

Bio: Dr. Ryan Chung

Dr. Chung is the Director of University Assessment and Testing at Oklahoma State University. He completed a BA in Business Administration at the National Taiwan University of Science and Technology (NTUST) in Spring 2001. In June 2004, he arrived in Springfield, Massachusetts as an international student at Springfield College, where he earned a master's degree in 2007 and a Ph.D. in 2011 in Teaching and Administration. He worked as the Coordinator of Institutional Research at Rockford University in Rockford, Illinois and later as Assistant Director in the Office of Academic Assessment at the University of Oklahoma (OU). While at OU he also taught a general education course, "Personal Health," in the Department of Health and Exercise Science. At Oklahoma State University, Dr. Chung teaches "Statistical Methods in Education" and "Research Design and Methodology" in the Department of Research, Evaluation, Measurement, and Statistics (REMS). Dr. Chung's research fields include but are not limited to: global aspects within higher education in the US; quantitative and qualitative research methods and survey design; student learning outcomes assessment; and general education assessment. Among his accomplishments, Dr. Chung has published a book in Taiwan: *The Truth Be Told: Across Time and Space – The Wisdom of Lao Zi* (2014).

In May 2019, Dr. Ryan Chung, Director of University Assessment and Testing, presented sessions and workshops to the Ministry of Education in Taiwan, the Taiwan Association for Institutional Research (TAIR), National Pingtung University of Science and Technology, the Kaohsiung Medical University, and National Sun Yat-Sen University. Sessions collaboratively presented with Dr. Frederick Burrack from Kansas State University included: "Cultivating a culture of assessment"; "The value of student learning assessment and criteria used in accreditation in the U.S."; "Curriculum mapping"; "Measures to assess student learning"; "How the brain constructs learning"; "Creating learning outcomes in courses that align across a program"; "Integrating student learning assessment and institutional research to support institutional functions: Examples from the United States." A total of 15 sessions/workshops were presented.