

JI SEUNG YANG
CURRICULUM VITAE
(Updated March 2022)

Department of Human Development and Quantitative Methodology
Measurement, Statistics and Evaluation Program
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PERSONAL INFORMATION

Educational Background

- 2007-2012 Ph.D. in Education (Advanced Quantitative Methods in Educational Research)
University of California, Los Angeles, CA, U.S.A.
- 2005-2007 M.A. in Education (Quantitative Research Methods)
Yonsei University, Seoul, Republic of Korea
- 1998-2005 B.A. in Education (with minor in English Language and Literature)
Yonsei University, Seoul, Republic of Korea
- 2000-2002 A.A. in General Studies (with Honors, Dean's listed)
Montgomery College, MD, U.S.A.

Academic Appointments at UMD

- 2019- Associate Professor
Measurement, Statistics, and Evaluation
Department of Human Development and Quantitative Methodology
University of Maryland, College Park
- 2013-2019 Assistant Professor
Measurement, Statistics, and Evaluation
Department of Human Development and Quantitative Methodology
University of Maryland, College Park

Other Employment

- 2019 Visiting Professor, Yonsei University, South Korea
- 2012-2013 Postdoctoral Researcher and Lecturer

Advanced Quantitative Methodology
Graduate School of Education and Information Studies
University of California, Los Angeles, CA, U.S.A.

2010-2012 Graduate Student Researcher (PI: Dr. Li Cai)
Advanced Quantitative Methodology
Graduate School of Education and Information Studies
University of California, Los Angeles, CA, U.S.A.

2007-2010 Graduate Student Researcher (PI: Dr. Kilchan Choi)
National Center for Research on Evaluation, Standards and Student Testing
(CRESST)
University of California, Los Angeles, CA, U.S.A.

2006-2007 Appointed Researcher
Korea Institute of Curriculum and Evaluation (KICE), Seoul, Korea

Professional Certifications and Licenses

2007 Secondary School Certification, English Education
Republic of Korea

RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

Note: A # (hash tag) is used to identify co-authors mentored as undergraduate and graduate students, postdoctoral researchers, faculty research assistants.

Chapters

Books

1. **Yang, J. S.** & Seltzer, M. (2015). Handling measurement error in predictors with a multilevel latent variable plausible values approach, In J. R. Harring, L. M. Stapleton, & S. N. Beretvas (Eds.), *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications* (pp. 295-333). Charlotte, NC: Information Age Publishing, Inc.

Encyclopedia

1. **Yang, J. S.**, #Morell, M., & Liu, Y. (2018). Constructed response items. In Frey, B., editor, *The SAGE Encyclopedia of Educational Research, Measurement & Evaluation*: New York: Sage Publication Inc.

Articles in Refereed Journals

Methodological Articles

1. #Zheng, X., **Yang, J. S.**, Harring, J. (2021). Latent Growth Modeling with Categorical Response Data: A Methodological Investigation of Model Parameterization, Estimation, and Missing Data. *Structural Equation Modeling*. DOI:[10.1080/10705511.2021.1930543](https://doi.org/10.1080/10705511.2021.1930543)
2. #Zheng, X., **Yang, J. S.** (2021). Multiple Group Item Response Theory Applications Using Stata *irt* Package, *Measurement: Interdisciplinary Research and Perspectives*, 19, 3, 190-198.
3. #Morell, M., **Yang, J. S.**, & Liu, Y. (2019). Latent Variable Regression Discontinuity Design with Cluster Level Treatment Assignment. *Multivariate Behavioral Research*, 55, 146.
4. Liu, Y, **Yang, J. S.**, & Maydeu-Olivares, A. (2019). Restricted Recalibration of Item Response Theory Models. *Psychometrika*, 84, 529-553.
5. #Zheng, X., & **Yang, J. S.** (2018). Latent Growth Curve Analysis with Categorical Data: Model Specification, Estimation, and Panel Attrition. *Multivariate Behavioral Research*, 53, 134.
6. Liu, Y. & **Yang, J. S.** (2018). Bootstrap-calibrated interval estimates for latent variable scores in item response theory. *Psychometrika*, 83, 333-354.
7. Liu, Y. & **Yang, J. S.** (2018). Interval estimation of latent variable scores in item response theory. *Journal of Educational Behavioral Statistics*, 43, 259-285.
8. **Yang, J. S.** & #Zheng, X. (2017). Item response data analysis using Stata item response theory package. *Journal of Educational Behavioral Statistics*, 43, 116–129.
9. Stapleton, L.M., #McNeish, D., & **Yang, J. S.** (2016). Multi-level and single-level models for measured and latent variables when data are clustered. *Educational Psychologist*, 51, 317-300.
10. Stapleton, L.M., **Yang, J. S.**, & Hancock, G. (2016). Construct meaning in multilevel settings. *Journal of Educational Behavioral Statistics*, 41, 481-520.
11. **Yang, J. S.**, & Cai, L. (2014). Estimation of contextual effects through nonlinear multilevel latent variable modeling with a Metropolis-Hastings Robbins-Monro algorithm. *Journal of Educational Behavioral Statistics*, 39, 550-582.

12. Lee, G., Lee, W., Kolen, M., Park, I., Kim, D. & **Yang, J. S.** (2014). Bi-factor MIRT true-score equating for testlet-based tests. *Korean Journal of Educational Evaluation*, 28, 681-700.
13. **Yang, J. S.**, Hansen, M., & Cai, L. (2012). Characterizing sources of uncertainty in item response theory scale scores. *Educational & Psychological Measurement*, 72, 264-290.
14. Cai, L., **Yang, J. S.**, & Hansen, M. (2011). Generalized full-information item bifactor analysis. *Psychological Methods*, 16, 221-248.
15. **Yang, J. S.**, & Lee, G. (2007). Estimating reliability of test scores composed of testlets using generalizability theory approaches. *Korean Journal of Educational Evaluation*, 20, 119-139.
16. **Yang, J. S.**, Lee, G., & Kang, S. (2007). Estimating reliability of test scores composed of testlets using item response theory approaches. *Korean Journal of Educational Evaluation*, 20, 147-167.

Substantive Article

17. **Yang, J. S.**, Ratner, N., MacWhinney, B., (in press). The Index of Productive Syntax (IPSyn): Psychometric properties and suggested modifications, *American Journal of Speech-Language Pathology*.
18. Oh, S, Barens, C., & **Yang, J. S.** (in press). Effectiveness of remote simulation-based learning for periodontal instrumentation: A non-inferiority study. *Journal of Dental Education*.
19. Oh, S, **Yang, J. S.**, Kim, Y. J. (2021). Discrepancies in periodontitis classification among dental practitioners with different educational backgrounds. *Journal of Dental Education*. <https://doi.org/10.1186/s12903-020-01371-5>.
20. #Bell, E. M., Carrigan1, J. D., Collier K., **Yang, J. S.**, & Shim, J. K. (2021). Identifying Abilities that Define the Physical Function of People with Lower Extremity Amputation. *Journal of Prosthetics and Orthotics*. doi: 10.1097/JPO.0000000000000356.
21. #Morell, M., **Yang, J. S.**, Gladstone, J., Faust, L. T., Ponnock, A. R., Lim, H. J., & Wigfield, A. (2020). Grit: The Long and Short of It. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000594>
22. Ponnock, A., Muenks, K, Morell, M. **Yang, J. S.** Gladstone, J. and Wigfield, A. (2020). Grit and Conscientiousness: Another Jangle Fallacy. *Journal of Research on Personality*. <https://doi.org/10.1016/j.jrp.2020.104021>
23. Kim, J. & **Yang, J. S.** (2020). How to improve reliability of cut-off scores in dental competency exam: A Comparison of rating methods in standard setting. *European Journal of Dental Education*. <https://doi.org/10.1111/eje.12563>.
24. Muenks, K., **Yang, J. S.**, Wigfield, A. (2018). Associations between grit, motivation and achievement in high school students. *Motivation Science*, 4, 158-176.
25. Muenks, K., Wigfield, A. **Yang, J. S.**, & O'Neal, C. (2017). How true is grit? Assessing its relations to high school & college students' personality characteristics, self-regulation, engagement and achievement. *Journal of Educational Psychology*, 109, 599-620.
26. Park, Y., Lim, Y., Koh, K., Kim, J. Kwon H., Shim, J., & **Yang, J. S.** (2017). Efficacy of rhythmic exercise and walking exercise in the older adults' exercise participation rates & physical function outcomes. *The Geriatrics & Gerontology International*, 17, 2311–2318. doi: 10.1111/ggi.13046
27. Park, Y., Lim, Y., Koh, K., Kim, J. Kwon H., **Yang, J. S.** & Shim, J., (2016). Association of spinal deformity and pelvic tilt with gait asymmetry in adolescent idiopathic scoliosis patients: Investigation of ground reaction force. *Clinical Biomechanics*, 36, 52-57.

Book Reviews

1. #Morell, M. & **Yang, J. S.** (2019). A review of *Multilevel Modeling Using Mplus*. *Journal of Educational Behavioral Statistics*, 44, 241-247.

Published Conference Proceedings

1. #Zheng, X., & **Yang, J. S.** (2016). Using sample weights in item response data analysis under complex sample designs. *New developments in psychometrics: Proceedings of the International Meeting of the Psychometric Society IMPS 2015*. NY: Springer.
2. **Yang, J. S.** & Cai, L. (2015). Dealing with measurement error in estimating a cross-level Interaction: Nonlinear multilevel latent variable modeling approach with a Metropolis Hastings Robbins-Monro Algorithm. *KAERA Research Forum*, 1 (1), 55-71.

Technical Reports

1. **Yang, J. S.**, & Cai, L. (2013). Estimation of contextual effects through nonlinear multilevel latent variable modeling with a Metropolis-Hastings Robbins-Monro algorithm, (CRESST Report No. 833), Los Angeles: UCLA.

Conferences, Workshops and Talks

Invited Talks

1. **Yang, J. S.** (2020, Nov). *Handling measurement error in education research: Methods and practices*. American Institutes for Research, Remote, U.S.A.
2. **Yang, J. S.** (2020, July). *Recalibrating the PROMIS Pediatric Fatigue Scale Using Item Response Theory*. The FDA Statistical Association (FDASA), Remote, U.S.A.
3. **Yang, J. S.** (2019, October). *Handling measurement error in educational and psychological studies: Methods and practices*. LEAD Retreat. Keynote speaker. Heiligkreuztal, Tübingen University, Germany.
4. **Yang, J. S.** (2015, November). *Psychometric implications: Understanding task criticality through application of research data*. Disaster Recovery Construction Specialist Development & Research Planning Forum. Invited by Green Advantage Personal Certification, International Code Council & Antioch University. Washington D.C.

5. **Yang, J. S.** (2015, April). *Measurement error and its impact on statistical modeling*. Early experiences: Examinations of risk, contextual factors and their influences on development. Graduate Field Committee in Developmental Science Graduate Student organized Workshop. University of Maryland, College Park.
6. **Yang, J. S. & Seltzer, M.** (2014, November). *Nonlinear multilevel latent variable modeling approaches to handle measurement error in predictors: An illustrative example using teacher instructional practices*. Advances in Multilevel Modeling for Educational Research: Addressing Practical Issues Found in Real-World Applications, University of Maryland, College Park, MD.
7. **Yang, J. S.** (2014, September). *Handling measurement error in predictors in multilevel settings*. Center for Children, Relationships and Culture and the Developmental Science Field Committee Sponsored Colloquium, University of Maryland, College Park.
8. **Yang, J. S.** (2012, February). *Estimation of contextual effects through multilevel latent variable modeling with a Metropolis-Hastings Robbins-Monro Algorithm*. Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM), New York University.
9. **Yang, J. S.** (2012, February). *An introduction to item response theory*. Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM), New York University.

Workshops

1. **Yang, J. S.** (2021, July-September). Introduction to Psychometrics. The Center for Drug Evaluation and Research at U.S. Food and Drug Administration.
2. **Yang, J. S.** (2019, July-August). Introduction to Item Response Theory. The Center for Drug Evaluation and Research at U.S. Food and Drug Administration.
3. **Yang, J. S.** (2019, March). Introduction to Item Response Theory. The Center for Integrated Latent Variable Research (CILVR) at The University of Maryland.
4. **Yang, J. S., & Hansen, M.** (2012, October). *Reliability and validity*. Psychological Studies in Education division, University of California, Los Angeles (ref. Pf. Sandra Graham)

Symposiums as Organizer

1. **Yang, J. S. & Wigfield, A.** (2019, April). Co-Evolution of Substantive and Methodological Research: The Case of Grit, Self-Regulation, and Motivation. Annual Meeting of the American Education Research Association, Toronto, Canada.

2. Liu, Y. & **Yang, J. S.** (2018, July). Multi-stage estimation and inference in measurement modeling. International Meeting of Psychometrics Society, New York.
3. **Yang, J. S.** (2016, April). Issues and practices in multilevel item response models. The National Council on Measurement in Education Annual Meeting, Washington., D. C.

Refereed Conference Presentations (Recent 3 years only)

1. Oh, S, **Yang, J. S.**, Kim, Y. J. (2021, March). Discrepancies in periodontitis classification among dental practitioners with different educational backgrounds. American Dental Education Association. Virtual Conference.
2. #Han, **Yang, J. S.**, Liu, Y. (2021, July). Differential Item Functioning in Restricted Recalibration of Item Response Models. Paper presented at 2021 International Meeting of Psychometrics Society.
3. #Ding, Y. & **Yang, J. S.** (2020, April) *A Group Fit Statistic for the Multilevel Item Response Model* [Paper Session]. The American Educational Research Association Annual Meeting San Francisco, CA. <http://tinyurl.com/sxqw37e> (Conference Canceled due to Covid-19 pandemic)
4. #Morell, M., **Yang, J. S.**, & Liu, Y. (2019, Oct). *Latent variable regression discontinuity design with cluster level treatment assignment*. Presentation at the Annual Meeting of the Society of Multivariate Experimental Psychology, Baltimore, Maryland.
5. Lim, H. J. & **Yang, J. S.** (2019, June). *Problems of Grit-S and Validity of its Factor Structure*. Presented at Korean Educational Psychology Association Conference, Seoul, South Korea.
6. #Gladstone, J. R., #Morell, M., **Yang, J. S.**, #Ponnock, A., #Turci (Faust), L., & Wigfield, A. (2019, April). *Grit-S, long-term grit and related constructs: Measurement invariance and mean differences across gender and ethnicity*. Poster presented to the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.
7. #Gladstone, J. R., #Morell, M., **Yang, J. S.**, #Ponnock, A., #Turci (Faust), L., & Wigfield, A. (2019, April). *Grit, self-regulation, and motivation: Examining measurement invariance and mean differences across gender and ethnicity*. Paper accepted as part of a symposium to be presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
8. #Morell, M., **Yang, J. S.**, Liu, Y., #Gladstone, J. R., #Ponnock, A., #Turci (Faust), L., Muenks, K., & Wigfield, A. (2019, April). *Validation of grit scales across multiple samples: Restricted recalibration and multiple group analysis*. Paper accepted as part of a symposium to be presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
9. #Gladstone, J., Muenks, K., **Yang, J. S.**, Wigfield, A., Lim, H. J., & Hwang, M. H.

(2018, July). *Clarifying grit's predictive role: Mediators help explain the relation between grit and achievement between U.S. & Korean students*. Poster presented at the International Society for the Study of Behavioral Development Biennial Meeting, Queensland, Australia.

10. #Gladstone, J. R., Muenks, K., **Yang, J. S.**, & Wigfield, A. (2018, August). *Clarifying grit's predictive role: Exploring mechanisms of the relation between grit and achievement*. Paper presented at the 16th International Conference on Motivation, Aarhus, Denmark.
11. Morell, Monica#, **Yang, J. S.**, & Liu, Yang (2018, July). *Cross-validation of the Grit scale using restricted recalibration*. International Meeting of Psychometrics Society, New York.
12. Strazzeri, Marian#, & **Yang, J. S** (2018, July). *IRT analysis in longitudinal randomized controlled trials*. International Meeting of Psychometrics Society, New York.
13. #Zheng, X., & **Yang, J. S.** (2018, April). *Latent growth curve analysis with item response data: Parameterization, estimation and attrition*. Annual Meeting of the American Education Research Association, New York.
14. #Morell, M. & **Yang, J. S.** (2018, April). *FIML estimation of LATE through latent RD analysis with an MH-RM algorithm*. Paper presented at 2017 Annual Meeting of the National Council on Measurement in Education, New York.

Manuscripts under Review or in Preparation

Gladstone, J., Morell, M., Yang, J. S., Faust, L. T., Ponnock, A. R., & Wigfield, A. (Revision). Grit, Self-Regulation, and Motivation: Differences in item functions, means, and associations across gender and ethnicity. *The Journal of Experimental Education*.

Morell, M., Liu, Y., Yang, J. S. (Revision). A Regression Discontinuity Design with Latent Variables. *Structural Equation Modeling*.

Ding, Y. & Yang, J. S. (in prep). A Group Fit Statistic for the Multilevel Item Response Model. *Educational Psychological Measurement*.

Han, **Yang, J. S.**, Liu, Y. (in prep). Differential Item Functioning in Restricted Recalibration of Item Response Models.

Sponsored Research

Grants

1. Institute of Educational Sciences (Statistical and Research Methodology in Education)
Title: Multilevel Regression Discontinuity Design with Latent Variables
Duration: 06/01/2022-05/30/2025
Role: Principal Investigator
Total Award Amount: \$880,000 (40% credit)
Location of Project: University of Maryland, College Park

2. National Institutes of Health (R01)
Title: Improving the clinical utility of preschool language sample analysis
Duration: 08/15/2018-08/14/2023
Role: Co-Investigator
Total Award Amount: \$2,163,639 (15% credit)
Location of Project: University of Maryland, College Park
PI: Nan Ratner

3. National Science Foundation (Division on Research on Learning)
Title: An Examination of Grit in Relation to Diverse High School Students' STEM Motivation, Self-Regulation & Outcomes: A Longitudinal Validation Study (1534846)
Duration: 3/1/16 - 6/30/19
Role: Co-Principal Investigator
Total Award Amount: \$1,237,743 (40% credit)
Location of Project: The University of Maryland, College Park
Co-PI: Allan Wigfield

4. Institute of Educational Sciences (Statistical and Research Methodology in Education—Early Career, Goal: Methodological Innovation)
Title: Multilevel Item Bifactor Models with Semi-Nonparametric Latent Densities (R304D150052)
Duration: 7/01/15 – 1/31/17
Role: Principal Investigator
Total Award Amount: \$199,924 (100% credit)
Location of Project: The University of Maryland, College Park

5. University of Maryland, Support Program for Advancing Research & Collaboration (SPARC)
Project Title: Nonlinear Multilevel Latent Variable Modeling Approaches to Handle Measurement Error in Predictors
Duration: 10/28/13 – 10/28/14
Role: Principal Investigator
Total Award Amount: \$15,000
Location of Project: The University of Maryland, College Park

Editorships, Editorial Boards & Reviewing Activities

Editorial Boards

1. Statistical Consulting Editor, Journal of Personality Assessment (2016-2018)
2. Journal of Educational Behavioral Statistics (2018 Fall – current)
3. Journal of Educational Measurement (2019 Jan-current)
4. Multivariate Behavioral Statistics (2020 Jan-current)

Reviewing Activities for Journals and Presses

1. Educational and Psychological Measurement
2. Psychometrika
3. Multivariate Behavioral Research
4. Structural Equation Modeling: A Multidisciplinary Journal
5. International Journal of Testing
6. Psychological Methods
7. Psychological Assessment
8. Journal of Educational Psychology
9. Contemporary Educational Psychology

Reviewing Activities for Conferences

1. Reviewer, National Council on Measurement in Education Annual Meeting (2012-2015)
2. Reviewer, American Educational Research Association Annual Meeting (2015-2020)

Reviewing Activities for Agencies & Foundations

1. U.S. Department of Education, Institute for Education Sciences; Member of the Review Panel for Basic Processes (2016-2020)
2. National Science Foundation; Review Panel for Methodology, Measurement & Statistics (MMS) Program (2016, 2017)
3. Social Sciences and Humanities Research Council of Canada, ad-hoc Reviewer (2020)

TEACHING, MENTORING AND ADVISING

Courses Taught

UMD- Graduate courses (Note that the numbers are approximated)

1. EDMS623: Applied Measurement: Issues & Practices. Fall 2016 (25 students), Fall 2017 (15 students)
2. EDMS651: Applied Multiple Regression Analysis/ General Linear Models I. Fall 2013 (30 students); Spring 2014 (30 students), Fall 2015 (25 students), Fall 2017 (15 students), Spring 2018 (25 students), Fall 2020 (23 students), Fall 2021 (12 students), Spring 2022, (20 students)
3. EDMS646: Quantitative Research Methods II/ General Linear Models II. Spring 2014 (35 students), Fall 2014 (35 students), Spring 2015(30 students), Fall 2015 (15 students), Spring 2017 (28 students).
4. EDMS738: Seminar in Special Problems in Measurement: Multidimensional/Multilevel Item Response Theory. Fall 2014 (9 students), Fall 2016 (7 students)
5. EDMS724: Modern Measurement Theory. Spring 2016 (8 students), Spring 2017 (10 students), Spring 2018 (12 students), Spring, 2019 (8 students).
6. EDMS626: Instrumentations. Spring 2021 (6 students).

University of California, Los Angeles – Graduate courses

7. ED230A: Introduction to Research Design & Statistics, Fall 2012 (30 students)
8. ED230B: Introduction to Multiple Regression Models, Winter 2013 (30 students)

Course or Curriculum Development

1. EDMS 646, 651, 623, and 724: Re-designed as core courses when the EDMS program developed a new curriculum
2. EDMS 738 *Seminar in Special Problems in Measurement: Multidimensional/Multilevel Item Response Theory* is a newly developed advanced seminar course that aims at EDMS doctoral students who pursue methodological research in psychometrics.

Advising

This refers to students whose projects the faculty has supervised as adviser, committee chair, or committee member (indicate role). The name of student, academic year(s) involved and the name of institution if other than UMD should be indicated, as well as placement of the student(s), if the project is completed. List completed work first.

Doctoral

Completed dissertations chaired (with current position of student)

1. Xiaying Zheng (UMCP 2017F) Researcher - American Institute for Research in Washington D.C.
2. Monical Morell (UMCP 2020S) Psychometrician – U.S. Food and Drug Administration.

Current doctoral advisees (pre-candidacy)

1. Marian Strazzeri (4th year) UMCP
2. Young Jin Han (2nd year) UMCP

Completed doctoral dissertations advised as member

1. Yoonjeong Kang UMCP 2014F
2. Ming Li UMCP 2015S
3. Kylie King UMCP 2017S
4. Kari Hansen UMCP 2017S
5. Sara Hass UMCP 2018S
6. Xiulin Mao UMCP 2018S
7. Shauna Sweet UMCP 2018F
8. Huili Liu UMCP 2018F
9. Tiago Alexandre Calico UMCP 2019S
10. Daniel Lee UMCP 2019S
11. Jordan Prendez UMCP 2020S
12. Gabriella Estevez UMCP 2020S
13. Jessica Gladstone UMCP 2020S
14. Ethan Sewell UMCP 2021S
15. Alyssa Daye UMCP 2021S

Current service on dissertations committee as member

1. Calvin Ming Lu (Kinesiology) UMCP
2. Kristina Cassidy (EDMS) UMCP

Master's

Graduates

1. Yishan Ding (Current doctoral student at EDMS)

Non-degree

Certificate program

1. Sophie Jablansky (2017 completed)
2. Zexin Ma (2016 completed)
3. Adonis de Carvalho Borges
4. Jiawen Zhang
5. Qianyu Zhu

High school student internship

1. Jason Kwak (2016 Summer, Duke University)

SERVICE AND OUTREACH

Editorships, Editorial Boards & Reviewing Activities

Editorial Boards

1. Statistical Consulting Editor, Journal of Personality Assessment (2016-2018)
2. Journal of Educational Behavioral Statistics (2018 Fall – current)
3. Journal of Educational Measurement (2019 Jan-current)
4. Multivariate Behavioral Statistics (2020 Jan-current)

Reviewing Activities for Journals and Presses

1. Educational and Psychological Measurement
2. Psychometrika
3. Multivariate Behavioral Research
4. Structural Equation Modeling: A Multidisciplinary Journal
5. International Journal of Testing
6. Psychological Methods
7. Psychological Assessment
8. Journal of Educational Psychology
9. Contemporary Educational Psychology

Reviewing Activities for Conferences

1. Reviewer, National Council on Measurement in Education Annual Meeting (2012-2015)
2. Reviewer, American Educational Research Association Annual Meeting (2015-2020)

Reviewing Activities for Agencies & Foundations

1. U.S. Department of Education, Institute for Education Sciences; Member of the Review Panel for Basic Processes (2016-2020)
2. National Science Foundation; Review Panel for Methodology, Measurement & Statistics (MMS) Program (2016, 2017)
3. Social Sciences and Humanities Research Council of Canada, ad-hoc Reviewer (2020)

Committees, Professional & Campus Service

Campus Service – Department

1. Member, Department Review Committee (EDUC-HDQM), 2018-2019
2. Member, Faculty Search Committee (EDUC-HDQM), 2018 Fall
3. Member, Awards Committee (EDUC-HDQM), 2018-2019
4. Chair, Awards Committee (EDUC-HDQM), 2020-2021
5. Member, Merit Committee (EDUC-HDQM), 2017- 2018, 2021-2022
6. Member, Undergraduate Committee (EDUC-HDQM), 2013-2017
7. Chair, Examination Committee (EDUC-HDQM-EDMS), 2018-2019
8. Member, Admission Committee (EDUC-HDQM-EDMS), 2016-2019
9. Chair, Examination Committee (EDUC-HDQM-EDMS), 2015-2016
10. Member, Examination Committee (EDUC-HDQM-EDMS), 2013-2015, 2020-2022
11. Director of Graduate Studies (EDUC-HDQM-EDMS), 2021-2022

Campus Service - College

Campus Service – University

1. Member, University Senate (UMD), 2016 –2019
2. Member, The Senate Educational Affairs Committee (UMD), 2015-2017

Professional Affiliations

1. Member, American Educational Research Association, 2007 - present
2. Member, National Council on Measurement in Education, 2007 – present
3. Member, Psychometric Society, 2010- present

Professional Service

1. Member, Quantitative Dissertation Award Committee, American Educational Research Association, 2015-2017
2. Chair, Division D Outstanding Dissertation Award Committee, American Educational Research Association, 2017-2018.

Non-academic Community and Other Service

1. Newspaper columnist, *The Korean Times*, 2014-2018. Has been writing monthly newspaper column on social and educational issues in Korean language for Korean-American society

AWARDS, HONORS and RECOGNITION

Research Fellowships, Prizes and Awards

1. Exceptional Scholarship Award, College of Education, University of Maryland, 2017
2. 9th Annual University-Wide Celebration of Scholarship and Research Honoree, 2016
3. 18th Annual Research Leaders Luncheon Honoree, 2016
4. Society of Multivariate Experimental Psychology (SMEP) Dissertation Support Award, 2012
5. Graduate School of Education & Information Studies Fellowship, UCLA, 2007-2012
6. The Edwin & Edna C. Lee Fellowship, UCLA, 2007-2009
7. Scholarship for International Yonsei Graduate Students, Yonsei International Foundation, 2011
8. Academic Merit-Based Scholarship, Yonsei University, 1999-2005

Service Awards and Honors

1. AERA Outstanding Reviewer Award for *Journal of Educational and Behavioral Statistics*, 2018 and 2019

