

FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
20189 Calendar Year

Name: Robert Bubb

Dept: HDFS

Date of Review: April 20, 2020

Current Approximate Time Allocation

100% Instructional Activities

Next Year Approximate Time Allocation

100% Instructional Activities

Rob, 2019 found you, busy as ever, teaching and working to improve your students' learning. You developed the online version of 2040 and taught it over the summer this year. It looks to have been a success and is likely to grow as much as you have the capacity to grow. Your careful approach to course development means that you take student feedback seriously- I look forward to seeing how you build in more opportunities for peer engagement in the online environment. Thank you for developing the Research Methods course- hopefully, it will serve as a missing link.

I appreciate your care in continuing to offer the undergraduate TA opportunities. Students are highly impacted by the chance to grow their own skills and confidence while assisting their near-peers. You have found a win-win solution that does take considerable oversight and effort but also helps mitigate larger class sizes and lowers student-teacher ratios- thank you.

In general, your student evaluations continue to set the standard for the department. I'm convinced that a huge part of this is your attention to student feedback. Graduate students are bringing their own data to class, for example. Your move from SAS (rest in peace, Margaret) to SPSS is another great example. This change undoubtedly created more work for you (i.e., changing your instructional materials), but it allowed students to more seamlessly integrate their learning across courses and research experiences. The fact that two students presented at the College research colloquium on data they analyses in class is a testimony to your attention to the needs expressed by those in your classes. Teaching is definitely your sweet spot.

Qualitative comments provide additional evidence of this, for example

Dr. Bubb is one of my favorite professors I have ever had. He is engaging, kind, caring, confident and taught his class in this manner. He memorized every student's name. He held his students to a high standard and challenging them, but was also willing to help explain things.

Rob is a fantastic instructor and his availability outside of class is life-saving.

I enjoyed reading Kate Hood's emailed comments to you, as well. I'm confident that many of your 2040 students benefit greatly. I'm also glad when they take the opportunity to let you know. Thank you for lending your expertise to serve on Jade Kinney's committee in 2019. You are an invaluable member of this department.

I hear you about needing a period of relative calm to catch up after the flurry of furious trail-blazing. I hope that you (and we) can have this. As we both are currently knee deep in the pandemic at the writing of this review, we may need to have this conversation again next year. I hope formalizing a 4950 in your area of passion to round out your course load will help in the coming spring.

I'm happy to see you continuing to pursue your scholarship and involving students and colleagues where possible. You received a Breeden Endowed grant for a promising cross-disciplinary project using ground-penetrating radar in your field research. Exciting! You were nominated for or won two local community awards in 2019. You were on eight conference and public presentations and posters at the local, regional and national levels. You also gave 6 guest lectures or community teachings, demonstrating the kind of community engagement that is a central part of the land grant mission. Especially impressive for someone with a 100% teaching appointment.

Your colleagues and I appreciate you, Rob. We will revise and resubmit your package for the College Teaching Award as I as advised to do by the committee. You add immeasurably to Auburn HDFS by your teaching, your scholarship, your community investment and your work ethic. I would like us to work in the coming year to put you up for promotion to Senior Lecturer.

My overall assessment of your performance is *exemplary*.

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(Faculty Signature)	(Date)	(Department Head Signature)	April 20, 2020 (Date)

Name: Robert Bubb
Department: Human Development and Family Studies
Date: 1 March 20

INSTRUCTION

Question 1

Enter percent of Instructional assignment during the last year.

100%

Question 2

Indicate the courses you taught during the past year. Include semester, name of course, credit hours, enrollment, and average evaluation.

Spring 2019:

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 credit hours, 41 enrolled, mean evaluation = 5.74;

HDFS 2040-002, Analytics for the Social and Behavioral Sciences, 4 credit hours, 37 enrolled, mean evaluation = 5.60;

HDFS 7060-001, Research Methods for HDFS II, 3 credit hours, 14 enrolled, mean evaluation = 5.34;

Summer 2019:

HDFS 2043-001, Analytics for the Social and Behavioral Sciences (Distance), 4 credit hours, 21 enrolled, mean evaluation = 5.37;

Fall 2019:

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 credit hours, 43 enrolled, mean evaluation = 5.70;

HDFS 2040-002, Analytics for the Social and Behavioral Sciences, 4 credit hours, 39 enrolled, mean evaluation = 5.77;

HDFS 7050-001, Research Methods for HDFS II, 3 credit hours, 15 enrolled, mean evaluation = 5.73;

The reported mean is the average of the first 7 items in the student evaluation measured on a 6-point scale. Generally across all classes, ratings increased from 2018, with the exception of the summer undergraduate analytics distance course. 2019 was the first time the HDFS 2043 distance course was offered. Of the seven rating items, five ratings were comparable to the in-person instruction from 2018. The two items that were significantly lower were "I was provided opportunities to cooperate with other classmates (4.2 on 6-point scale)" and "I was provided an environment that supported my learning (5 on 6-point scale). Both are unique challenges to a distance learning course. I have set goals to try to improve cooperation among students and the learning environment in the course.

Additionally, course enrollment in the undergraduate statistics course was up 9% ($n = 15$ students)--87% of that increase was due to the summer distance learning course.

Question 3

Indicate the graduate students on whose committee you served last year. List committees you chair first followed by committees on which you served as a member. Include student name, MS or Ph.D. status, chair name, proposal date, expected defense date.

Committee member: Jade Kinney, PhD, Chair: Evelyn Hunter, expected defense date 04-2021

Question 4

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 for the HDFS 2040 course by:

a: Teach an online version of the analytics course, HDFS 2043. This is already scheduled for the summer 2019 second term. This will be inclusive of developing videos for the content of the course and inclusive of instructional videos on Excel

b: Continue to recruit undergraduate TAs to help with the HDFS 2040 course. Two a semester would be ideal. Two undergrads have agreed for the Spring 2019 semester

c: Explore moving the HDFS 2040 course to 3 credit hours. Psychology has already done this which no longer makes our course equivalent. Additionally, it could lead students to take the Psychology Analytics rather than the HDFS Analytics course. I checked enrollment for the fall 2018 and spring 2019 semesters and there does not appear to be any CHS students enrolled in the Psychology Analytics course at this time.

d: In preparation for a move to a 3-credit hour course, I plan to reserve the Monday and Wednesday lab times as review periods where the UTAs can instruct. UTAs can hold study sessions in other courses across campus as long as they are not introducing new material. The structure of these review sessions will include worksheets and homework for students to complete with the UTAs help. I will be present during most UTA study sessions especially at the beginning of the semester. By reviewing and repetition, students should gain a better understanding of the material. Additionally, the UTAs will benefit from learning how to instruct in a teaching-type environment and will receive feedback on their instruction. This move will require me to re-structure the learning objectives of the course and develop materials for UTAs to use during the review days.

Goal 2: Improve lecture instruction to further develop student learning for the HDFS 7050 and 7060 course by:

a: Adjusting outside of class reading to include published articles using various research methods. Students already collected articles last year. I plan to use these articles this upcoming year so that we can have a common reference when discussing the week's topics. This change will allow students to see what type of research methods are being

used in their areas of interests and to evaluate the articles' methods and statistical analyses individually and then collectively as a class.

b: A student comment indicated that the definition nature of the quizzes did not test a deep understanding of the material. Although the quizzes were not meant to be conceptual, but rather basic-level understanding, I do appreciate the students comment. I will include at least two conceptual or application questions on the quizzes moving forward.

c: The HDFS 7050 and 7060 courses were developed in coordination with Margaret Keiley (who I miss terribly). One influence from Margaret was the use of SAS as the data package for analysis as she felt it would benefit those students continuing on to one of her courses. However, most students in the HDFS 7050 and 7060 courses will not be taking electives in the doctorate-level courses. I will continue to teach an M-plus workshop at the end of HDFS 7060 to prepare for later courses in the sequence (such as Ben's class); however, I will move the statistical package to SPSS as it is more commonly used in the department.

d: In HDFS 7060, I will have students introduce their own data for analyses. Students commented that the datasets provided by me were not necessarily in their fields of interest. By the 7060 course, students should be established enough in their research labs to have access to a few variables for analyses.

e: I would like to take some of the lecture content and have students review it out of class. The flipped classroom approach has worked extremely well in the undergraduate course. I think that elements of it would also work in the graduate level course. Flipping some aspects of the course will require developing outlines, readings and materials. Some materials may include video lessons and demonstrations.

Goal 3: Develop a Master's level research literacy course for implementation in the summer 2020 year

Question 5

Of the goals listed in #4, which goals did you achieve, and what were your major accomplishments?

Goal 1a: The distance learning course had a higher enrollment than I anticipated; however, the course went well for a first-time instruction.

Goal 1b: Undergraduate TAs work well in helping the large class sizes and reduce the teacher-to-student ratio.

Goal 1d: The move in the lab to study hours times was successful. It allowed students more options and opportunities to get help with questions without having to schedule additional time outside their already busy schedules. However, with the move to 3 credit hours, these hours will no longer be relevant after the spring 2020 semester.

Goal 2a: This goal was accomplished, but adding published articles to evaluate only added to students workload. Additionally, the in-class time was not there to adequately discuss the articles. The article evaluation will be moved to the HDFS 7070 course and practice worksheets on the analyses learned will be the replacement assignment to the HDFS 7050 and 7060 courses

Goal 2b: Applied and conceptual questions were added to the quizzes. There have not been any objections to date—although it does increase the difficulty of the quizzes. The grades of the quizzes are curved—I think this helps push students on the material without penalizing them for harder questions.

Goal 2c: The move to SPSS was completed. The move has reduced the frustration level of the students while leading them to be more prepared in their labs.

Goal 2d: This goal was met. Two students presented at the college research colloquium on the analyses they did in the class. Allowing students to work on data in their labs and for their thesis provides an opportunity for students to be more efficient with their time and work.

Goal 3: The graduate level research literacy course is on the books.

Addt 1: Instructed and mentored three undergraduate TAs: Meg Williams, Sarah Golden, Halle DuPre

Addt 2: I was honored to be nominated for the Alumni Undergraduate Teaching Excellence Award

Addt 3: Reshuffled the content of HDFS 7050 and 7060 to meet new requirements of the MFT graduate students

Question 6

Of the goals listed in #4, which were not achieved?

Goal 2e: Although making some of the content for HDFS 7050 and 7060 available online would be beneficial for the course, I did not have the time to make the changes. Adjusting the HDFS courses to accommodate MFT students was more work than I anticipated. This will be a goal that I will keep for next year or the following year.

Question 7

What support would have helped you to reach your goals?

There have been a lot of changes to the courses I have taught for each semester over the past few years. Moving the HDFS 7050 and 7060 course to 3 credit hours, developing the HDFS 2043 course and the HDFS 7070 course, reshuffling the content for HDFS 7050 and 7060, and now re-working the HDFS 2040 course to 3 credit hours has been a lot. I feel like I have furiously blazed a trail while leaving a wake of destruction. I could use a low-key summer term to organize and consolidate all my courses and a couple of semesters with no major changes to courses.

Question 8

What are your goals for the next year?

Goal 1: Improve lecture to further develop student learning for the HDFS 2040 course by:

a: Adjusting the HDFS 2040 course to reflect a 3-credit course. I will reduce the hand calculations in the course. Students will instead complete all calculations using Excel.

There will still be some basic hand calculations so students know where the statistics come from mathematically; however, those calculations will be of the simplest case variety.

b: Flipped-classroom narrated Power-Points will all need to be re-shot to accommodate the 3-credit course structure. They will be turned into short videos centered on the concepts learned and will be considerably shorter than their current versions. This adjustment will make the concepts more accessible to students as well.

c: Given the changes to the videos and course credit, exams, assignments, and other course material will need to be adjusted accordingly. I plan to make most of the adjustments during the summer semester. The last couple of modules may have to be completed in the fall semester before they are implemented.

d: We have had semesterly problems with the computers in Foy 213 since we have used the room. Unfortunately, there are no other computer labs on campus that can accommodate the size of the HDFS 2040 sections. However, I talked with the Biggio Center and they have a testing lab that we can use for exam days until they are able to replace the system. Using the lab on exam days will reduce the frustration of students when the computers fail during an exam (has happened three times over the last four or five semesters).

e: Investigate renaming the HDFS 2040 Analytics course. I have received several emails from past students who need a syllabus and/or a letter explaining how the Analytics course meets the Statistics requirements for their graduate program (or transfer program). Without statistics in the title there is some confusion of the content.

Goal 2: Improve lecture to further develop student learning for the HDFS 2043 distance course by:

a: The materials for the HDFS 2043 course took much longer than anticipated. By the time I finished the first modules materials, the semester was about to start. As a result, the finalized product was nowhere where I wanted it to be for the course. The videos were shot using Zoom which had a problem with recording over Excel files. Most of the videos have a few minutes where the Excel walkthrough is unviewable. I will need to reshoot the Excel videos. I will use a screen capture software rather than Zoom.

b: Increase cooperation among students. This rating was very low on the course evaluation. Because it is a distance course, the students are working independently. The in-class version of the course, students are put into groups and much of what they do is collaborative. Similar groups can be created online. I will institute group projects to encourage collaboration which has shown to be beneficial to students in the in-class HDFS 2040 course.

c: Warn students of the cost of the distance learning course before they take it. Many students (as was I) were surprised at the cost of taking exams off Auburn University's campus. The Auburn website states that most off-campus exams at other facilities cost \$25 however, I did not have any students report that low of a cost. The actual cost ranged from \$40-80 at each of the testing centers. There are 6 exams in the course at a total cost of \$240 to \$480. I will reach out to students once they are enrolled and inform them of the costs in case they would rather wait until a fall or spring semester when they are on campus.

Goal 3: Improve lecture instruction to further develop student learning for the HDFS 7050 and 7060 course by:

- a: Solidify the new course structure. Reshuffling the course material between HDFS 7050 and 7060 was more complicated than expected. Ultimately, it was successful; however, I have files everywhere now and some extra time in HDFS 7060. I will look to include additional content for the extra class day that will be beneficial to students.
- b. I would like to take some of the lecture content and have students review it out of class. The flipped classroom approach has worked extremely well in the undergraduate course. I think that elements of it would also work in the graduate level course. Flipping some aspects of the course will require developing outlines, readings and materials. Some materials may include video lessons and demonstrations. This is the same goal as last year that was not met.
- c. Replacing article evaluations with additional practice of SPSS work. Students have had difficulty remembering what they need to do in SPSS and how to interpret output between the walk-through in class to the implementation for assignments. Part of this is poor notetaking (or no note taking for some students), but part of it is the structure of the course. There could be up to 3 weeks between content in class to an assignment due date. Weekly outside of class low-stakes practice assignments will give students additional practice and reduce the time between doing it in class and doing it for a high-stakes assignment.

Question 9

Comments and/or additional information

Addt 1: For the first time since I have taught the HDFS 7050 course, as a group, the first-year MFT cohort outperformed the HDFS and Counseling Psychology cohorts. It was a pleasure to work with them and I was a bit disappointed that they weren't continuing to the HDFS 7060 course

Addt 2: I always hear from one or two students a year who have taken the HDFS 2040 course and have benefited from what they have learned either in their profession or graduate school. This year Kate Hood took a moment of her time to email me and let me know how much she appreciated the course and how what she learned has made her Human Resource Management statistics course easier. It is always nice to have student go out of their way and inform you that your teaching as impacted them outside the course.

RESEARCH

Question 1

Enter percent of Research assignment during the last year.

0%

Question 2

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

Goal 1: Continue to look for opportunities to present and educate on the preservation of local African American history – at least one presentation will be submitted to AAHGS – another 12 other presentations are currently planned for 2019. 2019 is a big anniversary year historically nationally, locally, and personally for African American History.

Goal 2: Publish at least one article on the preservation work we are doing.

Question 3

Of the goals listed in #2 which goals did you achieve, what were your major accomplishments? Please give full listing 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 Co-PI. List any patents you obtained in the previous year.

Goal 1: Last year was the busiest for our research on preserving local African American history. 2020 will be a turning point for our work. The details will be provided below following research not related to historical preservation.

Addt 1: *This is Research* poster presentation for Casey Littleton's honors thesis. It was also an award-winning poster. The second 1st place finish for a student I have worked with in the past 3 years.

- ****Littleton, C., Bubb, R., & Vilches, S. (2019, April). *Usefulness of a research-based parenting newsletter: A comparison of child-rearing information sources.* Poster session at the annual *This is Research* student symposium, Auburn, Alabama. **Award winning poster—1st place university.****

Addt 2: Worked with Dr. Stephanie Shepherd in the Geosciences Department to submit and receive a Daniel Breeden Grant through the Biggio Center. The grant will fund a ground penetrating radar workshop that will be used in local African American Cemeteries to identify burials and cemetery boundaries. The grant was in the amount of \$4000 with the Geosciences Department adding an additional \$1000.

Addt 3: Consulted with Mark Wilson, director of the Carline Marshall Draughon Center for the Arts and Humanities, to set-up a cemetery preservation project in Shorter, Alabama.

Addt 4: The research group had 13 presentations in 2018

- Bubb, R., & Kinney (2019, January). *Creating a legacy of justice at County Line Cemetery: A call to preserve and memorialize African American cemeteries.* Paper session at the quarterly meeting of the Genealogical Society of East Alabama, Opelika, Alabama.
- Jones, A., & Bubb, R. (2019, November). *Stories of African American History in Auburn and Lee County, Alabama.* Presentation at Wrights Mill Road Elementary School, Auburn, Alabama.

- Bubb, R., Kinney, J., & Nichols, O. (2019, January). *Engaging the community to create a virtual tour of Baptist Hill Cemetery*. Digital poster session at the annual meeting of the Conversations in Celebrating Teaching conference, Auburn, AL.
- Bubb, R. (2019, May). "A poor uneducated, Black woman from Louisiana?": A tale of Camptown Cemetery. Paper session at the Preservation of African American Cemeteries conference, Montgomery, Alabama.
- Kinney, J., & Bubb, R. (2019, May). County Line Cemetery: It takes a community. In B. Gragg (Chair), *Who's answering the call?* Panel conducted the Preservation of African American Cemeteries conference, Montgomery, Alabama.
- Kinney, J., & Bubb, R. (2019, July). *At the crossroads: Service projects meets history*. Breakout session at the Alabama Teacher Workshop hosted at the Caroline Marshall Draughon Center for the Arts & Humanities, Auburn, Alabama.
- Bubb, R. (2019, October). Creating legacies of justice: Burial grounds as sacred spaces of education, reflection, and memorial. Paper session at the annual meeting of the Afro-American Historical and Genealogical Society, Washington, D. C.
- Bubb, R. (2019, August). *Using genealogical and online resources to find descendants*. Lee County Remembrance Workshop hosted at the Caroline Marshall Draughon Center for the Arts & Humanities, Auburn, Alabama.
- Bubb, R. (2019, May). *Preserving African American history through cemetery restoration*. Presentation in the 5710/6710 GEOG Geographic Field Methods course, Auburn University, Alabama.
- Bubb, R. (2019, November). *How to clean headstones using D2 Biological Solutions*. Presentation to the LBAR 3910 Practicum in Liberal Arts course, Auburn University, Alabama.
- Bubb, R. (2019, April). *How to clean headstones using D2 Biological Solutions*. Presentation to the Auburn Junior High School, Auburn, Alabama.
- Bubb, R. (2019, February). *Preserving Black history in the LDS Church*. Presentation at the Church of Jesus Christ of Latter-day Saints Chewacla Ward, Opelika, Alabama.
- Bubb, R. (2019, April). *Preserving Black history in the LDS Church*. Presentation at the Church of Jesus Christ of Latter-day Saints Saugahatchee Ward, Opelika, Alabama.

Addt 5: Came to an agreement with a local HOA to clean up a cemetery in their development that was off-limits for over 10 years. The HOA has agreed to fund a historical marker and fencing. Clean-up begins in spring 2020

Addt 6: Coordinated 4 community cemetery clean-up days with about 75 in attendance. Family members, community members, Auburn Junior High School, Milton W Howze Lodge #408, Bethel Baptist Church, Ebenezer Baptist Church, Auburn University, Democratic Socialist of America, Southern Line Contractors, Auburn Heritage Association, Church of Jesus Christ of Latter-day Saints, and City of Auburn were all represented.

Addt 7: Assisted at the Gathering of the Beloved Community at the Caroline Marshall Draughon Center for the Arts and Humanities. The meeting brought together many of the families representing Baptist Hill Cemetery.

Addt 8: Highlighted article in COSAM

(http://www.auburn.edu/cosam/news/articles/2019/07/auburn_university_students_uncover_more_than_50_potential_unmarked_graves_at_historic_african-american_cemetery.htm)

Addt 9: Nominated for an Auburn Beautification Council Award

Addt 10: Interviewed by FamilySearch for their Reclaiming our African Roots project and became a partner with their project

Addt 11: Videos created by the research group where used a Pick Elementary School during Black History Month

Addt 12: Honored as Student of the Quarter at Ebenezer Baptist Church for the work we are doing

Addt 13: Met with the City of Auburn Cemetery Preservation Board monthly and the Lee County Cemetery Preservation Commission at least quarterly.

Addt 14: Place flags on Veterans graves on Memorial and Veterans Day and memorials on the graves of former enslaved persons on Freedom Day - Juneteenth

Addt 15: Was provided office space for the research group to work from in the Lee County Meeting Center across from the courthouse

Question 4

Of the goals listen in #2, which were not achieved?

Goal 2: Two students each have an article in the works; however, once these two articles are finished and submitted for publication, we will no longer keep a publishing goal. African American history is an oral tradition. We will move from written documentation in journals to video documentation that is publicly available online and free for public use. The move to videos will better match the oral tradition while also providing documentation.

Question 5

What support would have helped you to reach your goals?

NA

Question 6

What are your goals for next year?

Goal 1: Post a 200-250 word historical highlight of a local person, place, or event to Facebook and website every week starting in February.

Goal 2: Turn each story into a 3-5 minute video to post to the research website. A video will be posted once a month starting in May.

Goal 3: Hold at least 6 community clean-up days for cemeteries.

Goal 4: Continue events on Veterans Day, Memorial Day, and Juneteenth

Goal 5: Further develop an HDFS 4980 research course that meets requirements toward an Africana Studies Minor and incorporates students at Auburn Junior High School Friends of Baptist Hill club.

Goal 6: Start to advocate for a Legacy Museum at Auburn University (similar to the Legacy Museum at Tuskegee University) by coordinating effort among Equal Justice Initiative, Auburn University, Cities of Auburn and Opelika, and Lee County. There are two locations that would be ideal and on the verge of being available; given that Auburn has several buildings that are tied to the enslavement of people, the Confederacy, and Alabama's secession, a building that represents the legacy of African Americans would seem prudent.

Question 7

Comments and/or additional information.

SERVICE

Question 1

Enter percent of Service assignment during the last year.

0%

Question 2

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

Goal 1: Continue to work with Dr. Sailors on the E-portfolio committee as needed.

Goal 2: Continue as a member of the undergraduate program committee as needed.

Goal 3: Continue to assist on the AUELC Scholarship Committee

Goal 4: Continue as chair of the Lecturer search until the position is filled.

Question 3

Of the goals listed in #2, which goals did you achieve and what were your major accomplishments (e.g., Dept., College, University and local, state, national service)?

All goals were met and I assisted as needed.

Add 1: Served on Auburn's Celebration Committee for Alabama's Bicentennial Celebration

Add 2: Lecturer search committee chair – competed with the hire of Lisa Moyer

Add 3: Volunteer at the Afro-American Genealogical and Historical Society national conference

Question 4

Of the goals listed in #2, which were not achieved?

All goals achieved

Question 5

What support would have helped you to reach your goals?

N/A

Question 6

What are your goals for next year?

Goal 1: Continue to work with Dr. Sailors on the E-portfolio committee as needed.

Goal 2: Continue as a member of the undergraduate program committee as needed.

Goal 3: Continue to assist on the AUCLC Scholarship Committee

Question 7

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

N/A

RECRUITING

Question 1

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

I wrote recommendations for 11 students this past year and encouraged students to also apply to the HDFS or MFT graduate programs.