

## YOUN JOO OH

### EDUCATION

University of Southern California, US	Outcome Research and Evaluation Statistics and Measurement	Postdoctoral Fellowship 2009
University of Southern California, US	Educational Psychology and Technology	Ed.D., 2008
Boston University, US	Curriculum and Teaching	Advanced Degree, 2001
Boston University, US	English and Language Arts Education	M.Ed., 1995
Seoul Women's University S. Korea	Chemistry	B.S., 1994

### CERTIFICATES

Harvard University	Harvard Business School CORe Program Business Analytics, Financial Accounting, Economics for Manager	2021
SAS Institute	Visual Data Mining and Machine Learning on SAS Viya	2020
SAS Institute	Applied Analysis Using SAS Enterprise Miner	2015
SAS Institute	Data Manipulation and Analytics Using SAS Enterprise Guide	2015
University of Southern California	Statistical Package for the Social Sciences (SPSS) Statistics	2007

### PROFESSIONAL EXPERIENCE

<b>Vienna University of Business and Economics, Vienna, Austria</b>	2024 – Present
• Developed a grant proposal to Oesterreichische National Bank, the central bank of Austria	
• Quantitative method development, sourcing/curating historical datasets and conducting/advising quantitative analysis of data	
<b>Independent Consultant, Vienna, Austria</b>	2023 - Present
• Quantitative methodology section advisement and data analysis for a project that the Alliance for the American Dream awarded \$1 million to WeBewell, Park City, UT and University of Utah, USA; data analysis with large data sets using a hierarchical linear model and development of methodology and result sections for journal publications in mental health for university and middle/high school students.	
• Research proposal reviewer of American Educational Research Association, Washington, DC, USA Divisions: Research, Evaluation and Assessment in Schools	

Survey Research in Education

Learning and Instruction: Cognitive and Motivational Processes

Learning and Instruction: Learning and Motivation in Social and Cultural Contexts

### **Compassion International, Colorado Springs, CO, USA**

2022 - 2023

#### **Senior Quantitative Research Specialist**

- Solely wrote multiple impact evaluation proposals to measure the spillover of an intervention program and its direct impact on the cognitive, spiritual, physical, social, and emotional outcomes of underprivileged children, youth, and adults (e.g., 6 to 18 -year-old children and youth and 24 to 35 - year-old adults) in Africa, South America, and South Asian countries.
- Analyzed quantitative data to identify subgroups of the impact evaluation populations and, according to the costs and benefits analysis, proposed a new methodology that the organization has never used in its previous studies.
- Conducted a statistical analysis to study the program's impact on the outcomes for the subgroups.
- Developed sampling proposals, used sampling methodology (probability proportionate to size, Mahanolobis, random, purposive sampling), propensity score matching, analytical models (e.g., HLM, logistic regression, OLS estimations, ANCOVA), and wrote justifications for methodological approaches for several studies employing quasi-experimental design (QED).
- Developed a spillover effect estimation proposal to examine a full program impact (direct program effect plus spillovers) on children and youth outcomes.
- Conducted power analyses using STATA, G\*Power, and Optimal Design.

### **ElephantSTEM, LLC, Cambridge, MA, USA**

2018 – 2022

#### **CEO/Founder**

- **Principal Investigator, the National Science Foundation (NSF) Small Business Innovation Research (SBIR): Immersive Video Game Platform for Helping Students Learn in Statistics**
- **Principal Investigator in Customer Discovery Interviews, the Massachusetts Institute of Technology (MIT) I-Corps - MIT Innovation Initiative**
- **Presenter and participant**
  - King Abdullah Petroleum Studies and Research Center (KAPSARC) workshop (Riyadh, Saudi Arabia) structured around sections (including Economic planning and green growth strategies, Financing investment and green growth, Employment and green growth, and Social inclusion and green growth)
- **Quantitative Research and Program Evaluation Consultant**  
**Harvard University, Cambridge, MA**
  - Data cleaning, merging, manipulation, data visualization, time series, and cross-sectional analyses with longitudinal data to examine and forecast sector performance in energy variables.
- **Technical Education Research Centers (TERC), Cambridge, MA**
  - Power analysis, review and revision of a quantitative method section in a STEM education proposal submitted to NSF. The proposal is under review.
- **Webewell, Park City, UT**
  - Multiple mental health projects.
  - Data cleaning, merging, manipulation, statistical data analysis, power analysis, reliability test, reporting, and publication/ presentation content development as a part of an impact evaluation of a college and high school student mental health education program (named Well-being Elevated) that Alliance for the American Dream awarded \$1 million.
- **Consultant**
  - Mental health (Gun violence stress study: High school students were given a stress control intervention while going through trauma and uneasiness.)

- Data cleaning, merging, manipulation, methodology development, data analysis, report writing, and evidence-based advisement on program modification and implementation.
- Thoughtgym.com, UT**
- Mental health platform research and evaluation plan.
- Power analysis, sampling, measurement search, an impact and fidelity of implementation study methodology development.

**School of Engineering and Computing, National University, San Diego, CA,** 2015-2023  
**Adjunct Professor in Master of Science in Data Science**

- Teaching an Applied Regression Analysis course (ANA 620)

**Dissertation Development Advisor, Cambridge, MA** 2015-2020

- Advised Ph.D. and Ed.D students to develop quantitative research designs, collect/analyze data and make coherent arguments in their writing dissertations.

**ABA Research & Educational Consulting, Cambridge, MA** 2015- 2017  
**Principal Research Scientist and Co-founder**

- **The Solano County Behavioral Health Department and the UC Davis Center for Reducing Health Disparities (CRHD), CA**  
\$1.5 M, funded 20 years of longitudinal data baseline assessment to support program developers in designing and implementing a program in health. Studied over 13,000 participants in their access and utilization of mental health services.
- **Legal and Education project on the role of judicial decision on access and equity: A case study of Daniel v. State of California (1999) and the AP Challenge Grant, Senate Bill (2000)**  
Technical assistance in methodology development, quantitative and qualitative data analysis (including grounded theory development using open coding, axial coding, and selective coding), reporting, and conference presentation.
- **Pact (Pactworld.org) project of the Khana Group, New York, NY.**  
End-line assessment of prevention of mother-to-child transmission of HIV (PMTCT) services in Bayelsa state (PROMOT) in Nigeria.
- **Methodology development for UNICEF study, the Khana Group, New York, NY**  
Strategic intervention evaluation study with a situation analysis of out-of-school children in Liberia to be sent back to schools.
- **Proposal development for the U.S. Department of State, the Khana Group, New York, NY**  
Chosen as one of the top two proposals: Study on child slavery, human trafficking victims receiving the Growing Up Free intervention in 34 communities in Volta region and Central Regions of Ghana. Social impact research and evaluation proposal based on a community-based model for fighting slavery in Brazil, the Democratic Republic of the Congo, Ghana, Haiti, India, and Nepal. Focused on quantitative research design development.
- **The Solano County Behavioral Health Department and the UC Davis Center for Reducing Health Disparities (CRHD), CA**  
Cultural Competence Training 101 Pilot Study: impact assessment of the training on mental health professionals' cultural competence.
- **Center for Reducing Health Disparities, University of California, Davis, CA**  
Data cleaning, merging, manipulation, data visualization, statistical data analysis.  
Drafted the report of a study that assessed a county's mental health system and mental health professionals' opinions about improving the experiences of underserved patients and their providers in a multicultural context.

- **Department of Public Health (CDPH), Health Disparities (CRHD), University of California, Davis Center for Reducing Health Equity (OHE), and Mixteco/Indígena Community Organizing Project (MICOP), CA**  
Research and impact evaluation on community-defined solutions for Mixteco mental health care disparities as part of California reducing disparities project; a report drafting on Latino strategic planning workgroup population.
- **The Solano County Behavioral Health Department and the UC Davis Center for Reducing Health Disparities (CRHD), CA**  
Baseline evaluation examining mental health interdisciplinary collaboration and cultural transformation model of Solano County, CA for the County's underserved populations: Latinos, Filipino Americans, and lesbian, gay, bisexual, transgender, and queer (LGBTQ).
- **California Hospital Association and James Irvine Foundation Work-Based Learning Project, Los Angeles, CA**  
Research and impact evaluation on health care disparities, motivation, learning, and curriculum alignment training: exceptionally, improving the connection between health care employers and schools to increase work-based learning opportunities for high school students.
- **California Department of Health Care Services, Los Angeles, CA**  
Survey analyses to examine patient satisfaction with health care services among diverse groups of adults, older adults, the family of youth, and youth participants.
- **Mindspace, Temple, AZ**  
Conjoint analysis model structure and measurement development to examine high school students' interest in six attributes related to their workforce development.
- **Nellie Mae Education Foundation (NMEF) project of EdAdvance, Litchfield, CT**  
Development of a proposal for a \$ 400,000-funded project by the Nellie Mae Education Foundation (NMEF).
- **Hwa Chong Institution, Singapore**  
Data analysis and reporting on the construct validity of the Motivated Strategies for Learning Questionnaire (survey development).
- **United States Department of Agriculture (USDA) SBIR project of JuliaGroup, Santa Monica, CA**  
Developed achievement test items aligned with Common Core Standards to measure a culturally mediated game impact on math learning (probability and statistics) of Native American elementary students.

**Education Development Center, Inc., Waltham, MA** 2009-2014  
**Project Director I & Project Director II** 2010-2014

**Primary Research Scientist, Lead Evaluator, and Co-Principal Investigator** 2010-2014  
 Investing in Innovation (i3), a \$4.7 million longitudinal study funded by the U.S. Department of Education through the Institute of Educational Science (IES): Science, Technology, Engineering, and Math Education for the 21st Century (STEM21) Program Evaluation (CFDA # 84.396C).

**Primary Research Scientist, Lead Evaluator, and Co-Principal Investigator** 2011-2014  
 NSF's Innovative Technology Experiences for Students and Teachers (ITEST) STRATEGIES PROJECT: Connecticut Academy of Digital Arts and Sciences (blended learning academy model evaluation), \$1 million longitudinal study.

**Primary Research Scientist, Lead Evaluator, and Co-Principal Investigator** 2011-2013  
 Nellie Mae Education Foundation Research and Evaluation, \$.5 million project

<b>Advisor</b>	2010-2014
A grant entitled STEM 21 Digital Academy three-year, \$.6 million study funded by NSF (Advanced Technological Education 1003536).	
<b>Advisor</b>	2013-2014
United States Department of Agriculture (USDA) \$.5 million funded game impact evaluation project of JuliaGroup, CA	
<b>Senior Research Associate</b>	2009-2010
The Wallace Foundation's \$3 million funded project that supported Quality Measures tool development.	
<b>The University of Southern California, Los Angeles, CA</b>	2006-2009
<b>Dissertation Support Center Consultant</b>	2008-2015
<ul style="list-style-type: none"> <li>Advised Ph.D. and Ed.D. students to develop quantitative and qualitative research (e.g., grounded theory, case study, ethnographic study, phenomenological study) designs, collect/analyze data, and draft dissertations.</li> </ul>	

### Examples of Doctoral Dissertations

Haddix, Madelynn	<i>The role of judicial decision on access and equity: A case study of Daniel v. State of California (1999) and the AP Challenge Grant, Senate Bill (2000)</i>
Baca-Fetcenko, Hilda	<i>The role of storybook reading in an urban twilight preschool head start program</i>
Cho, Heekyung	<i>The relationship of model minority stereotype, Asian cultural values, and acculturation to goal orientation, academic self-efficacy, and academic achievement in Asian American college students</i>
Chung, Hyang	<i>The relationship of ethnicity, gender, acculturation, intergenerational relations, and sense of belonging in the institution to academic success among Asian American undergraduates</i>
Cleugh, Christina	<i>Sense of community in post-secondary blended courses: Importance of, opportunities and implications for course development</i>
Coaloa, Debra	<i>The role of leadership in using data to inform instruction: A case study</i>
Devlahovich, Vincent	<i>The impact of residential learning community model on student achievement in a suburban California community college</i>
Duckworth, Lawrence	<i>The overrepresentation of African Americans and Hispanics in special education: A critical race theory perspective</i>
Efrat, Merav	<i>Children's motivation to engage in physical activity during recess</i>
Haig, Jeffrey	<i>The role of self-regulation strategies on two- and four-year college students</i>
Kapner, Leslie	<i>Assessing dispositions toward diversity in math and science submissions of the performance assessment for California teachers</i>
Lesser, Donna	<i>Exploring community college students' and faculty members' perceptions on academy dishonesty</i>

Matsumoto, Dolwin	<i>Factors affecting native Hawaiian student persistence in higher education</i>
Medina, Nathalie	<i>What is the relationship between early childhood teachers' training on the development of their teaching self-efficacy?</i>
Nollner, Julie	<i>The relationship between prospective teacher qualities and teacher efficacy and teacher commitment</i>
Nunag, Ann	<i>Effects of a career intervention on motivation and self-efficacy of undecided community college students</i>
Obiamalu, Reginald	<i>Teachers in continuation high schools – attributes of new teachers and veteran teachers in urban continuation high schools</i>
Rayburn, Kalim	<i>Customization of education through online learning</i>
Rey, Dustine	<i>The relationship of gratitude and subjective well-being to self-efficacy and control of learning beliefs among college students</i>
Simpson, Michael	<i>The relationship between provision of career development services and employee turnover</i>
Sun, Chih-Yuan (Jerry)	<i>Motivation influences in distance education: The role of interest, self-efficacy, and self-regulation</i>
Wolfe, Jenn	<i>Examining the intersection of ideology, classroom climate, and pedagogy in creating open-forum discussions in secondary English classrooms</i>
Jennifer Choi	<i>A case study of Korean-American parents' practices and perspectives in early childhood education</i>

**Research Assistant** in the Teacher Education Department and Higher Education Department 2006-2008

- Supported proposal development (with a quasi-experimental study with regression discontinuity design) funded by the Institute of Education Science (IES), Washington, D.C.

**Research and Program Evaluation Projects Involved:**

- Learning and Motivational Characteristics of Urban Underrepresented High School Students, funded by the California Department of Education.
- Inner City and Environment, Engineering Academy for Secondary Teachers and Students funded by the National Science Foundation.
- A formative and summative program evaluation in relation to motivation and academic achievement of low-performing college freshmen in a self-regulatory program funded by the University of Southern California (USC).

**Research Projects Led:**

- *Principal Investigator*, Learning Behavior and Motivation of College Freshmen in a Self-Regulatory Learning Class (USC UPIRB# UP-09-00092)
- *Principal Investigator*, Study on Motivation and Achievement of Asian American High School Students (USC UP-07-00260)
- *Co-Principal Investigator*, Influence of Feedback Devices on High School Students' Engagement and Faculty Practice (USC UPIRB # UP-09-00411)
- *Co-Principal Investigator*, The Effect of Feedback Type on Engagement and Learning of Underrepresented High School Students (USC UP-08-00256)

**Teaching Fellow**, Educational Media and Technology in the School of Education  
**Graduate Assistant**, Instructional and Material Center in the Department of Educational Media and Technology

## **SUPERVISOR AND TEACHING FELLOWSHIP EXPERIENCE**

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**The University of Southern California, Los Angeles, CA**

2006-2009

**Pre-service Teacher Supervisor**

**Teaching Fellow**

Graduate courses: EDUC 511, EDUC 512, EDUC 512,

Undergraduate courses: EDPT 110, EDUC 410, EDUC 411

## **PUBLICATIONS**

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### *Journal Publications*

Becraft, A., Diener, M., Trevino, A., **Oh, Y.**, Joseph, M., & Galli, N. (2025). *An evaluation of a multimodal wellbeing program designed to empower higher education students to thrive* [Manuscript revised and resubmitted for publication]. *International Journal of Wellbeing*.

Diener, M. L., Sartor, S., Becraft, A., & **Oh, Y.** (2025). Assessing the feasibility, effectiveness, and acceptability of a multicomponent mental health and wellbeing prevention program adapted for youth. *International Journal of Applied Positive Psychology*, 10, Article 36. <https://doi.org/10.1007/s41042-025-00231-3>

Becraft, A., Wulfman, M., Joseph, M., Amaechi, A., Jackson, R., & **Oh, Y.** (2022). Mental Health Prevention and Promotion: Leveraging Positive Psychological Interventions and Social Entrepreneurship to Build Resilience and Well-being in College Students. *UNDERGRADUATE RESEARCH JOURNAL*. University of Utah.

Sun, J., **Oh, Y.**, Seli, H., & Jung, M. (2017). Learning Behavior and Motivation of At-Risk College Students: The Case of a Self-Regulatory Learning Class. *The Journal of At-Risk Issues (JARI)*, 20 (2), 12-24.

Jia, Y., **Oh, Y.**, Sibuma, B., Lorentson, M., LaBanca, F. (2016). Measuring 21st Century Skills: Development and Validation of a Scale for In-service and Pre-service Teachers. *Teacher Development*, (20) 2, 229–252. DOI:10.1080/13664530.2016.1143870

Loera, G., Rueda, R., & **Oh, Y.** (2015). Learning and Motivational Characteristics of Urban Latino High School Youth. *Urban Education*, (50) 8. doi: 10.1177/0042085915602536

**Oh, Y.**, Jia, Y., Lorentson, M., LaBanca, F. (2013). Development of educational and career interest questionnaire in science, technology, engineering and mathematics. *Journal of Science Education and Technology*, 22-5.

**Oh, Y.**, Jia, Y., Sibuma, B., Lorentson, M., LaBanca, F. (2013). Development of STEM College-Going Expectancy Scale for High School Students. *International Journal of Higher Education*, 2(3).

Loera, G., Nakamoto, J., **Oh, Y.**, & Rueda, R. (2013). Factors that Promote Motivation and Academic Engagement in Career Technical Education Context. *Journal of Career and Technical Education Research*, 38(3), 173-190.

Loera, G., Nakamoto, J., Rueda, R., **Oh, Y.** (2013). Collaboration, Communication, and Connection: Collegial support and collective efficacy among health science educators. *Journal of Career Technical Education Research*, 38(3), 191-209. 2.

Rueda, R., Gustavo, L., Kayoko, H., Ragusa, G., **Oh, Y.** & Nakamoto, J. (2009). Learning and Motivational Characteristics of Urban High School Students. A research based final report publication under the California Endowment Grant.

**Oh, Y.** (2008). The Relationships between Students' Perceptions of Parental Expectations, Utility Value, Aptitude and English Achievement among Asian American High School Students. *ProQuest UMI Dissertation Publishing*. Los Angeles, CA: University of Southern California.

#### *Research and Evaluation Reports*

**Oh, Y.** (2020). *Final Report: Immersive Video Game Platform for Helping Students Learn in Statistics and Data Science*. Submitted to the NSF, Washington, D.C.

**Oh, Y.** (2019). *Customer Discovery Interview Lesson Learned Final Report: Immersive Video Game Platform to Help Students Learn Statistics*. Submitted to the Massachusetts Institute of Technology (MIT) Innovation Initiative I-Corps, Cambridge, MA.

Loera, G., & **Oh, Y.** (2017). Solano County Baseline Study: Access and Utilization of Mental Health Services of High Risk Populations. University of California, Davis Center for Reducing Health Disparities.

Loera, G., & **Oh, Y.** (2015). EMPLOYER-DEFINED VALUE: Improving the Connection Between Health Care Employers and Schools to Increase Work-Based Learning Opportunities for High School Students. California Hospital Association and James Irvine Foundation Work-Based Learning Project.

**Oh, Y.**, & Rueda, R. (2014). Nellie Mae Education Foundation Impact and Fidelity of Implementation Evaluation Design Plan on Competency-Based Education Framework and Indicators: Impact of the STEM21 competency-based education model on underserved student engagement, college readiness, self-regulation, and academic achievement.

**Oh, Y.**, Jia, Y., Sibuma, B., Lorentson, M., & LaBanca, F. (2013). Nellie Mae Education Foundation research and evaluation report: the impact of a technology-enhanced student-centered learning environment on underserved student engagement, 21<sup>st</sup> century inquiry skill acquisition, and science achievement.

Lorentson, M., & **Oh, Y.** (2013). Investing in Innovation (i3) DEV 14 High School Fidelity of Implementation Evaluation Plan. The U.S. Department of Education.

Lorentson, M., & **Oh, Y.** (2013). Investing in Innovation (i3) DEV 14 Middle School Fidelity of Implementation Evaluation Plan. The U.S. Department of Education.

**Oh, Y.**, Jia, Y., Sibuma, B., & Lorentson, M. (2012). Nellie Mae Education Foundation Research and Evaluation Design Plan. Grant Name: A Mixed Methods Evaluation of the Impact of a Blended Instruction Model on Underserved Student Engagement, 21st Century and inquiry skill acquisition, and academic achievement.

**Oh, Y., Jia, Y., & Lorenson, M. (2011).** I3 Evaluation High School Design Summary. Study ID: DEV14, Science, Technology, Engineering and Math Education for the 21st Century (STEM21) High School Impact and Implementation Evaluation. Washington, D.C.: U.S. Department of Education, Investing in Innovation.

**Oh, Y., Jia, Y., & Lorenson, M. (2011).** I3 Evaluation Middle School Design Summary. Study ID: DEV14, Science, Technology, Engineering and Math Education for the 21st Century (STEM21) Middle School Impact and Implementation Evaluation. Washington, D.C.: U.S. Department of Education, Investing in Innovation.

**Oh, Y. (2011).** DEV14 STEM21 High School i3 Contrast Tools. Washington, D.C.: U.S. Department of Education, Investing in Innovation.

**Oh, Y. (2011).** DEV14 STEM21 Middle School i3 Contrast Tools. Washington, D.C.: U.S. Department of Education, Investing in Innovation.

#### *Book Chapters*

LaBanca, F., **Oh, Y.**, Lorentson, M., Jia, Y., Sibuma, B., & Snellback, M. (2015). Measuring the impact of a technology-enhanced student-centered learning environment on underserved student engagement, 21<sup>st</sup> century inquiry skill acquisition, and science achievement. Nellie Mae Foundations.

Lorentson, M., **Oh, Y.** & LaBanca, F. (2015). Evaluation of Fidelity of Implementation: Valuation and assessment of program components and implementation processes. In *Implementation Fidelity in Education Research: Considerations for Developers and Evaluators*. Edited by Meyers, C. and Brandt, W. C. Routledge Press, Taylor & Francis Group.

LaBanca, F., Lorentson, M., & **Oh, Y.** (2015). EDUCATION CONNECTION's Center for 21st Century Skills: Development of the Academy of Digital Arts and Sciences, a technology-enhanced project-based program with measurable implementation outcomes. In *Implementation Fidelity in Education Research: Considerations for Developers and Evaluators*. Edited by Meyers, C. and Brandt, W. C. Routledge Press, Taylor & Francis Group.

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## **PRESENTATIONS**

**Oh, Y. (2023).** *Gamifying Statistics: Using Immersive Video Games to Boost Learning*. Presented to Summer School 2023 Media, Arts and Design Conference at University for Continuing Education Krems, Krems, Austria

**Oh, Y. (2019).** *Next Generation Platform for Students' College & Career Readiness in STEM and Green Growth*. Presented to King Abudullah Petroleum Studies and Research Center (KAPSARC), Riyadh, Saudi Arabia

**Oh, Y., Olivares, R., & Larry, C. (2019).** *Immersive Video Game Platform to Help Students Learn Statistics and Data Science*. Presented to the NSF: Small Business Innovation Research (SBIR), Washington, D.C.

**Oh, Y., Olivares, R., & Larry, C. (2019).** *38 Customer Discovery Interviews: Immersive Video*

*Game Platform to Help Students Learn Statistics.* Presented to the MIT Innovation Initiative I-Corps, Cambridge, MA.

**Oh, Y.**, Larry, C., & Chung, M. (2019). *12 Customer Discovery Interviews: Immersive Video Game Platform to Help Students Learn Statistics.* Presented to MIT Innovation Initiative I-Corps, Cambridge, MA.

**Oh, Y.** (2019). *Final Customer Discovery Interviews: Immersive Video Game Platform to Help Students Learn Statistics.* Presented to MIT Innovation Initiative I-Corps, Cambridge, MA.

Sibuma, B., **Oh, Y.**, DeMars, A., & Chung, H. (2015). *Engagement Mediates the Effect of School Climate on Science Achievement in High School Students.* Paper presented to American Educational Research Association (AERA), Chicago, IL.

**Oh, Y.** (2015). *Examining and Fostering Growth in STEM Knowledge and Skills Division C - Learning and Instructions / Division C - Section 2a: Cognitive and Motivational Processes.* The papers in this session detail investigations of STEM knowledge, skills, and dispositions, as well as interventions designed to leverage phenomena for academic success.

**Session Chair of the Following Papers** at AERA, Chicago, IL.

*Impacts of Mindset Intervention on Daily Classroom Experiences of 7th and 9th Grade Science Students.* [SEP] Jennifer A., Northern Illinois University; Hayal Zeynep Kackar-Cam, , Northern Illinois University; Lee Shumow.

*Predicting Adolescents' Academic Performance in STEM and Non-STEM subjects: The Incremental Contributions of the Growth in Psychosocial Factors.* [SEP] Yaoran Li, University of Missouri - Columbia; Edwin Ndum, ACT, Inc.

*The Effects of Personalization of Algebra Instruction to Students' Interests on Learning, Behavior, and Interest in Mathematics.* [SEP] Candace A. Walkington, Southern Methodist University; Matthew L. Bernacki, University of Nevada - Las Vegas.

*The Multidimensionality of Algebra Knowledge and Skills across Experience Levels.* [SEP] Tammy D. Tolar, University of Houston; J. Young, University of Houston; David J. Francis, University of Houston; Jeffrey J Morgan, University of Houston.

**Oh, Y.**, & Brandt, J., C. (2014). *How the Investing in Innovation (i3) Program Supports High Quality Implementation Evaluation and Program Development from Initial Stage to Scale-up.* Paper presented to AERA Symposium Session Annual Meeting, Philadelphia, PA.

Jia, Y., **Oh, Y.**, Sibuma, B, Chung H., LaBanca, F., & Lorentson, M. (2014). *Examining the Relationship between Educational Goals, Self-efficacy and Science Academic Achievement in High School Students: A Latent Moderated Structural Model.* Paper presented to AERA, Philadelphia, PA.

LaBanca, F., **Oh, Y.**, Lorentson, M., Jia, Y., & Sibuma, B. (2014). *The Development of 21st Century Skills Instrument for High School Students.* Paper presented to AERA Annual Meeting, Philadelphia, PA.

Lorentson, M., **Oh, Y.**, & LaBanca, F. (2014). *Assessment of Fidelity of Implementation: The STEM21 Digital Academy High School Program Development.* Paper presented to AERA Symposium Session Annual Meeting.

Chung, H., Chung, R., **Oh, Y.**, & Jung, M. (April, 2014). *The relationship of ethnicity, gender, acculturation, intergenerational relations, and sense of belonging in the institution to academic success among Asian American undergraduates*. Roundtable presented to American Educational Research Association (AREA) Annual Meeting, Philadelphia, PA.

**Oh, Y.**, Lorentson, M., LaBanca, F., Jia, Y., & Sibuma, B. (2014). *What are the Potential Impacts of Blended Instructional Model and Online Education on Underrepresented Students' Learning and Motivation in STEM?* Presentation at MIT and Harvard University Todam Graduate Student Association Meeting, Cambridge, MA.

**Oh, Y.**, Sun, C., Jung, M., & Seli, H. (2013). *Learning behaviour and motivation of at-risk college freshmen in a self-regulatory learning class*. Paper presented to AERA Annual Meeting, San Francisco, CA.

**Oh, Y.**, Jia, Y., LaBanca, F., Lorentson, M., & Sibuma, B. (2013). *Development of a college-going expectancy scale in science, technology, engineering and mathematics (STEM)*. Paper presented to AERA Annual Meeting, San Francisco, CA.

Jia, Y., **Oh, Y.**, Sibuma, B., Lorentson, M., LaBanca, F. (2013). *Development of 21<sup>st</sup> century skills scale for in-service and pre-service teachers*. Paper presented to 2013 Paris International Conference in Education Track, Paris, France.

Haig, J., **Oh, Y.**, & Jung, M. (2013). *Self-regulation strategies as an alternative treatment for two- and four-year college students with ADHD*. Paper presented at the annual conference of the International Academy of Business/International Educators Group, Washington, D.C.

LaBanca, F., **Oh, Y.**, Lorentson, M., Jia, Y., & Sibuma, B. (2013). Design, Implementation, and Evaluation of an Articulated 9-12 STEM Academy Capable of National Scale-Up. Paper presented to instructional leadership conference at Western Connecticut State University, Danbury, CT.

**Oh, Y.** (2013). *Student Perceptions of Parental Expectations, Task Values, and Aptitude among Low/High Achieving Korean American and Chinese American Adolescents*. Paper presented at Association of Teacher Educators (ATE) 2013 Conference, Atlanta, GA.

Loera, G., Rueda, R., **Oh, Y.**, & Moulton, K. (2012). Fostering Educator Networking: Collegial support and collective efficacy among health science educators. Paper presented at the AERA, Vancouver, Canada.

**Oh, Y.** & Dembo, M. (2010). Perceptions of parental expectations, utility value, importance, interest and academic achievement among east Asian American adolescents. Paper presented at the annual meeting of AERA, Denver, CO.

Rueda, R., Gustavo, L., Kayoko, H., Ragusa, G., **Oh, Y.**, & Nakamoto, J. (2010). Understanding students' motivation and self-concept. Presented at the annual meeting of AERA Denver, CO.

**Oh, Y.** (2010). Career development and motivational factors of minority women. Presented at the annual meeting of the Korean American Educational Research Association (KAERA), Denver, CO.

## CONFERENCE SESSION PANELIST

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- *Is Online Education Innovative or Just a Trend?* 2014 Massachusetts Institute of Technology and Harvard University Todam Graduate Student Association Meeting, Cambridge, MA.
- *Managing Career Development*, 2010 Korean American Education Research Association, Denver, CO.

## GRADUATE ADVISOR AND SPONSORS

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**Doctoral Advisor:** Myron H. Dembo, Emeritus Stephen Crocker Professor in Educational Psychology at the University of Southern California (USC).

**Postdoctoral Sponsors:** Educational Psychology with Robert Rueda, Emeritus Associate Dean for Research and Faculty Affairs and Stephen Crocker Professor in Education at the USC; Outcome Research and Evaluation with Gisele Ragusa, Professor at USC Viterbi School of Engineering. Statistics and Measurement with Ann Maria Demarse.

## SKILLS

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**Statistical Analysis Software Packages:** STATA, SAS Viya, SAS Enterprise Miner, SAS Enterprise Guide, Statistical Package for the Social Sciences (SPSS)