024-2025). *Exploring the standard setting procedures for automatic item generation testing.* UNC Charlotte Cato College of Education Just-in-Time Funding, Funded: $2,000.

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

2024-2027 Member, IRB Review Committee

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

*Editorship*

Instructional Topics in Educational Measurement Series (ITEMS), *Educational Measurement: Issues and Practice,* Editor (2025-2027)

*Editorial Boards*

Journal of Educational Measurement (2023-)

Measurement: Interdisciplinary Research and Perspectives (2021-)

Frontiers in Psychology – Quantitative Psychology and Measurement (2021-)

*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

Educational Research and Evaluation

Structural Equation Modeling: A Multidisciplinary Journal

Journal of Applied Educational and Policy Research

Higher Education Quarterly

SAGE Open

Advances in Health Sciences Education

Translation and Interpreting Studies

Personality and Individual Differences

BMC Medical Research Methodology

Population Health Metrics

Behavioral Sciences

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 – 2026 Member (2023-2024) Mission Fund Committee

 /Co-Chair (2024-2026)

 2020 – 2023 Member (2020-2022) Bradley Hanson Award Committee for Contributions to

 / Chair (2022-23) 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)

 2024 – 2026 Treasurer/Secretary Board of Directors

 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.**]

*Invited Scholar Positions*

Visiting Scholar

 2023-2024 Incheon University, Incheon, South Korea

Service to the Community and Practitioners

*Invited Presentations and Workshops*

**Kim, S. Y.** (2024, May). *Basics in Equating and Introduction to Pre-Equating for Constructing Item Banks*. Workshop offered at Inha University, South Korea.

**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**

2025 Innovative Technology and Learning Spaces Track Presentation Award

 UNC System Symposium on Learning and Technology

2025 Practical Application Publication Award AECT Distance Education

2024 Exemplary Paper Award AERA Classroom Observations SIG

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