

# YOUNGWON KIM

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## EDUCATION

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Jun 2023	<b>Ph.D., Measurement &amp; Statistics</b> College of Education, University of Washington, Seattle, WA Dissertation: <i>Modern prediction algorithms for factor analyses: Comparing accuracy-efficiency trade-offs</i> (Advisor: Dr. Elizabeth Sanders)
May 2017	<b>M.A., Educational Psychology</b> University of Texas at Austin, Austin, TX
Feb 2011	<b>B.A., International &amp; Area Studies, Counseling Psychology, &amp; Social Welfare</b> Handong Global University, Pohang-si, Gyeongbuk, South Korea

## AREAS OF INTERESTS

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- Statistical modeling and psychometrics
- Machine learning and natural language processing
- Causal inference
- Quantitative and qualitative research methods
- Psychology

## AWARDS/HONORS

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2019	Young Researcher Award, Korean-American Educational Research Association (KAERA)
2015 – 2021	OTEF Foundation Scholarship, OTEFE Foundation, Inc.

## RESEARCH EXPERIENCE

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Aug 2023 – Present <i>Postdoctoral Fellow</i>	<b>Causality, Applications, and Research in Education and Statistics, Harvard Graduate School of Education, Harvard University, Cambridge, MA</b> <b>Project:</b> <i>Practical tools for large-scale evaluation of text data in randomized trials in education</i> (Drs. Luke Miratrix, Reagan, Mozer, and Shireen Al-Adeimi) <ul style="list-style-type: none"><li>• Develop the R package (rcttext) to effectively leverage text in the context of randomized controlled trials (RCTs)</li><li>• Create academic papers, tutorial materials, and blog posts to assist applied researchers in utilizing text in RCT contexts</li><li>• Conduct research comparing human grading, machine learning grading, and large language model grading in essay grading</li></ul>
Jun 2019 – Jun 2023 <i>Statistical Consultant</i>	<b>Center for Social Science Computation and Research, University of Washington, Seattle, WA (Dr. Jerald Herting)</b> <ul style="list-style-type: none"><li>• Provided statistical and programming consulting services to students and faculty from across UW Seattle campus</li><li>• Offered guidance on research designs, data cleaning, data analysis, and use of data analysis and visualization software (<i>Mplus, Python, R, SPSS, and Tableau</i>)</li><li>• Conducted remote synchronous and asynchronous workshops on R and SPSS</li></ul>
Jun 2022– Aug 2022 <i>Research Intern</i>	<b>Human Services Division - Education Systems Program Area, American Institutes for Research (AIR), Arlington, VA (Dr. Cong Ye)</b> <ul style="list-style-type: none"><li>• Developed a school-level social vulnerability index for the CEE (COVID-19 and Equity in Education) projects</li><li>• Participated in AIR Hackthon using the CEE longitudinal database and 2022 Summer Intern Expo</li></ul>

## RESEARCH EXPERIENCE (Cont'd)

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- May 2018 – Jun 2022* **School of Education & Human Development, Texas A&M University,**  
**Research Assistant** College Station, TX
- Project:** *Asian International Graduate Students' Professional Development and Psychological Well-Being* (Dr. Katie Koo)
- Interviewed international graduate students and transcribe the interviews
  - Coded and analyzed transcripts on the usage of social media, language proficiency, academic achievement, career development, social support, mental and physical health issues of international students
  - Contributed to writing proposals for conference presentations and manuscripts for publication
- Mar 2020 – Dec 2020* **Center for the Study of Teaching and Policy, University of Washington,**  
**Research Assistant** Seattle, WA
- Project:** *Teacher Workforce* (Drs. Ana Elfers and Marge Plecki)
- Co-designed and implemented statistical models to examine the teacher workforce in Washington State with respect to teacher retention and mobility
  - Co-authored results for presentation, white paper, and publication
- Jul 2018 – Sep 2018* **Health Sciences Library, University of Washington, Seattle, WA** (Dr. Lorrie Dong)  
**Data Wrangler**
- Performed data cleaning and created dashboards for National Network of Libraries of Medicine (NNLM)
  - Created R functions to automate data-cleaning processes
- Feb 2015 – Aug 2017* **Higher Education Learning and Persistence Lab, College of Education,**  
**Research Assistant** University of Texas at Austin, Austin, TX (Dr. Carlton Fong)
- Collected documents and coded data for meta-analyses on psychosocial factors and critical thinking of community college students
  - Conducted meta-analyses to examine growth- and fixed-mindset profiles and associations with stress, need satisfaction, coping strategies, and fear of failure

## TEACHING EXPERIENCE

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### University of Washington

- Sep 2021 – Dec 2021* **EDPSY 576: Multilevel Modeling**, College of Education
- Apr 2019 – Jun 2019* **PSYCH 315: Understanding Statistics in Psychology**, Department of Psychology
- Sep 2018 – Mar 2019* **PSYCH 209: Fundamentals of Psychological Research**, Department of Psychology
- Sep 2017 – Dec 2017* **EDPSY 302: Child Development and Learning**, College of Education

### Handong Global University

- July 2020 & 2021* **Online Summer Workshop on Applied Statistics**, School of Counseling Psychology and Social Welfare

### University of Texas at Austin

- Jan 2017 – May 2017* **SDS 332: Statistical Models for the Health and Behavioral Sciences**, Department of Statistics and Data Sciences
- Sep – Dec 2015, 2016* **MKT282: Marketing Analytics & Applications**, McComb School of Business

## PUBLICATIONS

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### Peer-reviewed articles

- Koo, K., **Kim, Y. W.**, Lee, Y., & Rodriguez, S. (under review). What does it mean to be an Asian in a pandemic? Exploring experiences of racism and discrimination among Asian international students in the United States during COVID-19. *Journal of Counseling Psychology*.
- Fong, C. J., Schallert, D. L., Williamson, Z. H., Lin, S., Williams, K. M., & **Kim, Y. W.** (2023). Are self-compassionate writers more feedback literate? Exploring undergraduates' perceptions of feedback constructiveness. *Assessing Writing*, 57. <https://doi.org/10.1016/j.asw.2023.100761>
- Elfers, A., Plecki, M., **Kim, Y. W.**, & Bei, N. (2022). How retention and mobility rates differ for teachers of color? *Teachers and Teaching*, 28, 724-741. <https://doi.org/10.1080/13540602.2022.2098271>
- Fong, C. J., Schallert, D. L., Williams, K. M., Williamson, Z. H., Lin, S., Chen, L., & **Kim, Y. W.** (2021). Making feedback constructive: The interplay of undergraduates' mastery goal orientation with feedback specificity and friendliness. *Educational Psychology*, 1-19. <https://doi.org/10.1080/01443410.2021.1951671>
- Fong, C. J. & **Kim, Y. W.** (2019). A clash of constructs? Re-examining grit in light of academic buoyancy and future time perspective. *Current Psychology*, 40(4), 1824-1837. <https://doi.org/10.1007/s12144-018-0120-4>
- Koo, K., **Kim, Y. W.**, Lee, Y., & Nyunt, G. (2021). "It's my fault": Exploring experiences and mental wellness among Korean international graduate students. *Journal of International Students*, 11(4), 790-811. <https://doi.org/10.32674/jis.v11i4.2801>
- Fong, C. J., Schallert, D. S., Williams, K. M., Williamson, Z. H., Warner, J. R., Lin, S., & **Kim, Y. W.** (2018). When feedback signals failure but offers hope for improvement: A process model of constructive criticism. *Thinking Skills and Creativity*, 30, 42-53. <https://doi.org/10.1016/j.tsc.2018.02.014>
- Fong, C. J., Williams, K. M., Williamson, Z. H., Lin, S., **Kim, Y. W.**, & Schallert, D. L. (2018). "Inside out": Student appraisals for achievement emotions regarding constructive criticism, positive feedback, and negative feedback on writing. *Motivation and Emotion*, 42, 236-257. <https://doi.org/10.1007/s11031-017-9658-y>
- Fong, C. J., Davis, C. W., Kim, Y., **Kim, Y. W.**, Marriott, L. A., & Kim, S. (2017). Psychosocial factors and community college student success: A meta-analytic investigation. *Review of Educational Research*, 87(2), 388-424. <http://doi.org/10.3102/0034654316653479>
- Fong, C. J., Kim, Y., Davis, C. W., Hoang, T., & **Kim, Y. W.** (2017). A meta-analysis on critical thinking and community college success. *Thinking Skills and Creativity*, 26, 71-83. <http://doi.org/10.1016/j.tsc.2017.06.002>

## CONFERENCE PRESENTATIONS

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### Joint Statistical Meetings (JSM)

- Mozer, R., Miratrix, L., **Kim, Y.**, & Al-Ademi, S. (2024, Aug). *Statistical innovation with text as data: Emerging trends and future directions*. Paper accepted at the JSM Annual Meeting. Portland, OR.

### Association for Education Finance & Policy (AEFP)

- Kim, Y.**, Mozer, R., Miratrix, L., & Al-Ademi, S. (2024, March). *Assessing essay grading with machine learning and large language models: A comparative study on efficacy and accuracy*. Paper accepted the AEFP Annual Meeting. Baltimore, MD.

## CONFERENCE PRESENTATIONS (Cont'd)

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### National Council on Measurement in Education (NCME)

- Kim, Y.** & Sanders, E. A. (2023, April). *Exploratory measurement modeling with Lasso*. Paper presented at the NCME Annual Meeting. Chicago, IL.
- Bei, N., Sanders, E. A., Abe, N., & **Kim, Y.** (2021, June). *Measuring item process data with network analysis methods*. Paper presented at the NCME Annual Meeting (Virtual).

### International Meeting of the Psychometric Society (IMPS)

- Kim, Y.** & Sanders, E. A. (2023, July). *Exploratory measurement modeling with Lasso*. Paper presented at the IMPS Annual Meeting. College Park, MD.

### American Educational Research Association (AERA)

- Kim, Y.** & Sanders, E. A. (2024, April). *Enhancing factor analysis: Evaluating factor retention accuracy with measurement error*. Paper accepted at the AERA Annual Meeting. Philadelphia, PA.
- Koo, K., Kwon, J., & **Kim, Y.** (2022, April). *Strive to survive in a pandemic in a foreign country: Korean international students' well-being during covid-19*. Paper presented at the AERA Annual Meeting. San Diego, CA.
- Kim, Y.** (2021, April). *Understanding the role of academic achievement and psychosocial factors on adolescent depression: A latent growth model*. Paper presented at the AERA Annual Meeting (Virtual).
- Koo, K., **Kim, Y.**, Lee, Y., & Rodriguez, S. (2021, April). *What does it mean to be an Asian in a pandemic? Exploring experiences of racism and discrimination among Asian international students in the United States during covid-19*. Paper presented at the AERA Annual Meeting (Virtual).
- Elfers, A., Plecki, M., **Kim, Y.**, & Bei, N. (2021, April). *Examining differences in the retention and mobility of teachers of color by racial/ethnic group*. Paper presented at the AERA Annual Meeting (Virtual).
- Kim, Y.** (2020, April). *Executive function difficulty, self-esteem, happiness, gender, and parent's income as the predictors of digital addiction*. Paper accepted for presentation at the AERA Annual Meeting, San Francisco, CA. (Conference canceled)
- Koo, K., **Kim, Y.**, Lee, Y., & Nyunt, G. (2020, April). *What makes them happy? A qualitative study on Korean international graduate students' experiences and psychological well-being*. Paper accepted for presentation at the AERA Annual Meeting, San Francisco, CA. (Conference canceled)
- Kim, Y.** (2019, April). *Trajectories of parents' socioeconomic status, child-parent interaction, children's self-control, school readiness, and academic performance*. Paper presented at the AERA Annual Meeting, Toronto, ON.
- Fong, C. J., Davis, C., Li, D., & **Kim, Y.** (2017, April). *A meta-analysis of noncognitive factors and community college student success at 4-year institutions*. Paper presented at the AERA Annual Meeting, San Antonio, TX.
- Fong, C. J., **Kim, Y.**, Lin, S., & Hoang, T. (2017, April). *Do Noncognitive Interventions Enhance Community College Student Success? A Systematic Review and Meta-Analysis*. Paper presented at the AERA Annual Meeting, San Antonio, TX.
- Williamson, Z. H., Fong, C. J., Lin, S., Williams, K. M., **Kim, Y.**, & Schallert, D. L., (2017, April). *Self-Kindness in the Face of Criticism: Self-Compassion Influences Undergraduates' Perceptions of Constructive Feedback*. Paper presented at the AERA Annual Meeting, San Antonio, TX.
- Fong, C. J., Kim, Y., Davis, C. W., **Kim, Y.**, Marriott, L. A., & Kim, S. (2016, April). *Psychosocial and self-regulatory correlates of community college student success: A systematic review and meta-analysis*. Paper presented at the AERA Annual Meeting, Washington, D.C.

## CONFERENCE PRESENTATIONS (Cont'd)

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### American Educational Research Association (AERA, Cont'd)

- Fong, C. J., Kim, Y., Davis, C. W., **Kim, Y.**, Marriott, L. A., & Kim, S. (2016, April). *Psychosocial and self-regulatory correlates of community college student success: A systematic review and meta-analysis*. Paper presented at the AERA Annual Meeting, Washington, D.C.
- Fong, C. J., Kim, Y., Davis, C. W., **Kim, Y.**, Marriott, L. A., & Kim, S. (2016, April). *Psychosocial and self-regulatory correlates of community college student success: A systematic review and meta-analysis*. Paper presented at the AERA Annual Meeting, Washington, D.C.
- Fong, C. J., Schallert, D. L., Williams, K. M., Williamson, Z. H., Lin, S., Chen, L., **Kim, Y.** (2016, April). *Making feedback constructive: The interplay of undergraduates' mastery goal orientation with feedback specificity and friendliness*. Paper presented at the AERA Annual Meeting, Washington, D.C.

### Korean-American Educational Researchers Association (KAERA)

- Kim, Y.** (2020, April). *Understanding the role of academic achievement and psychosocial factors on adolescent depression: A latent growth model*. Paper accepted at the KAERA Annual Meeting, San Francisco, CA. (Conference canceled)
- Koo, K., & **Kim, Y.** (2020, April). *The effectiveness of focusing art therapy on PTSD and cultural adjustment among North Korean refugee girls*. Paper accepted for presentation at the KAERA Annual Meeting, San Francisco, CA. (Conference canceled)
- Koo, K., **Kim, Y.**, & Lee, Y. (2019, April). *What makes them happy? Korean international graduate students' personal and professional experiences and emotional health*. Paper presented at the KAERA Annual Meeting, Toronto, ON.

### American College Personnel Association (ACPA)

- Koo, K., **Kim, Y.**, & Lee, Y. (2019, March). *What makes them happy? Asian international graduate students' personal and professional experiences and emotional health*. Paper presented at the ACPA Annual Meeting, Boston, MA.

### Other Referred Conferences

- Fong, C. J., Davis, C., Li, D., **Kim, Y.**, & Hartman, C. E. (2016, August). *A meta-analysis of noncognitive factors and community college transfer student success at four-year institutions*. Paper presented at the Texas Higher Education Symposium, Austin, TX.
- Lin, S., Fong, C. J., & **Kim, Y.** (2016, April). *Make up your mind: A person-centered approach to growth and fixed mindsets among Chinese undergraduates*. Paper presented at the Chinese American Education Research & Development Association, Washington, D.C.
- Kim, Y., Fong, C. J., Davis, C. W., Hoang, T., & **Kim, Y.** (2016, March). *A meta-analysis on critical thinking and community college student achievement*. Paper presented at the Council for the Study of Community Colleges Annual Meeting, Plano, TX.

## INVITED TALKS AND PRESENTATIONS

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- Kim, Y.** (2023, October). *Modern prediction algorithms for factor analyses: Comparing accuracy-efficiency trade-offs*. Talk presented at the Mathematical Sciences Research Seminar, Bentley University ([Virtual](#)).

## INVITED TALKS AND PRESENTATIONS (Cont'd)

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- Kim, Y.** (2023, October). *Enhancing factor analysis: Evaluating factor retention accuracy with measurement error*. Talk presented at the lab meeting of Causality, Applications, and Research in Education and Statistics, Harvard Graduate School of Education / Harvard Department of Statistics, Harvard University, Cambridge, MA.
- Kim, Y.** (2021, April). *Racism and the racialized experience among Asian international students in the U.S.* Invited panel by ACPA 2021 International Colloquium Support for international students during and after Covid-19: Best practices from a global perspective ([Virtual](#)).
- Kim, Y.** (2020, July). *Racism and racialized identities: The experience among Asian international students in the United States*. Invited panel by ACPA Commission for Global Dimensions of Student Development (Virtual).

## SERVICE

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| <i>July 2023 – Current<br/>Ad-hoc Reviewer</i>            | • Current Psychology  |
| <i>Oct 2020 – Current<br/>Ad-hoc Reviewer</i>             | • Journal of International Students   |
| <i>Oct 2022<br/>Program planning<br/>committee member</i> | • Section 2 (Statistical theory and quantitative methodologies), Division D program planning committee meeting, AERA, Washington, D.C.          |
| <i>Aug 2021 – Aug 2022<br/>Student Support Chair</i>      | • Associated Students of the College of Education (ASCE), University of Washington, Seattle   |
| <i>Aug 2021 – Aug 2022<br/>GSC Liaison</i>                | • AERA Division D Graduate Student Committee (GSC) Liaison, American Educational Research Association, Washington, D.C.                         |
| <i>Apr 2021 – Jun 2021<br/>Mentor</i>                     | • Next Generation Mentorship Program (NGMP), Office of Student Diversity and Inclusion, College of Education, University of Washington, Seattle |
| <i>Jul 2019 – Jan 2020<br/>Student Representative</i>     | • New Hire Search Committee, Measurement & Statistics, College of Education, University of Washington, Seattle                                  |