

CURRICULUM VITAE

Kevin F. Kaeochinda

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Education

University of California Riverside, Riverside, CA

Awarded June 2012

Doctor of Philosophy, Developmental Psychology

University of California Riverside, Riverside, CA

Awarded March 2009

Master of Arts, Developmental Psychology

California State University Long Beach, Long Beach, CA

Transferred to UCR in 2006

Master of Arts in Psychological Research (MAPR)

University of California Irvine, Irvine, CA

Awarded June 2004

Bachelor of Arts, Psychology

Certification

Marymount California University, Rancho Palos Verdes, CA

Awarded May 2013

Web-enhanced delivery, Hybrid, and Online (W.H.O.) classroom faculty training Certificate

University of California, Riverside, CA

Awarded June 2011

University Teaching Certificate

Skills and Expertise

Oracle SQL experience

Basic and advanced querying

Large database management

Error checking

IBM SPSS experience

Syntax coding and programming

Exploratory and descriptive statistics

Basic Inferential Statistics (correlation, mean levels, etc.)

Advanced Inferential Statistics (t-test, ANOVA/ANCOVA, chi-square, CFA, etc.)

Python coding and programming

Module creation

SQL and database query

Statistics analysis

Experience with working with large data files such as US Census, CA Department of Education, and shapefiles for mapping

Tableau

Dashboard creation (Feeder school map dashboard, Zipcode and student enrollment dashboard)
Map visualization coding
Live SQL and Hyper extract data management

Basic AI coding and prompting

System prompt fine-tuning
GTP 3.5-turbo and 4.0

Leadership and Honors

Awarded 2022	Marymount California University 10-year Service Award
2021	Psi Chi Certification of Recognition, 5-year anniversary, Faculty Advisor
2020-2022	Virtual Reality (VR) research consultant, Cedar Sinai-UCLA, Collaborator
2020-2022	MCU Marine Mentor for Professional Growth, Faculty Mentor
2019-2020	Back on Track Mentor, Volunteer Mentor
Fall 2019	Invited Manuscript Reviewer for Journal of Adolescence (JOA)
Awarded 2017	Marymount California University 5-year Service Award
2016-2022	Psi Chi, MCU, Faculty Advisor
2015-2022	Psychology Club, Faculty Advisor
2018-2021	Faculty Senate Delegate , MCU Faculty Senate
Summer 2016	Invited Manuscript Reviewer for Journal of Research on Adolescence (JRA)
2015	Psi Chi MCU Chapter, Keynote Speaker
2015-2022	First-Generation College Student Organization (1GCSO), Volunteer Mentor
2015	Mariner's Choice Award for the Most Patient
2015	Nominated for the Mariner's Choice Award for Rookie of the Year
2014-2017	Academic Advising at MCU, Student Academic Advisor <i>Marymount California University, Rancho Palos Verdes</i>
2014-2016	Marymount California University Faculty Senate, Faculty Senate Delegate <i>Marymount California University, Rancho Palos Verdes</i>

- 2014-2022 First-Generation College Student Organization (1GCSO), **Volunteer Mentor**
Marymount California University, Rancho Palos Verdes
- 2013 MCU's High School Site Program, **Faculty Mentor for Psychology**
Marymount California University, Rancho Palos Verdes
- 2008-2009 Graduate Student of Color Collective (UCR Mini-GSA), **Co-Chair**
University of California Riverside, Riverside, CA
- 2006-2012 **Research Assistant** at the Asian American Children & Families Project Lab,
Developmental Psychology, *University of California Riverside, Riverside, CA*
- Research Focus: Effects of language brokering and feelings about language brokering between children and parent, and its effect on children's outcome, and longitudinal investigation on the impact of parental involvement, plans for college, and high school GPA.
- 2004-2006 **Research Assistant**, Dr. Chun's Values, Identity, and Psychological Status (VIP) research and discussion team
California State University Long Beach, Long Beach, CA
- Mission Statement: The main objective of the VIP study is to examine the relationships among several cultural variables such as acculturation, ethnic identity, and individualism and collectivism. Acculturation and ethnic identity have been often used as proxy variables of cultural values, and this study aims to test that assumption. Another objective of the study is to find out whether these cultural variables are associated with psychological distress in a systematic way. Members of VIP are a diverse group of graduate and undergraduate students.
- 2003 **Assistant Researcher**, researching on Vietnamese college students' attitude towards counseling and seeking professional psychological help
University of California Irvine, Irvine, CA

Grants and Fellowships

- 2023 VISSN Grant for faculty training
California State University, Los Angeles, Los Angeles, CA
\$30,000
- 2006-2011 Chancellor's Distinguished Fellowship Award
University of California Riverside, Riverside, CA
\$160,000
- 2003 Fall 2003 Call for Proposals, UCI UROP Grant (GROUP) for faculty-mentor research study entitled *Acculturation, Cultural Congruity, Perception of the University Environment, and the Model Minority Construct: Attitudes Toward Seeking Professional Psychological Help in Vietnamese Americans*
University of California Irvine, Irvine, CA
\$5,000

Publications & Presentations

- Liran, O., Dasher, R., & Kaeochinda, K. (2019). Using Virtual Reality to Improve Antiretroviral Therapy Adherence in the Treatment of HIV: Open-Label Repeated Measure Study. *Interactive Journal of Medical Research*, 8(2). doi: 10.2196/13698
- Chao, R. K., & Kaeochinda, K. F. (2009). Distinctions of Parental Sacrifice and Acceptance for Defining Parental Support Among Chinese and Filipino Americans. In S. T. Russell, L. J. Crockett, & R. K. Chao (Eds.), *Asian American Parenting and Parent-Adolescent Relationships* (pp. 61-77): Springer New York.
- Kelemen, W., Weinberg, W., Oh, H., Mulvey, E., & Kaeochinda, K. (2006). Improving the Reliability of Event-Based Laboratory Tests of Prospective Memory. *Psychonomic Bulletin and Review*, 13(6), 1028-1032.

Professional Presentations & Conferences

- California Institutional Research (CAIR), November 2023, Panel Presenter, Garden Grove, CA.
- Society for Research on Adolescents (SRA), March 2010. Poster Presenter, *The Effects of Parental Support (Acceptance and Sacrifice) on Chinese and Filipino Adolescents' Outcomes*. Philadelphia, PA.
- USCA Student of Color Conference, November 10-12, 2007. Panel Participant to learn to organize your student of color community; to build unity; to participate in safe spaces where race, gender, class, sexuality, nationality, and disability will be actively discussed. University of California in Santa Cruz, Santa Cruz, CA.
- GSOCC (Graduate Students of Color Collective) Graduate Student Summit, November 19, 2007. Panel speaker to highlight and enhance recruitment, enrollment, retention, and graduation of a more diverse graduate body; to provide information, tools, and strategies to improve the overall learning
- Kuroki, Y, Isas, L., Kaeochinda, K., & Chun, C-A. (2006, April). *Does Racial Identity Lead to Better Psychological Adjustment for Whites?* Contributor, poster session presented at the 86th annual meeting of the Western Psychological Association, Palm Springs, CA.
- Lang, J., Kaeochinda, K., Kuroki, Y., & Chun, C-A. (2005, August). *Does Ethnic Identity Lead to Better Psychological Adjustment?* Primary presenter, poster session presented at the 110th annual meeting of the American Psychological Association, Washington, DC.
- Kaeochinda, K., Oh, H., Sanford, E., Alaniz, T., & Kelemen, W. L. (2005, April). *Test-retest reliability found in an event-based prospective memory task*. Primary presenter, poster session presented at the 85th annual meeting of the Western Psychological Association, Portland, OR.
- Kaeochinda, K., Nguyen, J., & Castellanos, J. (2004, Unpublished). *Attitudes Towards Seeking Professional Psychological Help in Vietnamese Americans*. Primary presenter, paper presentation presented at the 11th annual meeting of the UCI Undergraduate Research Symposium, Irvine, CA.

Professional Experience

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| 2022 - Present | California State University Los Angeles, Los Angeles, CA
Senior Research Analyst, Institutional Effectiveness Office |
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2006 - 2007 California State University Long Beach, College of Education, Long Beach, CA
Administrative Assistant II, Graduate Admission

Teaching Experience

2012 – 2022 *Marymount California University, Rancho Palos Verde, CA*
Associate Professor of Psychology (August 2019 – August 2022)
Assistant Professor of Psychology (August 2014 – August 2019)
Adjunct Professor (August 2012 – August 2014)

Courses taught: Intro to Psychology, Research Methods, Statistics in Behavioral Sciences, Cognitive Processes, Adult Aging & Development, Life-span Development, Advanced Research Methods, Capstone, Junior Seminar (career development), Writing in Behavior Sciences, Sports Psychology, Industrial/Organizational Psychology, Psychology of Video Games, Personality Theory, and Advanced Research Methods and Assessment (Master-level course)

Spring 2014 *California State University San Bernardino, San Bernardino, CA*
Adjunct Professor for Cognitive Development (Upper Division)

Winter 2013 *California State University San Bernardino, San Bernardino, CA*
Adjunct Professor for Parenting and Family Relations (Upper Division)

Fall 2011 *University of California Riverside, Riverside, CA*
Teaching Assistant for Special Topics in Psychology (Perception)

Summer 2011 *University of California Riverside, Riverside, CA*
Teaching Assistant for Psychology and Law

Winter 2011 *University of California Riverside, Riverside, CA*
Teaching Assistant for Social and Personality Development (Upper Division)

Summer 2010 *University of California Riverside, Riverside, CA*
Teaching Assistant for Lifespan Development (Upper Division)

Winter 2008 *University of California Riverside, Riverside, CA*
Teaching Assistant for Cognitive Development (Upper Division)

2007 – 2012 *University of California Riverside, Riverside, CA*
Teaching Assistant for Introductory to Psychology

Spring 2006 *California State University Long Beach, Long Beach, CA*
Graduate Assistant for Abnormal Psychology (Upper Division)

Summer 2003 *University of California Irvine, Irvine, CA*
Discussion Leader and Lecturer for Asian American Psychology

Professional Organizations

2015 – 2022 Psi Chi, Psychology Honor Society MCU Chapter, *Chapter Advisor*

2015 – Present	Psi Chi, Psychology Honor Society MCU Chapter, <i>Member</i>
2012 – Present	Society for the Study of Emerging Adulthood (SSEA), <i>Member</i>
2010 – Present	Society for Research on Adolescence (SRCD), <i>Member</i> Asian Caucus Division
2007 – Present	Society for Research in Child Development (SRCD), <i>Member</i>
2006 – 2010	The Young Professionals Society for The Arts (Non-Profit), Advisory Board Member
2006 – 2010	The Young Professionals Society for The Arts (Non-Profit), IT Consultant
2007 – 2012	Graduate Student of Color Collective (Mini-GSA), Co-Chair
2006 – 2009	Graduate Student of Color Collective (GSOCC), <i>Member</i>
2004 – Present	Western Psychological Association (WPA), <i>Member</i>
2002 – Present	American Psychological Association (APA), <i>Member</i>
2002 – Present	Asian American Psychological Association (AAPA), <i>Member</i>

My teaching philosophy focuses on creating an engaging learning environment in which students can thrive and on delivering course material in ways that inspire students to heighten their curiosity and apply the acquired knowledge beyond the classroom. My teaching philosophy emphasizes materials and methods that allow the students to flourish intellectually and personally. In addition, I will always strive to become a more proficient lecturer by improving my teaching methods through collaborating with my peers and attending professional development conferences.

In my classroom, I will promote a healthy learning environment by actively listening and encouraging my students to discuss any difficulties they encountered with the material taught. I believe that a positive and welcoming environment encourages students to be active participants in their learning. By closely interacting with students, I can learn their individual needs and apply that knowledge when planning and delivering a lesson. I believe that students are more engaged and motivated when the lessons taught appeal to their interests. Furthermore, I will provide the students with supplemental resources such as scientific articles and access to journal websites in order to mature their critical thinking skills. Aside from providing students with the necessary knowledge to succeed, I will also act as a role model. I believe that the job of an educator should not merely focus on teaching facts, but also focus on guiding the students towards achieving their potential and becoming more productive citizens.

Working together with my colleagues will give me the opportunity to develop a professional learning community that focuses primarily on the success of our students. I believe that through professional learning communities, we can take steps to building a better education system by understanding how students learn. Additionally, by modeling

collaboration with our peers, we will encourage our students to also collaborate with each other and share new ideas and insights. If we take the time to learn from our mistakes and triumphs, as a group, we can foster an environment that enhances learning.

Most importantly, successful teachers need to be passionate about the subject they teach and portray that enthusiasm through their teaching techniques. Also, teachers need to constantly review and revise their teaching methods in order to keep up with an ever-changing society. For example, in my classroom I plan to use technology and a web-enhanced learning environment to make the material taught more relevant to the students. We live in a technology-based society and I believe that as teachers we can use this technology to our advantage in order to enhance the quality of learning that our students receive.

Diversity in teaching and research is a vital component in any successful practicum. I believe three components are vital to creating a successful university environment: (1) promotion of diversity and ethical practices in the classroom, (2) creation of programs that integrate both non-international and international students, and (3) promoting inclusiveness in the class course through DEI professional development.

The first component is promotion of diversity and ethical practices in the classroom. I believe that, as a lecturer, we must provide an environment that is conducive to learning. Specifically, every student should feel safe, comfortable, and respected in the classroom. The student population consists of diverse ethnicity, beliefs, age, gender, socio-economic and cultural backgrounds and I believe it is important to learn from every class and gain feedback from the students. I believe that lecturers should learn about their students' background as well as gain feedback (i.e., surveying the class for teaching effectiveness and opinions) throughout the course instead of waiting for the official university feedback forms from students. This would allow the lecturer time to craft and to present the material in a culturally and ethnically sensitive way which will provide a conducive learning environment.

The second component is to create opportunities for international and non-international students to interact and gain rapport. One example of a successful program is the Language Lounge of UC Riverside's Teaching Assistant Development Program (TADP). This particular program is geared towards helping international students on their pronunciation of the English language in a more colloquial setting. The language lounge activities can range from discussing a topic to playing a game and is

typically led by a TADP representative and several graduate students. I believe that this colloquial approach to learning the English language would have a lasting impact for the international students as compared to the traditional paper-and-pencil or computer practice activities. That is, the face-to-face interaction makes practicing and learning the language more personable and hands-on which will make the lesson more memorable. I have learned that something as simple as playing a game can contribute greatly to the overall motivation to learn the English language. This lesson can be applied to teaching any difficult subject to students. For example, in the introduction to psychology course, a game like 20 Questions can help the students learn the history of psychology by understanding the famous figures (e.g., Sigmund Freud, B.F. Skinner, John Bowlby, etc.). The game cards could feature “Persons” and “Theory” (instead of “Thing”), which contains relevant information about the particular psychologist or psychological theory. This would be more memorable to the international students than simply memorizing the information from the book.

The last is promoting diversity and inclusivity in the classroom through professional development of DEI. This is two-fold: (1) teaching other instructors in the academic community and (2) promoting DEI in the class through course material changes. I believe that the first is sharing knowledge and experiences with other faculty to be conducive of improving our curriculum as a whole. For example, during the pandemic lock-down, professors were asked to switch to online-only class delivery. Since I was trained for online and hybrid delivery since 2014, I was able to share with the professional community through workshops. I was able to give a short workshop on how to enable Zoom’s closed captioning system as well as auto-transcription system to

aid students who may have attentional problems during lectures. This enabled the students to stay on track and promote overall student success. In addition, I've also taught how to check for colorblindness in online slides to ensure that all students gain the same material. The second is updating course materials to include minority and different ability scholarly works. For example, I was able to include prominent African American (e.g., Gerald Lawson, who had created the video game cartridge) and Asian American (e.g., Charlet Chung) engineers, researchers, and developers in my newly created Psychology of Video Game upper-division course. I feel that being able to show role models with the same ethnicity, gender orientation, ability, and cultural backgrounds is to promote students to feel connected to the material that they are learning.