

FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2014 Calendar Year

Name: Robert Bubb

Dept: HDFS

Date of Review: May 1, 2015

Current Approximate Time Allocation
100% Instructional Activities

Next Year Approximate Time Allocation
100% Instructional Activities

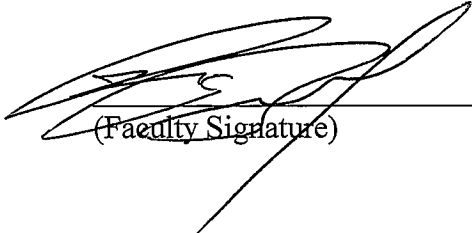
You have had another very productive year. It now seems that the backlog of CHS students needing STAT 2010 has been cleared and we are now in a position to get CHS students into the stat class at the proper point in their undergraduate program (i.e., during their sophomore year or at least well before their senior year). This is so beneficial to students as they read original research in their more advanced classes. The quality of the stat training they receive through your classes is excellent and I know they will retain more of that knowledge than students do in typical stat classes because of how you make stats come alive for them.

You take the teaching process extremely seriously. I appreciate your efforts over the last year to experiment with "flipping" the class putting lectures on tape and spending class time more on review and activities to help them really get the material you are teaching. I also appreciate your responsiveness to students' suggestions and concerns about some assignments. I know this makes them feel respected and heard.

I know that this has been an exceptionally stressful and difficult year as you work diligently toward the completion of your dissertation. I understand how jarring it was for your committee to redirect your plans at the last minute. In spite of all this, and as you continued to make solid progress toward the completion of your degree, you provided me with exceptional assistance in the two MS-level methods classes that I had to cover because of the unexpected loss of a faculty member at the end of last year. I want to express my great appreciation and that of the entire graduate program for your assistance.

Thanks also for your assistance with the assessment for SLO7 in HDFS; your contributions to the program evaluation needs of Kyes Stevens (APAEP), Barb Strumpler (Body Quest), and Ellaine Miller (NCFCC standards); and your mentoring of undergraduate students in conference presentations.

My overall assessment of your performance is *exemplary*.


(Faculty Signature) 6/2/15
(Date)


(Department Head Signature) 5/1/15
(Date)

Cooperative Extension

8. Percent of Cooperative Extension assignment during the academic year?

0

9. What were your Cooperative Extension goals for the past year?

Goal 1: Continue to work with Sondra Palmer and Barb Struempler in the Nutrition Education Program on the evaluation of the Body Quest Study to submit the research article based on the 2012-2013 data for publication.

Goal 2: Analyze the 2013-2014 data for Body Quest.

Goal 3: Discontinue collaboration with the Body Quest project to free-up time to finish my dissertation

Goal 4: Continue to work with Kyes Stevens to write-up and submit the APAEP data results for publication.

10. Of the goals listed in #9, which goals did you achieve, and what were your major accomplishments? (e.g., publications, videos, radio talks, TV appearances, in-services). Also, list any new extension/outreach grants that you received in the previous year.

Goal 1 (partial): Although a manuscript for the 2012-2013 data has not been submitted, a draft for publication was written and currently being edited. Additionally, I assisted with writing and editing the Body Quest annual report based on the 2012-2013 data.

Goal 2: I spent 190 hours analyzing data and editing manuscripts and reports based on the 2012-2013 and 2013-2014 datasets.

Goal 3: I successfully passed my involvement in the Body Quest study to Christiana Datubo Brown at the beginning of the Spring 2015 semester. I will have limited involvement going forward to help get Christiana get up to speed and to answer her questions about the project.

Goal 4 (partial): Although a manuscript has not been submitted for publication, I am currently in the process of writing up the results of the APAEP study as a book chapter.

Addt 1: Although reported in last year's evaluation as accepted with revisions, the article for the 2011-2012 Body Quest data was published in 2014: Mastropietro, L., Struempler, B. J., Parmer, S. M., Arsiwalla, D., & Bubb, R. (2014). Changes in fruit and vegetable consumption of third grade students in Body Quest: Food of the Warrior, a 17-class childhood obesity prevention program. *Journal of Nutrition Education and Behavior*, 45(4), 286-292. The article was named the JNB featured article and was acknowledged as being the most downloaded article from JNB for quarters 1 and 4 of 2014.

Addt 2: Helped design methods and assessments for Body Quest for 2014-2015 for the nutrition department.

Addt 3: Came to an agreement with Ellaine Miller to assist with the National Council for Family Child Care standards re-alignment. The data analysis is scheduled to be completed in 2015 and should take less than 10 hours to complete and document.

13. What are your goals for next year?

Goal 1: Continue to work with Kyes Stevens by writing the chapter based on the APAEP assessment data.

Goal 2: Complete the data analysis for the NCFCC standards re-alignment.

14. Comments and/or additional information.

Although my assistance with the Body Quest grant has currently ended, I informed Barb and Sondra that I would open to assisting again once my dissertation is completed. They were both very grateful for my help the past two years. My involvement may continue in the future.

Instruction

15. Percent of Instructional assignment during the academic year?

100

16. Indicate the courses you taught during the past academic year (not the calendar year).

**Semester Name of course Credit
Hours Enrollment Median
Evaluation**

17. Indicate the graduate students on whose committee you served this year.

18. What were your Instructional goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Improve lecture and lab instruction to further develop student learning by:
a. Although students approved of the new testing format in the course, there were several students who felt 12 exams were too many. For future semesters, I will reduce the number of exams to 10 which will still allow students the opportunity to re-take 3 exams while not overburdening them with exams every week.

Additionally, reducing the number of exams to 10 electronic exams evens out the grading time of 3 paper and pencil exams (about 60 hours total for each format), while still giving students multiple attempts at exams.

b. Although this may not occur this year, I would like to "flip" the classroom. Presentations at the 2014 NITOP conference demonstrated increased learning when the course is flipped. Instead of lecturing during class time, the time is devoted to homework, worksheets, demonstrations, and activities. "Homework" then becomes learning the material from the textbook and other resources. I would like to modify the "flip" the classroom approach. Instead of having students learn from the textbook (which is difficult for statistics), I will record the lectures and labs that I would normally give during class.

For homework, students will watch the lectures/labs and take notes. "Lectures" will consist of a 5-10 minute quiz on the video lecture where students are allowed to use their notes (encourage note taking and attention while watching the lectures), we will then use the remaining time for homework, worksheets, demonstrations, and activities. Flipping the classroom helps ensure that students are doing their homework and understanding what they are doing.

c. Recording lectures and labs will move the course closer to distance learning. The SACS accreditation review indicated that courses should start moving in a distance learning direction. It would be my goal to move statistics in this direction and have a distance learning course for Stats by Fall 2015. Exams in the course are already electronic. Once lectures and labs are in electronic format, then there is not much left to make one section of the course available exclusively online.

19. Of the goals listed in #18, which goals did you achieve, and what were your major accomplishments?

Goal 1a: The number of exams was reduced from 12 to 10. The reduction did not change the distribution of scores because most students were not using all five exam re-take opportunities. In fact, the majority of students only re-took two exams. A minority of students re-took three exams.

Goal 1b: In the Spring 2014 semester, I tested the "flip the classroom" technique for two classes (students received a narrated PowerPoint outside of class and the in-class lecture was dedicated to completing a worksheet as a class). The results were favorable, although several students indicated that the narrated PowerPoint was boring (which it is). However, it allowed students the opportunity to come into class already with an introduction to the material. In the Fall 2014 semester, I integrated the "flipped classroom" for the entire course. There were 16 narrated lectures. Each narrated lecture lasted on average 30 minutes and contained quiz questions on the covered material. Because there was not a narrated lecture for every class period (29 class periods), the students had several breaks from the online lectures throughout the semester. There was an additional 6 online cumulative quizzes scheduled for some of the days when no online lecture was required.

The overall results were favorable when compared to the previous "unflipped" Spring 2014 semester. Student letter grades were significantly higher in the flipped classroom condition, $\chi^2 = 13.95$, $p = .007$; where students received more "A" grades (23% to 35% although not statistically significant) and fewer grades of "D" or below (26% to 9%), $z = 2.78$, $p = .005$. Student's grades in percentages were also higher in the "flipped" classroom semester than the "unflipped," $t(199.19) = 3.22$, $p = .001$; $d = .44$.

A concern was raised in last semester's evaluation meeting that a "flipped" classroom approach may result in lower student ratings of me as an instructor. I compared the Spring 2014 to the Fall 2014 student ratings and found that even though there was a small numerical decrease in student ratings ($d = -.21$ as an effect size), the decrease was not statistically significant, $t(61.49) = .934$, $p = .35$. The small numerical decrease may be because of "flipping," but it could also be because of random variation, "flipping" being a new technique and my first time employing it, other changes to the class (teaching Excel or the poster project) or it could also be because I was distracted more from my teaching due to working on

my dissertation. Regardless, the results were encouraging given the rudimentary and boring method of just a narrated PowerPoint.

Another possible concern with “flipping” the classroom is that students will attend fewer classes because the material was presented out of class. Although there were in-class quizzes to help deter absenteeism, the application of the material presented in class (in the form of group work, handouts, and worksheets) was important to student success in the course. There was no difference in average number of missing students per class day between the Spring and Fall 2014 semesters, $t(89) = .91, p = .365; d = .21$. The small effect size indicates that the “unflipped” classroom resulted in slightly *less* attendance than the “flipped” classroom which may be encouraging (or just do to random variation). Additionally, a regression analysis on the impact of absenteeism on student grades demonstrated a significant negative relationship when controlling for points deducted for the attendance policy, $\beta = 1.08, t = -9.77, p < .001$. Essentially every absence cost students 1.08% (6.48 course points) of their final grade above and beyond the attendance policy penalty. The finding would suggest that attendance in class mattered to students’ performance in the class even though much of the material was presented outside of class.

Addt 1: I attended the National Institute for the Teaching of Psychology in January for professional development. The conference allowed me to interact with professional teachers and attend talks and workshops. I took some of the techniques learned and applied it to the Stats 2010 course (such as flipping the classroom and class activities). Also presented with undergraduate HDFS students TeKisha Rice and Taylor Batte at the conference:

- Rice, T., Sailors, J., & Bubb, R. (2014, January). Development and validation of an Interpersonal Communications Assignment. Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.

- Bubb, R. (2014, January). How to identify and integrate content-neutral goals into psychology courses. Roundtable session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.

Addt 2: I also instructed a HDFS 4980 course in the Spring 2014 semester. The course was focused on learning how to teach as UTAs. TeKisha Rice and Jessica Smeltzer were previous and exceptional Stats 2010 students who enrolled in the class. They also served as undergraduate teaching assistants (UTA) in the lab section of the Stat 2010 course. An ongoing concern from previous semesters is the student-to-teacher ratio in the lab section of the course. Having an additional TA reduced the ratio from 48-to-1 to 24-to-1. This reduction was especially important given that learning SPSS is a hands-on activity that is difficult for one GTA to meet the needs of so many students. This also helped reduce the teaching load on the GTA (Beth). Because I decided to switch from teaching SPSS to teaching Excel in the labs for the Fall 2014 semester, there were not any previous Stats 2010 students who I felt would be qualified for the TA positions. However because of the success of UTAs during the past spring semester, I plan to continue using UTAs in the Spring 2015 semester when I have students with an Excel knowledge base to recruit from.

Addt 3: A concern of previous semesters was that the majority of students in the College of Human Sciences in the Stats 2010 course would never use SPSS again

outside of the course. To make the lab portion of the course more relevant to all students, in the Fall 2014 semester, I decided to have the GTA (Shu) teach Microsoft Excel instead of SPSS to perform the statistical tests that we were learning in the lecture classroom. An assessment of the change indicated that there was no difference in grades on the Module Exam that tested students' ability to conduct statistics using computer software, $t(197) = 1.19, p = .234; d = .17$. Despite the no difference finding, the students who learned Excel had fewer recorded re-takes of the software specific module exam which is encouraging. The biggest advantage to teaching Excel instead of SPSS is that many more students are likely to use Microsoft Excel in the future (as it is installed in nearly every computer) than SPSS (where they would have to pay for an additional license). Anecdotally, I received an email from a student about a month ago who thanked me for teaching Excel. Her email read: "I am currently doing my HDFS internship at the Ronald McDonald House. Today I was asked by a coworker if I would help her with an excel spreadsheet in order to compile stats from the parenting classes that Ronald McDonald hosted in 2014. I knew exactly what to do and how to do [it] and was able to show her how they can improve their parenting classes. It was all because of what I learned in your stats class! I thought of you, and that even though I had to watch hours of online lectures and do all of the difficult lab assignments, I am thankful that I took a stats class. So thanks for teaching me stats in a way that was not only interesting, but also memorable." I have never received such an email for teaching students SPSS. I hope it is a sign that the lab portion of the course will be more relevant to students.

Addt 4: Another concern of the Stats 2010 course was that the individual writing assignment in the course was overwhelming. The assignment required students to analyze data, draft, and re-draft a three-to-five page results and discussion section in APA format. This activity was also burdensome for myself and the GTA (grading 100 three-to-five page technical papers at the end of the semester took a lot of time). In the Fall 2014 semester, I decided to change the individual paper to a group poster presentation where students worked in groups to develop a research question, collect data from classmates, analyze the data, create a research poster, and then present the research poster at a mock poster presentation. Although there are still some kinks to work out, the overall project was much improved than the previous individual papers and was a great success. On the last day of class, we held a poster session in Spidle 244. It appeared students enjoyed the poster project more than the individual writing project from previous semesters and the hours of grading were greatly reduced.

Addt 5: I instructed the HDFS 7050 and 7051 graduate research course. Overall, this was a great experience for me. The smaller graduate course was much different than the large undergraduate courses I had been teaching before. Admittedly, I borrowed heavily from Kristen Bub's format and materials for the course. Being a first time prep, I don't have much to say here, but I do have several goals for next year (see question 22).

Addt 3: I served as a committee member of the Society for the Teaching of Psychology Teaching Excellence Award Review Committee (STP; Division 2 of the APA). I assisted in selecting the 2014 Wilbert J. McKeachie award winner. I have been asked to continue to serve on the awards committee for at least another year.

Addt 4: I was asked by The Society for the Teaching of psychology to be a co-editor for the Teaching in Autobiography series (Vol. 5). We completed the edited volume in the Spring 2014 semester. Bubb, R., Stowell, J., & Buskist, W. (Eds.). (2014).

The Teaching of Psychology in Autobiography: Perspectives from Exemplary Psychology Teachers (Vol. 5). E-book on the Society for the Teaching of Psychology (APA Division 2) website.

Addt 5: As the STP McKeachie Award winner for 2013, I accepted the request to contribute a book chapter to the Teaching in Autobiography series. Bubb, R. (2014). Teaching is scary. In R. Bubb, J. Stowell, & W. Buskist (Eds.), *The Teaching of Psychology in Autobiography: Perspectives from Exemplary Psychology Teachers (Vol. 5)* (pp. 54-66). E-book on the Society for the Teaching of Psychology (APA Division 2) website.

Addt 6: I accepted the request by The Society for the Teaching of Psychology and accepted to continue as an editor for the Teaching in Autobiography series (Vol. 6) sans Bill Buskist who is retiring. The next volume is not scheduled to be published until 2017.

Addt 7: I accepted the request by Jamie Sailors to be a guest speaker for her graduate school peer mentoring class. I discussed my insights in preparing undergraduate research assistants for graduate school and other helpful advice I learned from when I was an academic advisor for psychology.

Addt 8: I accepted a request from Amy Rauer to be a guest speaker for her graduate student teaching class in the summer. I can't remember what I discussed (I can't seem to find my notes from the event) but I assume it was helpful.

20. Of the goals listed in #18, which were not achieved?

Goal 3: Although the findings of having an online component to the statistics course is encouraging and that I plan to continue toward an online statistics course for distance learning, that course will not be ready by a Fall 2015 start date. The delay in my dissertation completion will hinder any work toward an online course from occurring in the summer semester. See question 7 for goals for next year toward this endeavor.

21. What support would have helped you to reach your goals?

I don't think any additional support would have helped with the goal I did not achieve. The goal is a distal goal that will need to be put on the back burner until I am finished with my dissertation.

22. What are your goals for next year?

Goal 1: Improve lecture and lab instruction to further develop student learning for the Stats 2010 course by:

a. Reducing the number of exams for students from 10 a semester to 9. The three opportunities to re-take exams allowed students to improve their grade while re-visiting material that they may not have learned. However nearly 81% of students did not take advantage of all three opportunities and none used the opportunities to get ahead in the class. Alternatively, nearly 60% of students took advantage of two of the three retake opportunities. Reduce the number of exams would provide a little relief to students concerns of having too many exams, save about six hours in grading, and allow for another day of lab instruction.

b. Recruiting at least 1 undergraduate TA for each section of Stats 2010 for the Spring and Fall 2015 semesters. Similar to the UTA HDFS 4980 course in the Spring 2014 semester, UTAs will attend and assist in the Monday/Wednesday labs, meet weekly with me, read and discuss the book McKeachie's Teaching Tips, complete 30 hours of professional development, hold 2 office hours a week, and complete 10 graduate school preparation assignments.

c. Start converting the narrated PowerPoints into live video recordings. The first step in moving the course toward a hybrid (online/in-class lecture format) was accomplished in 2014. The next step would be to make the online portion better and more palatable for students. That means replacing narrated PowerPoints with multiple video recordings that are no longer than 15 minutes each. Because of my work on my dissertation, this process will not begin until the Fall 2015 semester.

d. Make adjustments to the group poster project. In the Fall semester, I had graduate students in the HDFS 7050 course mentor undergraduates on their group poster projects. Although this seemed like a great idea at the time, it did not work well in practice. The time commitment of the graduate and undergraduate students did not line up well and it was apparent that based on the graduate students' comments (or lack thereof) on the undergraduate poster drafts, that the graduate students were still learning to write themselves and were not able to truly help the undergraduates. It led to some frustration on the parts of the undergraduates. Many of the 2010 students thought the graduate students would be more involved than they were. I will discontinue the use of graduate students for helping with the project in the Fall 2015 semester. The UTAs in the course will be better able to mentor students as they have gone through the project themselves in a previous semester. Additionally, several students were concerned that the amount of time to complete the project was insufficient. I will schedule the project in the future to allow for an additional week and one less draft deadline. It is also my goal to have the poster session refined enough by the Fall 2015 semester to invite faculty from the College of Human Sciences to the mock poster presentation. Finally, I will contact the IRB to find out if we can set a procedure in place to get quick IRB approval for the projects so students have the opportunity to present their work at Research Week starting in 2016. Ultimately (in a few years) I would like to move toward the poster projects being simple studies (z - or t -tests) that answer basic research questions for non-profits in the community (maybe for HUD housing or Jean Dean RIF, etc.).

Goal 2: Improve lecture and lab instruction to further develop student learning for the HDFS 7050 course by:

a. Making the course my own. Given time constraints in 2014, I borrowed heavily from Kristen's 7050 course. I used her PowerPoints and several activities; however my teaching style did not work optimally with her materials. I found that my instruction improved and I was more comfortable in the course the more I made the class preparations and materials my own. In 2015, I will re-vamp all of the PowerPoints and the class materials and format to better fit my teaching style (more activities, interesting examples, and student discussion).

b. Better mesh the 7050 course with the 7060 course. I found that in the 7050 course that the material we covered in some places was rushed (e.g., tests for group means all in only one class period) while in other places overlapped with the 7060 course (e.g., four class periods on simple linear and multiple regression). This

resulted in the first four weeks of the 7060 course covering material that the students were already familiar with. It is my goal to extend the discussion for statistical tests for group means to two additional classes and reduce the regression component to two weeks covering only simple linear regression. In the 7060 course, we will start by reviewing simple linear regression for two class periods and then going into multiple regression a class earlier than currently scheduled.

c. I would like to make the course a little more rigorous. I noticed that several students by the end of the semester hadn't internalized some of the basics from the course. The current format of the course does not currently have much of an accountability component and I have observed about half the class being extremely engaged in the materials and readings, yet the other half are less than engaged and I highly doubt they are doing the readings or engaging with the material outside the class or lab (with the exception of writing). I don't want to necessarily institute testing, but I do want to introduce general quizzes over the reading and basic knowledge components of the course (e.g., when best to use each statistical test and knowing the assumptions to check, etc.). I would also like to assign students to be discussion leads on the readings as well. I know from student comments that they feel the course is already asking a lot of them, but I tend to think my first two graduate courses in research methods and statistics were rigorous and required much more time than this course (tests, quizzes, and learning to do every statistical test in Excel, SPSS, and SAS) and I feel it prepared me well. I would like to start to move in that direction in an innovative way that is not over-burdensome. This will take some thought over the summer.

d. Several students have requested materials on how to write up statistical results and discussion sections so they don't have to learn as much by trial and error (although a great deal of literature suggests learning is more concrete through this method of continue revising). I will create a few teaching materials and rubrics on writing that will help structure the writing assignments better.

Goal 3: I will fulfill the request by the Society for the Teaching of Psychology and to continue my service on the Teaching Excellence Award Committee for the 2015 Year.

23. Comments and/or additional information.

This past year was not my best teaching in either the Stats 2010 course or the HDFS 7050 course. I did not have the classroom presence and energy that I have had in the past semesters. There are likely several reasons for this. I expended a lot of energy and time on my dissertation, prepped new courses, and made major adjustments to the undergraduate course (flipped classroom, teaching Excel, poster presentation project, additional UTAs). The result burned me out a bit. Although I was not at my peak performance, I do anticipate the second half of the 2015 year to be better as I will not have new preps (although I will make significant adjustments to the courses) and will be finished with my dissertation. I was prepared this past year to take a significant hit to my teaching evaluations (due to major changes in the 2010 course, less time dedicated for in-class preparation, additional commitments such as new preps/dissertation, the highest proportion of freshmen and sophomore students to date); however that did not occur, $t(263) = 1.52$, $p = .129$; $d = .19$. There was a non-significant numerical drop in evaluation

ratings and those that did not like the Stats 2010 course, *really* did not like the course and skewed the evaluations in the negative direction. I think with the adjustments for next year, there shouldn't be an additional decline. Another additional comment I had was based on a few graduate students' comments from the HDFS 7050 course. Three of the MFT students mentioned to me at different times throughout the semester that because they did not need to take any additional statistic courses beyond HDFS 7060 that they just needed to get through these two courses (7050 and 7060). I worry that mentality has led to passivity in the courses. I also think it has hindered some of the students from getting all they can from the course.

Research

24. Percent of Research assignment during the academic year?

25. What were your Research goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Successfully defend my dissertation prospectus

Goal 2: Successfully defend my dissertation project

Goal 3: Not teach any courses in the summer and reduce research activities that are not dissertation related so I can devote all of my time to collecting, analyzing, and completing my dissertation project in the summer.

26. Of the goals listed in #25, which goals did you achieve, and what were your major accomplishments? Please give full listings for all publications you produced in the previous year (e.g., refereed journal articles, abstracts, book chapters).

Publication dates must be within the last calendar year. List any new grants received in the past year. Indicate the dollar amount of the grant and whether you were the PI or a Co-PI. List any patents you obtained in the previous year.

Goal 1: I successfully defended my dissertation prospectus in the Fall of 2014

Goal 3 (partial): I did not teach in the summer term and was able to free up time to work on my dissertation; however abnormally slow responses from my dissertation committee for my proposal drafts hindered my progress toward the proposal defense. Also my research activities (analyzing 2013-2014 data and editing manuscripts/reports) with the Nutrition Department required more rather than less time. However both problems have now been addressed for the upcoming year.

Addt 1: I presented my dissertation proposal in the Spring 2014 semester at a Psychology Department brownbag.

Addt 2: Although listed in last year's evaluation as in press, the article that I co-authored was officially published in 2014: Thomas, A., Vaughn, E. D., Doyle, A., & Bubb, R. (2014). Implicit association tests of attitudes toward persons with disabilities. *Journal of Experimental Education*, 82(2), 184-204.

27. Of the goals listed in #25, which were not achieved?

Goal 2: It was my goal to complete my dissertation last year; however perplexingly, that was not accomplished. After meeting with key committee members, submitting my proposal draft, and presenting my dissertation proposal in the spring semester brownbag (all positive indicators), I was very confident and it seemed very reasonable to have my dissertation completed by the end of 2014. However drafts for my proposal took between 6 to 8 weeks to be returned despite several follow-ups on my behalf. It took an informal meeting with the psychology department chair to help speed up the response time on drafts to two weeks. By that time, it was already the Fall semester. The dissertation proposal defense resulted in additional and drastic changes that took additional time last semester.

28. What support would have helped you to reach your goals?

When I was hired for the lecturer position, I estimated my dissertation completion to be in 2013. I am currently over my projection by over a year. I think the HDFS department has been more than supportive and patient with my slow progress with the dissertation to which I am grateful. The burden is squarely on me to make sure that I complete the dissertation as quickly as possible.

29. What are your goals for next year?

Goal 1: Successfully defend my dissertation project

Goal 2: Not teach any courses in the summer so I can devote all of my time to completing my dissertation project.

30. Comments and/or additional information.

My committee has been much more responsive since the fall semester and has been very helpful this current semester in moving the dissertation forward. This is especially important given that I am/have been sharing dissertation time with preparation time for new courses and not performing optimally in either.

31. Percent of Service assignment during the academic year?

32. What were your Service goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Continue to work with Dr. Sailors on analysis of the interpersonal communication (SLO7) assessment in the HDFS 3080 course from semester-to-semester.

Goal 2: Continue to work with Dr. Sailors on the E-portfolio as needed.

33. Of the goals listed in #32, which goals did you achieve, and what were your major accomplishments (e.g., Dept., College, University, and local, state, and national service).

Goal 1. I assisted Jamie in the analysis of the SLO7 assessment for the 2014 year. From my understanding, the SLO7 will eventually be assessed through a Communications course, however until that time I will continue to assist with the SLO7 reporting

Goal 2: I assisted with the E-Portfolio cohort for the 2014 year. The experience has resulted in several products mentioned below.

Addt 1: Presented a poster at two conferences: the NITOP (STP; Division 2 of the APA) annual conference and the Psychology research and teaching festival based on SLO7 work with Jamie Sailors. The poster received an award at the Auburn University Psychology Department conference. Rice, T., Sailors, J., & **Bubb, R.** (2014, January). *Development and validation of an Interpersonal Communications Assignment*. Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida & the Department of Psychology Annual Research and Teaching Festival, Auburn, Alabama.

Addt 2: My assistance with the E-Portfolio project resulted in a presentation at the Faculty ePortfolio Symposium. Sailors, J., Wilbanks, S., Christian, V., Bubb, R., Cumbie, E. Vollenweider, M., & Vollenweider, M. (2014). *Collaborative Curriculum Mapping*, Faculty ePortfolio Symposium, Auburn University.

34. Of the goals listed in #32, which were not achieved?

All goals achieved

35. What support would have helped you to reach your goals?

36. What are your goals for next year?

Goal 1: Continue to work with Dr. Sailors on analysis of the interpersonal communication (SLO7) assessment in the HDFS 3080 course from semester-to-semester.

Goal 2: Continue to work with Dr. Sailors on the E-portfolio as needed.

37. Comments and/or additional information (Includes participation in workshops, institutes, courses, internships and/or consulting to upgrade professional skills).

38. Describe your efforts to recruit graduate and/or undergraduate students.

I have not been active in recruiting students to the HDFS program; however I have written recommendations for 10 HDFS students. Although several of the applications are pending, I have heard back from several students. Kallie Revels was accepted and will attend a graduate program at Middle Tennessee State. Quenten Ford was accepted to and will attend a social work program at Auburn University, and TeKisha Rice was accepted to all graduate programs she applied to (including the HDFS program here at Auburn University). She will attend the graduate program at the University of Illinois – Urbana Champaign.