



Debbie L. Hahs-Vaughn

PO Box 161250
Orlando, FL 32816-1250
407-376-7835
debbie.hahs-vaughn@ucf.edu

EDUCATION

Ph.D., Educational Research

The University of Alabama, Tuscaloosa, AL
2003
Emphasis: Educational Statistics

MBA

Southwest Missouri State University, Springfield, MO
(now Missouri State University)
1995
Emphasis: Marketing

BFA, Graphic Design

Southwest Missouri State University, Springfield, MO
(now Missouri State University)
1990
Magna Cum Laude

PROFESSIONAL EXPERIENCE

Assistant Vice Provost for Faculty Excellence (.50 FTE)

University of Central Florida, Orlando, FL
August 2016-present

Responsibilities included serving as senior advisor to the Vice Provost for Faculty Excellence and UCF Global on all faculty initiatives including assisting the Vice Provost in leading UCF's COACHE initiative; leading the development of an electronic faculty reporting system, leading the Targeted Opportunity Program and numerous awards including Reach for the Stars, Pegasus Professor, and Trustee Chair programs which span the Office of the Provost and the Office of the President. This position is also responsible for all faculty development programs including new faculty development, leadership development, and faculty fellows. Together with the Associate Director for Faculty Excellence and the Vice Provost, this position is also responsible for reviewing and approving promotion and tenure criteria and AESP criteria.

Special Assistant to the Vice Provost for Faculty Excellence

University of Central Florida, Orlando, FL

May 2015-August 2016

Responsibilities include leading the design and analyses of research efforts to determine the effectiveness of faculty initiatives; this includes but is not limited to cost-effectiveness and cost-benefit analysis and experimental and quasi-experimental designs that advance UCF's missions through retention and advancement of faculty. Responsibilities also include interfacing with faculty, directors, administration, and others including participating in meetings when the discussion is expected to involve components that may impact research on faculty excellence and will assist in policy development as requested and provides interpretations of policies and procedures related to faculty; providing professional support to and leadership in other areas of academic affairs as necessary and assigned, including, for example, coordinating and evaluating a leadership academy for seasoned faculty and a coaching program for early career scholars; managing the application process for the targeted opportunity program and Reach for the Stars as well as overseeing the evaluation process for Trustee Chairs. Additional responsibilities include providing timely and constructive feedback to colleges/units on their promotion and tenure criteria and annual evaluation documents.

Professor, Methodology, Measurement, and Analysis (.50 FTE)

Department of Educational & Human Sciences

University of Central Florida, Orlando, FL

August 2016

Responsibilities include teaching graduate level quantitative statistics and research courses, maintaining an active research agenda, submitting and securing external funding, and participating in professional service. Emphasis on national/international recognition and leadership.

Associate Professor, Methodology, Measurement, and Analysis

Department of Educational & Human Sciences

University of Central Florida, Orlando, FL

August 2009-July 2016

Assistant Professor, Methodology, Measurement, and Analysis

Department of Educational Research, Technology, and Leadership

University of Central Florida, Orlando, FL

August 2003-July 2009

Senior Proposal Development Associate

Office for Sponsored Programs, University of Alabama, Tuscaloosa, AL

May 2001-August 2003

Responsibilities included increasing the number and quality of project proposals including activities such as concept development, team building, proposal writing and editing, budget development, and providing general assistance in all pre-award responsibilities of the Assistant Academic Vice President for Research.

Manager, Student Support Services TRIO Program

University of Alabama, Tuscaloosa, AL

November 1999-May 2001

Responsibilities included designing and implementing a comprehensive federally funded academic support program for 200 low-income, first-generation, and disabled undergraduates. Duties included planning and administering the budget (\$250,000/year); grant writing for continued funding; interim and annual federal reporting including program evaluation ensuring the program is meeting objectives; maintaining public relations within the campus and the community to garner support and referrals to the program; designing curriculum and courses designed for skill development; and supervising a full-time staff of three and part-time staff of six employees.

Manager, Graduate Student Services

University of Alabama, Tuscaloosa, AL

February 1998-November 1999

Responsibilities included developing, coordinating, and maintaining services and resources for approximately 3,500 graduate students. These services/resources included: planning and overseeing an annual orientation for incoming graduate students; planning and overseeing an annual Graduate Student Research Conference; planning and implementing graduate student seminars; coordinating and maintaining the Graduate Student Peer Mentoring Program; maintaining and updating the Graduate Student Services web page; promoting services through advertisement; coordinating artwork, content, and printing of all literature; coordinating all PR activities; and advising the Graduate Student Association, the Alpha Epsilon Lambda Graduate & Professional Student Honor Society, and the PINNACLE Adult and Nontraditional Student Honor Society.

Director, Educational Services

Alabama Credit Union League, Birmingham, AL

July 1996-February 1998

Responsibilities included the planning, development, and promotion of workshops and conferences offered to credit unions on a statewide level with an annual budget of approximately \$200,000. Duties included performing needs assessments, curriculum development assistance, organizing the structures of the program, planning the host site, and promoting to credit unions within the state and/or in the southeast region. This position was also responsible for evaluating and planning an intense two-week management school held at the University of Georgia; administering correspondent modules; organizing and updating an audio/visual resource library; and promoting and providing scholarships through an Educational Foundation.

Marketing Director

Metro Credit Union, Springfield, MO

September 1993-June 1996

Responsibilities included the planning and budgeting of the Marketing Department for a credit union \$20 million in assets with 7,500 members. Duties included researching potential and competitive services; developing and coordinating member education; staff training and development; developing a complete marketing program including contacts and visits with current and potential groups, displays, image analysis and promotion, membership recruiting, publications, research, theme development and usage, and youth and senior programs among others; promoting services through advertisement; coordinating artwork, content, and printing of all literature; coordinating all PR and community/volunteer activities; assisted in revising the employee incentive program; initiated employee "idea teams"; developing a working knowledge of the credit union's data processing system; and developing an understanding of credit union history, philosophy, organization, bylaws, and operational procedures.

Membership increased from 6,200 to over 7,500 members and employee groups increased from 54 to 74 groups. Key member in coordinating community activities which led Metro Credit Union to receive the statewide Dora Maxwell Social Responsibility Recognition Award in 1994, 1995, and 1996, and the national Dora Maxwell Award in 1996.

Graphic Designer

Letsch Advertising, Springfield, MO

August 1992-September 1993

Creative Services Assistant

McBee Loose Leaf Binders, Springfield, MO

August 1988-August 1992

**EXTERNAL
AWARDS,
HONORS, &
RECOGNITIONS**

Cost-Effectiveness Cost Benefit Analysis Methods Institute Fellow

Teachers College, Columbia University, New York
(August 2015)

Competitive selection process. Selected as one of 22 (out of 66 nationwide) to participate in week-long training to learn cost-effectiveness cost benefit analysis. This included topics such as principles and methods of cost analyses and applications, effectiveness measurement and utility analysis, CEA metrics, and benefit analysis and shadow pricing techniques.

Service Award

Presented by the American Educational Research Association
Educational Statisticians Special Interest Group
(April 2015)

Presented in recognition of service to the field of educational statistics and the professional organization. Only one award is presented annually.

Researcher of the Year

Presented by the Florida Educational Research Association
(November 2013)

Selection is based on level of productivity, quality of contributions, and sustained performance over a three-year period. This is not an award to which researchers can apply, and in some years a recipient has not been named. Per Dr. Betsy Becker, Professor, Florida State University and Chair of the Selection Committee, "As the 2013 recipient, Dr. Hahs-Vaughn clearly rose to the top among her peers and was a very easy choice for the committee."

Certified Group Design (Randomized Controlled Trials and Quasi-Experimental Designs) Reviewer for the U.S. Department of Education Institute for Education Sciences (IES) What Works Clearinghouse (WWC)

(October 2013; Mathematica, Oakland, CA)

Competitive selection process; I was one of only 12 candidates nationwide selected to participate (less than 10% of qualified applicants were selected and only about 50% of those successfully complete the certification process);

WWC certified reviewers have attended the training, passed a certification test, and successfully reviewed studies against WWC evidence standards;

there are only about 100 group design certified reviewers nationwide; the WWC reviews research on programs, products,

practices, and policies in education with the goal to provide educators with information to make evidence-based decisions

Faculty Institute Mentor, American Educational Research Association Faculty Institute for the Teaching of Statistics with Large-Scale Datasets

June 2011, Stanford University

Selected to serve as a Faculty Mentor to mentor faculty nationwide who had been accepted, from a competitive selection process, to participate in an institute sponsored by AERA designed to increase the use of large-scale data when teaching quantitative statistics.

Introductory Statistics Course (EDF 6401, Statistics for Educational Data) nominated for Florida Distance Learning Consortium Course Showcase

January 2011

Reviewer of the Year, Mid-South Educational Research Association's Journal *Research in the Schools* (2007)

Quasi-Experimental Design and Analysis Workshop Fellow

(2006; instructed by W. R. Shadish and T. D. Cook)

Funded by the U.S. Department of Education, Institute for Education Sciences, the workshop's aim is to prepare attendees to design the best current quasi-experiments for educational research and help them analyze the data that these better designs produce. The course sessions will provide intensive training on the theory and practice of quasi-experimental design, via lectures and via hands-on experience. Led by Thomas D. Cook and William Shadish. Selection based on competitive process; approximately 25 individuals nationwide selected.

American Educational Research Association Institute on Statistical Analysis for Education Policy Fellow (2004)

Robert M. Barksdale Memorial Endowed Scholarship

(2001-2002; University of Alabama)

Sarah L. Healy Endowed Graduate Scholarship

(2000-2001; University of Alabama)

National Center for Educational Statistics Database Training Institute Fellow (2000)

National Science Foundation Database Training Institute Fellow(1999)

Kappa Delta Pi Education Honor Society (inducted fall 1998)

Phi Kappa Phi Honor Society (inducted spring 1998)

Printing Industries of America Scholarship (1989-1990)

Upperclass Regents Scholarship (1987-1988, 1988-1989, 1989-1990; Southwest Missouri State University now Missouri State University)

Phi Eta Sigma Honor Society (inducted spring 1986)

Freshman Regents Scholarship (1986-1987; Southwest Missouri State University now Missouri State University)

Tri-County Business and Professional Women's Scholarship (1986-87)

UCF & INTERNAL AWARDS AND RECOGNITIONS

College of Education Excellence in Graduate Teaching Award

(2017; University of Central Florida)

One faculty member in the college is selected to recognize outstanding graduate teaching.

**\$2,000 award*

Member, Scroll & Quill Society

(inducted April 2016)

The specific focus of this society is on recognizing faculty members who have demonstrated sustained and outstanding achievements in research and/or creative activities at UCF and brought positive national and/or international attention to the institution through these activities.

2015 UCF Women Making History

(March 2015)

One of 31 UCF women recognized by the UCF Center for Success of Women Faculty (selected by the Executive Board of the UCF Center for Success of Women Faculty) during National Women's History Month

Teaching Incentive Program Award (TIP) Recipient

(August 8, 2013; University of Central Florida)

Selected on the basis of efforts to improve teaching, creative approaches to teaching, efforts to contribute to the overall improvement of teaching, learning, and professional development of others.

**Permanent \$5,000 base pay raise*

Research Incentive Award (RIA) Recipient

(August 8, 2013; University of Central Florida)

Selected on the basis of value or impact of research within the discipline and to society; recognition of research by peers in the discipline; publication and presentation of research efforts; and external grant support for research.

**Permanent \$5,000 base pay raise*

Excellence in Research Award (College of Education & Human Performance)

(2014; University of Central Florida)

One faculty member in the college is selected based on cumulative value and impact of research efforts at UCF within the discipline and to society; recognition of research efforts by individual's peers in the same or in related disciplines; publication and presentation of research results; and external grant and contract support for the research work appropriate to the candidate's discipline.

**\$2,000 award*

Major Grants Development Stimulus

(2014 and 2013; University of Central Florida)

Competitive selection to receive one course re-assignment to allow time to write and submit a proposal to a federal agency

Scholarship of Teaching and Learning Award

(August 2011; University of Central Florida)

Selected on the basis of the value and impact of scholarship of teaching and learning efforts

**Permanent \$5,000 base pay raise*

Honorable mention, Chuck D. Dziuban Award for Excellence in Online Teaching

(Spring 2012; University of Central Florida)

Selected on the basis of excellence in online teaching; only one winner and one honorable mention from across campus were selected

Sabbatical (competitive type IA; Fall 2011; University of Central Florida)

Research Incentive Award (RIA) Recipient

(August 8, 2008; University of Central Florida)

Selected on the basis of value or impact of research within the discipline and to society; recognition of research by peers in the discipline; publication and presentation of research efforts; and external grant support for research.

**Permanent \$5,000 base pay raise*

Teaching Incentive Program (TIP) Award Recipient

(August 8, 2008; University of Central Florida)

Selected on the basis of efforts to improve teaching, creative approaches to teaching, efforts to contribute to the overall improvement of teaching, learning, and professional development of others.

**Permanent \$5,000 base pay raise*

Distinguished Researcher Award (College of Education)

(2009; University of Central Florida)

One faculty member in the college is selected based on cumulative value and impact of research efforts at UCF within the discipline and to society; recognition of research efforts by individual's peers in the same or in related disciplines; publication and presentation of research results; and external grant and contract support for the research work appropriate to the candidate's discipline

**\$2,000 award*

College of Education Excellence in Graduate Teaching Award

(2007; University of Central Florida)

One faculty member in the college is selected to recognize outstanding graduate teaching.

**\$2,000 award*

UCF Fellow of the Academy for Teaching, Learning, and Leadership Award (2006-2007; University of Central Florida)

Four faculty campus-wide are selected per year to serve as a fellow with the purpose of designing and conducting research focusing on K-12 initiatives; course re-assignment for all courses granted for one semester of the year-long project

McKinley Award Recipient

(May 2003; University of Alabama)

The award recognizes enterprising employees who by action or idea contributed to the university's mission of teaching, research and service

Most Outstanding Graduate Student, Educational Research

(2001-2002; University of Alabama)

RESEARCH & CREATIVE ACTIVITIES

RESEARCH INTERESTS

- Methodological issues associated with applying quantitative statistical methods to complex sample data and the application of complex sample data to studying substantive research questions
- Program evaluation including evaluation of and quality in research reporting, postsecondary issues, and school reform
- Scholarship of Teaching & Learning (SoTL) (i.e., practitioner use of research to inform their practice)

BOOKS

Hahs-Vaughn, D. L. (2016). *Applied multivariate statistical concepts*. New York, NY: Routledge/Taylor & Francis.

Lomax, R. G. & **Hahs-Vaughn, D. L.** (2012). *Statistical concepts: A second course*. (4rd ed.). New York, NY: Routledge/Taylor & Francis.
Google Scholar citations: 438

Lomax, R. G. & **Hahs-Vaughn, D. L.** (2012). *An introduction to statistical concepts*. (3rd ed.). New York, NY: Routledge/Taylor & Francis.
Google Scholar citations: 384

BOOK CHAPTER

Hahs-Vaughn, D. L. (2015). Propensity score analysis with complex survey samples. In W. Pan & H. Bai (Eds.), *Propensity score analysis: Fundamentals, developments, and extensions*. 236-264. New York, NY: Guilford.

EDITORIAL PUBLICATIONS

Schwartz, J. B., **Hahs-Vaughn, D. L.**, Nye, C. (2013). Intervention program improves literacy skills for students with severe developmental disabilities. *Evidence-Based Communication Assessment and Intervention*.

Hahs-Vaughn, D. L., Onwuegbuzie, A. J., Slate, J. R., & Frels, R. K. (2009). Editorial: Bridging research-to-practice: Enhancing knowledge through abstracts. *Research in the Schools, 16* (2), i-vii.

**REFEREED
JOURNAL
ARTICLES**

**National/
International**

**Published or
In Press**

* denotes UCF
graduate student

41. Pavelko, S. L., Lieberman, J., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, Chad. (accepted for publication 3/20/2017). The development of writing skills in 4-year-old children with and without specific language impairment. *Clinical Linguistics & Phonetics*.
81st of 179 journals in Linguistics
2015 Impact Factor of 0.617 and a 5-year Impact Factor of 0.745
40. Pavelko, S., Owens, R., Ireland, M., **Hahs-Vaughn, D. L.** (2016). *Use of language sample analysis by school based SLPs: Results of a nationwide survey. Language, Speech, and Hearing Services in Schools, 47*, 246-258.
Impact factor (5 year): 1.585
39. Murza, K. A., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, C. (2016). Joint attention intervention for children with autism spectrum disorder: A systematic review and meta-analysis. *International Journal of Language & Communication Disorders, 51* (3), 236-251.
Impact Factor: 1.471 (Source: 2014 Journal Citation Reports®)
Ranked: 22 of 171 in linguistics category
38. **Hahs-Vaughn, D. L.**, Dziuban, C. D., Young, Cynthia Y. (2015). The unknown unknowns: Challenges, opportunities, and recommendations for graduate students from the perspective of postsecondary administration. *International Journal of Adult Vocational Education and Technology, 6*, (4), 19-29.
37. Rivers, K. O., Schutz, L. E., Lobato, E. J., & **Hahs-Vaughn, D. L.** (2015). Prevalence of traumatic brain injury in postsecondary education. *ECHO: Journal of the National Black Association for Speech-Language and Hearing, 10* (2), 89-85.
36. Jeanpierre, B. & **Hahs-Vaughn, D. L.** (2015). Design and validation of a science inquiry teacher selection instrument. *Journal of Education and Social Policy, 2* (3), 1-7.
Acceptance rate: 25%-35%
35. Yanowitz, K. & **Hahs-Vaughn, D. L.** (2015). Adults' perceptions of children's science abilities and interest after participating in a family science night. *School Science and Mathematics, 116* (1), 55-64.
34. Pavelko, S. L., Malani, M. D., Lieberman, R. J., & **Hahs-Vaughn, D. L.** (2015). Factors influencing undergraduate's choices in graduate school programs in communication. *Contemporary Issues in Communication Science and Disorders*.

Refereed journal articles continued...

33. *Murza, K. A., Nye, C., Schwartz, J. B., Ehren, B. J., & **Hahs-Vaughn, D. L.** (2014). A randomized controlled trial of an inference generation strategy intervention for adults with Asperger syndrome. *American Journal of Speech-Language Pathology*, 1-13.
Impact Factor: 2.448 (five-year impact: 2.897) (*Source: 2014 Journal Citation Reports®*)
Ranked: 3rd of 160 in linguistics category; 5th of 66 journals in rehabilitation category; 4th of 22 in audiology and speech-language pathology category
32. *Miller, M. G., **Hahs-Vaughn, D. L.**, & Zygouris-Coe, V. (2014). A confirmatory factor analysis of teaching presence within online professional development. *Journal of Asynchronous Learning Networks*, 18 (1).
<http://jaln.sloanconsortium.org/index.php/jaln/article/view/333>
Acceptance rate: 25%
31. McWayne, C.M., Cheung, K., & Wright, L. G. & **Hahs-Vaughn, D. L.** (2012). Patterns of school readiness among Head Start children: Meaningful within-group variability during the transition to kindergarten. *Journal of Educational Psychology*, 104 (3), 862-878.
Impact Factor: 3.158 (*Source: 2012 Journal Citation Reports®*)
Acceptance rate: 16%
30. Bulotsky-Shearer, R. J., Wen, X., Faria, A. **Hahs-Vaughn, D. L.**, Korfmacher, J. (2012). National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness. *Early Childhood Research Quarterly*, 27 (4), 627-639. doi:10.1016/j.ecresq.2012.02.001
Impact Factor: 2.192 (5 year impact factor: 2.456)
Ranked: 10th in Education and Educational Research
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)
Acceptance rate: 10-20%
29. Wen, X., Bulotsky-Shearer, R., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2012). Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories. *Early Childhood Research Quarterly*, (27), 4, 640-653. doi 10.1016/j.ecresq.2012.01.004
Impact Factor: 2.192 (5 year impact factor: 2.456)
Ranked: 10th in Education and Educational Research
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)
Acceptance rate: 10-20%

Refereed journal articles continued...

28. McWayne, C.M., **Hahs-Vaughn, D. L.**, Cheung, K., & Wright, L. G. (2012). National profiles of school readiness skills for Head Start children: An investigation of stability and change. *Early Childhood Research Quarterly, 27*(4), 668-683.
doi:10.1016/j.ecresq.2011.10.002
Impact Factor: 2.192 (5 year impact factor: 2.456)
Ranked: 10th in Education and Educational Research
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)
Acceptance rate: 10-20%
27. Wen, X., Leow, C., **Hahs-Vaughn, D. L.**, Korfmacher, J., & Marcus, S. M. (2012). Are two years better than one year? A propensity score analysis of the impact of Head Start program duration on children's school performance in kindergarten. *Early Childhood Research Quarterly, 27*(4), 684-694. doi:10.1016/j.ecresq.2011.07.006
Impact Factor: 2.192 (5 year impact factor: 2.456)
Ranked: 10th in Education and Educational Research
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)
Acceptance rate: 10-20%
26. **Hahs-Vaughn, D. L.**, McWayne, C. M., Bulotsky-Shearer, R., Wen, X., Faria, A. (2011). Complex sample data recommendations and troubleshooting. *Evaluation Review, 35*(3), 304-313.
This article was cited as 'Most Read' on Evaluation Review's website (October 2011)
Impact Factor: 1.196
Ranked: 20 out of 89 in Social Sciences, Interdisciplinary
Source: 2011 Journal Citation Reports® (Thomson Reuters, 2012)
Acceptance rate: 20%
25. **Hahs-Vaughn, D. L.**, McWayne, C. M., Bulotsky-Shearer, R., Wen, X., Faria, A. (2011). Methodological considerations in using complex survey data: An applied example with the Head Start Family and Child Experiences Survey. *Evaluation Review, 35*(3), 269-303.
Impact Factor: 1.196
Ranked: 20 out of 89 in Social Sciences, Interdisciplinary
Source: 2011 Journal Citation Reports® (Thomson Reuters, 2012)
Acceptance rate: 20%
24. Gill, M. G. & **Hahs-Vaughn, D. L.** (2010). Does it work? A guide to investigating the efficacy of interventions in educational research. *Current Issues in Education, 13*(4). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/312/60>
23. Nye, C. & **Hahs-Vaughn, D. L.** (2010). Assessing methodological quality of randomized and quasi-experimental trials: A summary of stuttering treatment research. *International Journal of Speech-Language Pathology, 12*(6), 1-12.
Impact Factor: 1.00 Source: 2011 Journal Citation Reports®

Refereed journal articles continued...

22. *Roman, M. A., Taylor, R. T., & **Hahs-Vaughn, D. L.** (2010). Retention index of the Community College Survey of Student Engagement (CCSSE): How meaningful is it? *Community College Journal of Research & Practice*, 34(5), 386-401.
Acceptance rate: 21-30% (per Cabell's Directory)
21. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. J. (2010). Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of *Research in the Schools*. *Library & Information Science Research*, 32, 53-61.
Acceptance rate: 25%
Impact Factor: 1.362 (5-year impact factor: 1.520) (*Source: 2010 Journal Citation Reports®*)
20. **Hahs-Vaughn, D. L.** & Nye, C. (2009). Understanding high quality research designs for speech language pathology. *Evidence-based Communication Assessment and Intervention*, 2(4), 218-224.
19. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2009). Who is conducting teacher research? *Journal of Educational Research*, 102(6), 415-424.
Acceptance rate: 33% (per Cabell's Directory)
Impact factor: .750 (5 year Impact Factor: 1.386)
Ranked: 45/177 in in Education and Educational Research
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)
18. Schwartz, J. B., **Hahs-Vaughn, D. L.**, *Rivera, A., & *Zadroga, C. (2008). Finding, analyzing, and implementing a phonemic awareness intervention: Guidelines to a decision making process. *EBP Briefs*, 3(3), 1-7.
17. Little, M. E. & **Hahs-Vaughn, D. L.** (2008). The implementation of content enhancement routines for improved content literacy for middle and secondary social studies students. *Journal of Personnel Evaluation in Education*, 20(3), 261-280.
16. **Hahs-Vaughn, D. L.** & Scherrf, L. (2008). Beginning English teacher attrition, mobility, and retention. *Journal of Experimental Education*, 77(1), 21-53.
Acceptance rate: 8% (per managing editor)
Impact Factor: 1.633 (5 year impact: 1.346) (*Source: 2010 Journal Citation Reports®*)
15. Scherrf, L. & **Hahs-Vaughn, D. L.** (2008). What we know about English language arts teachers: An analysis of the 1999-2000 SASS and 2000-2001 TFS databases. *English Education*, 40(3), 174-200.
Acceptance rate: 10% (per editor)
14. **Hahs-Vaughn, D. L.** (2007). Analyzing the ECLS-K for early elementary reading-related research. *Research in the Schools*, 14(1), 1-18.
Acceptance rate: 30-40% (per Cabell's Directory)

Refereed journal articles continued...

13. **Hahs-Vaughn, D. L.** (2007). Using NCES national datasets for evaluation of postsecondary issues. *Assessment & Evaluation in Higher Education, 32* (3), 1-16.
Impact factor (2010): .734 (5-year Impact Factor: 1.243) (Source: 2014 Journal Citation Reports®)
Refereed journal articles continued...
12. Sivo, S., Pan, C., & **Hahs-Vaughn, D. L.** (2007). Combined longitudinal effects of attitude and subjective norms on student outcomes in a web-enhanced course: A structural equation modeling approach. *British Journal of Educational Technology, 38* (5), 861-875.
Impact factor (2010): 2.139 (5-year Impact Factor: 1.681) (Source: 2014 Journal Citation Reports®)
Acceptance rate: 11-20% (per Cabell's Directory)
11. **Hahs-Vaughn, D. L.**, Zygouris-Coe, V., & *Fiedler, R. (2007). A hybrid evaluation model for evaluating online professional development. *Technology, Pedagogy & Education, 16* (1), 5-20.
Refereed journal articles continued...
10. Yanowitz, K. L. & **Hahs-Vaughn, D. L.** (2007). Changes in student-centered assessment by postsecondary science and non-science faculty. *Teaching in Higher Education, 12* (2), 171-185.
9. **Hahs-Vaughn, D. L.** (2006). Weighting omissions and best practices when using large-scale data in educational research. *Association for Institutional Research Professional File* (101), 1-9.
Acceptance rate: 25% (per AIR website)
8. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. (2006). Estimating and using propensity score analysis with complex samples. *Journal of Experimental Education, 75* (1), 31-65.
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)
Acceptance rate: 8% (per managing editor)
7. *Albritton, F. P., *Bendriss, R., & **Hahs-Vaughn, D. L.** (2006). Presentation software and visual imagery: The influence of language and culture on interpretation of abstract symbols. *Journal of Language for International Business, 17* (2), 42-59.
6. **Hahs-Vaughn, D. L.** (2006). Analysis of data from complex samples. *International Journal of Research and Method in Education, 29* (2), 163-181.
Acceptance rate: 30% (per editor)

Refereed journal articles continued...

5. **Hahs-Vaughn, D. L.** & Lomax, R. G. (2006). Utilization of sample weights in single level structural equation modeling. *Journal of Experimental Education*, 74 (2), 161-190.
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)
Acceptance rate: 8% (per managing editor)
4. **Hahs-Vaughn, D. L.** (2005). A primer for understanding and using weights with national datasets. *Journal of Experimental Education*, 73 (3), 221-240.
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)
Acceptance rate: 8% (per managing editor)
3. **Hahs-Vaughn, D. L.** (2004). The impact of parent's education level on college students: An analysis using the Beginning Postsecondary Students Longitudinal Study 1990-92/94. *Journal of College Student Development*, 45 (5), 483-500.
Impact factor (2010): .638 (5-year Impact Factor: .782) (Source: 2014 Journal Citation Reports®)
Acceptance rate: 15% (per website)
2. Lomax, R. G. & **Hahs, D. L.** (2000). Portfolios in teacher education programs. *The Professional Educator*, 23 (1), 49-56.
Acceptance rate: 27% (per managing editor)
1. **Hahs, D. L.** (1999). What have MBAs done for us lately? *Journal of Education for Business*, 74 (4), 197-201.
Acceptance rate: 30-40% (per managing editor)

**Manuscripts With
Decision of
'Revise and
Resubmit'**

Hahs-Vaughn, D. L., Acquaye, H., Griffith, M. D., Jo, H., Matthews, K., & Acharya, P. (2nd revision submitted 3/2017). Statistical literacy as a function of online versus hybrid course delivery format for an introductory masters statistics course. *Journal of Statistics Education*.
This is an official journal of the American Statistical Association

**Manuscripts
Submitted for
Review**

Lavery, M. R., Hahs-Vaughn, D. L., Bai, H., Sivo, S. A., & Amrein-Beardsley, A. (submitted for review 1/23/2017). A priori analysis of error in value-added models: An alternate approach to model evaluation. *Educational Evaluation and Policy Analysis*.

Vatalaro, A., Culp, A. M., & **Hahs-Vaughn, D. L.** (submitted for review, 11/2016). A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps. *Early Childhood Education Journal*.

Pavelko, S., Owens, R., Ireland, M., **Hahs-Vaughn, D. L.** (submitted for review Oct. 2016). Factors influencing selection and use of norm references language assessments by school based SLPs. *Journal of Special Education*.

Journal acceptance rate: 13.4% (per journal website <https://us.sagepub.com/en-us/nam/the-journal-of-special-education/journal201881#description>)

Manuscripts in Progress

Lavery, M. R., Holloway-Libell, J., Amrein-Beardsley, A., Pivovarova, M., & **Hahs-Vaughn, D. L.** (in progress). Evaluating the validity evidence surrounding the use of student standardized test scores to evaluate teachers: A centennial, systematic mega-review. *Journal of Educational Psychology*.

NON-REFEREED JOURNAL ARTICLES

Murza, K. A., Malani, M. D., **Hahs-Vaughn, D. L.** (2014). Using the common core state standards to guide therapy in the schools: Confidently accepting the challenge. *SIG 16 Perspectives on School-Based Issues, 15*, 125-133. doi:10.1044/sbi15.4.125

National/ International

*Yao, Y., *Tao, Y., Zygouris-Coe, V., **Hahs-Vaughn, D.**, Baumbach, D. (2005). Qualitative evaluation of facilitators' contributions to online professional development. *Distance Learning (2)* 4, 30-35.

Published

GRANTS AWARDED: RESEARCH

(As Principal Investigator or Co-PI)

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program Round 4 Evaluation Project: M-Path: Advanced Manufacturing Project

PI: Bonnie Swan

Co-PIs: **Debbie L. Hahs-Vaughn**, M.H. Clark

Agency: Valencia College (U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training 3rd Party)

Amount: \$100,000 UCF (\$2,499,902 total grant funded)

Grant period: October 1, 2014 to September 30, 2018

Through this TAACCCT grant, Valencia College partners with regional employers, public entities, industry associations, and philanthropic organizations to develop MPATH: Advanced Manufacturing, innovative educational pathways designed to serve the needs of the region's advanced manufacturing sector. In addition to development of an Advanced Manufacturing Specialist Certificate, a joint career pathway model works alongside related credit programs to couple new continuing education certification programs and labs with new college credit certificate and specialization programs in Advanced Manufacturing. As co-PI on this project, my research entails conducting statistical matching of community college students who did and did not participate in the M-Path program to determine the effectiveness of the postsecondary program in outcomes such as employment, salary, and similar.

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program Round 3 Evaluation Project: Florida XCEL-IT: Information Technology Careers for Rural Areas

PI: Bonnie Swan

Co-PIs: **Debbie L. Hahs-Vaughn**, JoAnn Smith, Janan Smither, Stephen Sivo, M.H. Clark

Agency: College of Central Florida (U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training 3rd Party)

Amount: \$682,785 UCF (\$10,161,060 total grant funded)

Grant period: October 1, 2013 to October 30, 2017

The TAACCCT grant provides funding for the Florida XCEL-IT, a program for information technology careers for rural areas that is implemented through 7 Florida colleges. Implemented by the Department of Labor in partnership with the Department of Education, it assists higher education programs by funding projects to improve career training programs for workers who are eligible for training under the Trade Adjustment Act (TAA) for Workers program. TAACCCT Career training programs are designed to be completed in two years or less and help adults succeed in acquiring the skills necessary to get jobs that pay higher wages. As co-PI on this project, my research entails conducting statistical matching of community college students who did and did not participate in the XCEL-IT program to determine the effectiveness of the postsecondary program in outcomes such as employment, salary, and similar.

**GRANTS
AWARDED:
SERVICE**
(Principal
Investigator)

Ronald E. McNair Postbaccalaureate Achievement Program

PI: Debbie Hahs

Agency: U.S. Department of Education (#P217A990139)

Amount: \$760,000

Grant period: 1999-2003

Student Support Services

PI: Debbie Hahs

Agency: U.S. Department of Education (#P042A970195-00)

Amount: \$867,379

Grant period: 1997-2001

**GRANTS
AWARDED**

*(Serving as
consultant/
author, as noted,
to write parts or all
of the proposal
although not listed
as PI or
Co-PI)*

Graduate Teaching Fellows in K-12 Education

Role—co-author

(PI—Beth Todd, Co-PIs—Clark Midkiff, Jill Shearin Driver, John Wiest;
Funded 2004-2006)

Funding source: National Science Foundation; \$1,585,616

Teaching American History Program

Role—intensive consultant/author

(PI—Tuscaloosa City School System; Funded 2003-2006)

Funding source: U.S. Department of Education; \$862,000

McNair Scholars Program (TRIO)

Role—consultant/co-author

(PI—Jacqueline Morgan; Funded 2003-08)

Funding source: U.S. Department of Education; \$1,000,000

**Top 10% of grants awarded*

Community Technology Center

Role—author

(PI—Willie Jones, Cleveland Avenue YMCA; Funded 2002-2003;
less than 6% (56/970) of applications were funded)

Funding source: U.S. Department of Education; \$190,000

Grants awarded as consultant/author continued...

School Leadership Program

Role—consultant

(PI—Linda Beving; Funded 2002-2005)

Funding source: U.S. Department of Education; \$882,000

Holt High School Juvenile Mentoring Program (JUMP)

Role—author

(PI—Sharon Chambers-Gordon; Funded 2002-2005)

Funding source: Office of Juvenile Justice and Delinquency Prevention;
\$220,000

**Understanding Islam and the Muslim World: A Student to Student
Forum**

Role—consultant

(PI—Fran Oneal; Funded 2002-2003)

Funding source: NAFSA; \$1,050

Arboretum Environmental Education Enhancements

Role—author

(PI—Mary Jo Modica; Funded 2002-2003)

Funding source: Legacy; \$10,000

Science Education Technology Initiative—Computer Science

Role—consultant

(PI—David Cordes; Funded 2002-2003)

Funding source: U.S. Department of Education, congressionally mandated; \$440,000

Science Education Technology Initiative—Physics/Astronomy

Role—consultant

(PI—Stan Jones; Funded 2002-2003)

Funding source: U.S. Department of Education, congressionally mandated; \$200,000

Geriatric Mental Health Research Center

Role—consultant

(PIs—Cindy Roff & Lou Burgio; Funded 2002-2003)

Funding source: SAMHSA, congressionally mandated; \$500,000

Numerous others assisted in editorial, budget, or review capacity

**GRANTS
PENDING**

Understanding Funded Support of Science and Engineering Research to Minority Subgroups in Granting STEM Graduate Degrees and LaborMarket

Role—PI

PI—Debbie Hahs-Vaughn; Co-PI—Yingru Li; Senior Personnel—Jill Adelson, University of Louisville; Carolyn Barber, University of Missouri-Kansas City

Project period: 8/1/2017 to 7/31/2019

Funding source: National Science Foundation; \$321,606

Funding announcement: NSF 15-521, Research on the science and technology enterprise: Statistics and surveys (NSF Directorate for Social, Behavioral, and Economic Sciences, National Center for Science and Engineering Statistics)

**INVITED
WORKSHOP**

Hahs-Vaughn, D.L. (2008, December). *Using weights and other statistical analyses issues when working with complex survey data*. Invited workshop at the Administration for Families & Children's National Head Start Secondary Data Grantees Research Conference, Washington, DC.

**INVITED
PRESENTATIONS
& SYMPOSIUM**

Hahs-Vaughn, D. L. (2014, April). *I got the job. Now what? Success in Publishing for Early Career Scholars*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hahs-Vaughn, D. L. (2013, April). *How to be a good journal reviewer*. Presentation at the annual meeting of the American Educational Research Association at the invitation of Taylor & Francis Publishing, San Francisco, CA.

Lomax, R.G., Garfield, J.B., Mulvenon, S.W., Hancock, G., Belli, G., Zumbo, B.D., Fiala, K.A., **Hahs-Vaughn, D.L.** (2005, April). *Promoting graduate student research in educational statistics and statistics education*. Symposium panel presented at the American Educational Research Association annual meeting, Montreal, Canada.

**REFEREED
PRESENTATIONS**

* denotes
undergraduate or
graduate student

NATIONAL/INTERNATIONAL

57. **Hahs-Vaughn, D. L.**, Acquaye, H., Griffith, M. D., Jo, H., Matthews, K., Acharya, P. (2017, April). Statistical literacy as a function of course delivery format. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
56. Lavery, M. R., **Hahs-Vaughn, D. L.**, Sivo, S. A., Bai, H., Amrein-Beardsley, A. (2017, April). *A priori analysis of errors rates in value added models*. Roundtable presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
55. Campbell, L. O., Lambie, G., **Hahs-Vaughn, D. L.**, Bai, H. (2017, April). *Investigating summer reading achievement through curriculum based measures among fourth grade students*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
54. Murza, K. & **Hahs-Vaughn, D. L.** (2016, November). *The efficacy of a social skills program for adults with high-functioning autism: A pilot study*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
53. Timpe, E., Kent-Walsh, J., Binger, C., **Hahs-Vaughn, D. L.**, Schwartz, J., Harrington, N., Lavadia, L., & Vazquez, J. (2016, November). *Effects of parent instruction on the communicative turns of preschoolers with Down syndrome using AAC*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
52. Pavelko, S., Nye, C., Schwartz, J., **Hahs-Vaughn, D. L.** (2016, June). *The development of writing skills in 4-year old children with language impairment*. Presented the International Clinical Phonetics and Linguistics Association annual meeting, Halifax, Canada.
51. **Hahs-Vaughn, D. L.** (2016, April). *Challenges, best practices, and innovations in complex sample data analysis*. Symposium paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

National/international refereed presentations continued...

50. Lavery, M. R., Holloway-Libell, J., Amrein-Beardsley, A., Pivovarova, **Hahs-Vaughn, D. L.** (2016, April). *Evaluating the validity evidence surrounding the use of student standardized test scores to evaluate teachers: A centennial, systematic mega-review*. Symposium paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
49. Little, M. E., **Hahs-Vaughn, D. L.**, Wenzel, T. (2016, April). *Intensifying reading interventions by teacher candidates within clinical experiences*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.
48. *Twyman, A., Schwartz, J., Kent-Walsh, J., **Hahs-Vaughn, D. L.**, Daly, T. (2015, November). *Investigation into the use of evidence-based interventions in classrooms for children with autism spectrum disorder*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association annual meeting, Denver CO.
47. Yanowitz, K., **Hahs-Vaughn, D. L.** (2015, April). *Impact of participating in a family science night event on adults' perceptions of children*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
46. Yanowitz, K., **Hahs-Vaughn, D. L.**, McKay, T., Ross, A., & Carroll, R. (2015, April). *Junior and high school students' perceptions of the effect of attending science camp at one-year follow-up*. Paper presented as part of a symposium entitled *Toward social justice through expansion of STEM opportunities: The influence of afterschool and summer programs*, to the annual meeting of the American Educational Research Association, Chicago, IL.
45. Little, M. E. & **Hahs-Vaughn, D. L.** (2015, April). *Intensifying reading interventions with elementary students within a clinical setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
44. Murza, K. A., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, C. (2015, April). *Joint attention intervention for children with autism spectrum disorder: A systematic review and meta-analysis*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. *National/international refereed presentations continued...*
43. Miller, A., Kinnally, W., **Hahs-Vaughn, D.L.**, Fisher, K. (2014, November). *The relationship between exposure to sexual media content and sexual attitudes and behaviors: A meta-analysis*. Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

National/international refereed presentations continued...

42. Little, M. E. & **Hahs-Vaughn, D. L.** (2014, November). *Professional learning communities and efficacy of middle school teachers*. Conversation session presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
41. **Hahs-Vaughn, D. L.** (2014, April). *Investigating the use of propensity score analysis with complex samples*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
40. Little, M. & **Hahs-Vaughn, D. L.** (2014, April). *Sustained professional learning for middle school mathematics teachers? Teacher efficacy and student results*. Roundtable presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
39. Murza, K., **Hahs-Vaughn, D. L.**, Schwartz, J., Nye, C. (2013, November). *Joint attention for autism: Results of a systematic review and meta-analysis*. Paper presented at the American Speech-Language-Hearing Association annual meeting, Chicago, IL.
38. Yanowitz, K., McKay, T., Ross, C. A., **Hahs-Vaughn, D. L.**, Carroll, E. R. (2013, May). *Changes in motivational levels after a science enrichment camp*. Paper presented at the American Psychological Society annual meeting, Washington, DC.
37. **Hahs-Vaughn, D. L.** (2013, April). *Estimating and using propensity score analysis with complex samples*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
36. **Hahs-Vaughn, D. L.** (2013, January). *Statistical literacy as a function of online versus mixed mode course delivery formats for an introductory masters statistics course*. Paper presented at the Higher Education Teaching and Learning Association international annual meeting, Orlando, FL.
35. *Malani, M., Ehren, B., **Hahs-Vaughn, D. L.**, Kent-Walsh, J., & Little, M. (2012, November). *Effects of an adolescent reading comprehension strategy with digital texts*. Paper presented at the annual meeting of the American Speech-Language Hearing Association, Atlanta, GA.
34. *Murza, K., Nye, C., Schwartz, J.B., Ehren, B., **Hahs-Vaughn, D.L.** (2012, September). *Inference abilities in asperger syndrome: the effects of a reading inference strategy for adults*. Poster presented at Randomised Controlled Trials in the Social Sciences annual conference, Heslington, York, United Kingdom.

National/international refereed presentations continued...

33. Bulotsky-Shearer, R., **Hahs-Vaughn, D. L.**, Faria, A., Wen, X. (2012, May). An applied example of multilevel latent profile and growth modeling: Profiles of family involvement and classroom quality and growth in language and social skills for a nationally representative Head Start sample. Paper presented at the Modern Modeling Methods annual conference, Storrs, CT.
32. Little, M. & **Hahs-Vaughn, D. L.** (April, 2012). *Reading intervention research in secondary schools: Results of comprehensive scale-up implementation*. Paper presented at the American Educational Research.
31. **Hahs-Vaughn, D. L.** (2011, April). *Estimating and using propensity score analysis with complex samples*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
30. Bulotsky-Shearer, R. J., Wen, X., Faria, A., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2011, April). *Multilevel latent profile analysis of family involvement and school readiness for a nationally representative Head Start children*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
29. Bulotsky-Shearer, R. J., Wen, X., Faria, A., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2010, June). *National profiles of classroom quality and parent involvement: Multidimensional perspective on school readiness for Head Start children*. Poster presented at the National Head Start Association annual research conference, Washington, DC.
28. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. J. (2010, April). *Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of the journal Research in the Schools*. Paper presented at the American Educational Research Association annual meeting, Denver, CO.
27. Bulotsky-Shearer, R., Wen, X., Korfmacher, J., **Hahs-Vaughn, D. L.** (2010, April). *A multidimensional examination of early childhood program quality: Combining classroom process quality and parent involvement to understand developmental and school readiness outcomes for early Head Start children*. Paper presented at the American Educational Research Association annual meeting, Denver, CO.
26. McWayne, C. M., **Hahs-Vaughn, D. L.**, Cheung, K. (2010, April). *National profiles of school readiness for Head Start children: An investigation of moderation, structural, and individual stability/change*. Paper presented at the American Educational Research Association annual meeting, Denver, CO.

National/international refereed presentations continued...

25. **Hahs-Vaughn, D. L.** & O'Connell, A. (2009, April). *Analysis of complex samples using logistic regression and AM software*. Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
24. *Stevison, M. & **Hahs-Vaughn, D. L.** (2008, November). *A prototype for digital archiving in K-12: Transforming the educational experience with project-based learning via student-created digital archives*. Paper presented at the Association for Educational Communications and Technology annual meeting, Orlando, FL.
23. Little, M. & **Hahs-Vaughn, D. L.** (2007, October). *The implementation of Content Enhancement Routines for improved content literacy for middle and secondary social studies students*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Orlando, FL.
22. **Hahs-Vaughn, D. L.**, Wallace, T., & *Stevison, M. (2007, October). *Review of measurement and effect size reporting in quantitative education dissertations*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Orlando, FL.
21. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2007, April). *Who is conducting teacher research?* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
20. **Hahs-Vaughn, D. L.** & Scherrf, L. (2007, April). *Beginning English teacher attrition and mobility*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
19. Scherrf, L. & **Hahs-Vaughn, D. L.** (2006, November). *What we know about English language arts teachers: An analysis of the 1999-2000 SASS and 2000-2001 TFS*. Paper presented at the National Council of Teachers of English annual convention. Nashville, TN.
18. **Hahs-Vaughn, D. L.** (2006, April). *Teachers as researchers: Strategies for introducing statistical software with action research*. Roundtable presented at the American Educational Research Association annual meeting, San Francisco, CA.
17. **Hahs-Vaughn, D. L.** (2006, April). *Weighting omissions and best practices when using national datasets in educational research*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.

National/international refereed presentations continued...

16. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2006, April). *Changes in student-centered assessment by postsecondary science and nonscience faculty*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
15. King, A. O., Alderman, B., Feldheim, M. A., **Hahs-Vaughn, D. L.**, Ludwig, V., Newlin, M., Todd, A., & Young, D. (2005, November). *Library research modules in WebCT classes: A panel discussion*. Paper presented at the Sloan-C International Conference on Asynchronous Learning Networks annual conference. Orlando, FL.
14. **Hahs-Vaughn, D. L.** (2005, April). *Using survey weights and design effects in complex samples*. Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
13. Little, M. & **Hahs-Vaughn, D. L.** (2005, April). *Design and analysis of the environment and confidence subscales of the action research questionnaire*. Roundtable presented at the American Educational Research Association annual meeting, Montreal, Canada.
12. Little, M., **Hahs-Vaughn, D.L.**, Hansen, J., Roser, L., Simpkins, B. (2004, December). *Professional development that shows results!* Paper presented at the National Staff Development Council annual conference, Vancouver Canada.
11. *Yao, Y., *Tao, Y., Zygouris-Coe, V., **Hahs-Vaughn, D. L.**, Baumbach, D., & Long, G. (2004, October). *Qualitative evaluation on facilitator's contributions to online professional development*. Paper presented at the Association for Educational Communications and Technology annual conference, Chicago, IL.
10. **Hahs-Vaughn, D. L.** & Yanowitz, K. L. (2004, August). *Pedagogical methods of postsecondary science faculty*. Poster presented at the American Psychological Association annual convention, Honolulu, HI.
9. **Hahs-Vaughn, D.L.**, *Fiedler, R., & Zygouris-Coe, V. (2004, July). *A Hybrid Model for Evaluating Online Professional Development: Phase One Evaluation of the Florida Online Reading Professional Development (FOR-PD)*. Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Colorado Springs, CO.
8. **Hahs-Vaughn, D. L.** (2004, April). *Characteristics and caveats of NCES national datasets for postsecondary studies*. Paper presented at the American Educational Research Association annual meeting, San Diego, CA.

National/international refereed presentations continued...

7. **Hahs, D. L.** (2003, April). *The utilization of sample weights in single-level structural equation modeling.* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
6. **Hahs, D. L.** (2003, April). *The impact of parents' education level on college students.* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
5. **Hahs, D. L.** & Lomax, R. G. (2001, April). *A multiple sample structural equation model gender analysis of recent science and engineering doctorate recipients.* Paper presented at the American Educational Research Association annual meeting, Seattle, WA.
4. **Hahs, D. L.** (1999, October). *Portfolios: Reflection opportunities for freshman seminar students.* Paper presented at the American Association for Teaching and Curriculum annual meeting, Orlando, FL.
3. **Hahs, D. L.** (1998, October). *Generational learning styles: Can MTV and Elvis harmonize?* Paper presented at the American Association of Teaching and Curriculum annual meeting, Orlando, FL.
2. **Hahs, D. L.** (1998, October). *Capturing the globe: Bringing the world into your classroom.* Paper presented at the Association for Integrated Studies annual meeting, Detroit, MI.
1. **Hahs, D. L.** (1998, October). *Business school curriculum: Addressing industry needs through integrated study.* Paper presented at the Association for Integrated Studies annual meeting, Detroit, MI.

REGIONAL

1. **Hahs-Vaughn, D. L.** (2011, February). *The relationship between statistical literacy and course delivery format.* Paper presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.
2. **Hahs-Vaughn, D. L.** & Nye, C. (2009, February). *Understanding high quality research designs for speech language pathology.* Paper presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.
3. **Hahs-Vaughn, D.L.** & Onwuegbuzie, A. (2007, February). *Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of Research in the Schools.* Paper presented at the Eastern Educational Research Association annual meeting, Clearwater, Florida.

Regional refereed presentations continued...

4. **Hahs-Vaughn, D.L.**, Fish, R., & Onwuegbuzie, A. (2005, March). *The application of propensity score analysis to the ECLS-K*. Roundtable presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.
5. **Hahs-Vaughn, D.L.** & Zygouris-Coe, V. (2005, January). *Modeling teacher outcomes in the Florida Online Reading Professional Development (FOR-PD) with Hierarchical Linear Models*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, Florida.
6. **Hahs-Vaughn, D.L.**, Zygouris-Coe, V., & *Terilli, J. (2005, January). *Reading knowledge differences of Florida Online Reading Professional Development (FOR-PD) Teachers*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, Florida.
7. Zygouris-Coe, V., **Hahs-Vaughn, D.L.**, *Wiggins, M., *Terrilli, J. (2004, October). *Teachers' knowledge of reading and reading instruction as a determinant of grade level*. Paper presented at the Southeastern Regional Association of Teacher Educators annual meeting, Orlando, FL.
8. **Hahs-Vaughn, D. L.**, Zygouris-Coe, V., *Fiedler, R., *Yao, Y., Baumbach, D., & Long, G. (2004, January). *Evaluating online professional development: A plan for the Florida Online Reading Professional Development Project*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, FL.
9. **Hahs, D. L.** (2002, November). *The influence of parents' education levels on postsecondary students*. Paper presented at the Mid-South Educational Research Association annual meeting, Chattanooga, TN.
10. **Hahs, D. L.** (1999, November). *Undergraduate students in science: What do they want to be when they grow up?* Paper presented at the Mid-South Educational Research Association annual meeting, Point Clear, AL.
11. **Hahs, D. L.** (1998, November). *Creating good graduate students: A model for success*. Paper presented at the Mid-South Educational Research Association annual meeting, New Orleans, LA.
12. **Hahs, D. L.**, Fields, M., and Coulter, R. (1996, May). *Innovative directions for business school curriculum: Addressing industry needs*. Paper presented at the Southwestern Marketing Association annual meeting, San Antonio, TX.

STATE

1. Little, M. E., Wenzel, T., **Hahs-Vaughn, D. L.**, *Patrusky, L., *Smith, L. (2014, November). Project "Safety NET:" Networking Educational Teams to meet the needs of all learners. Paper presented at the Florida Educational Research Association annual meeting, Cocoa Beach, Florida.
2. **Hahs-Vaughn, D. L.**, Wallace, T., & Acharya, P. (2012, November). *Education dissertation consistency with recommended guidelines of measurement and effect size reporting*. Paper presented at the Florida Educational Research Association annual meeting, Gainesville, Florida.
3. *Morehead, K. & **Hahs-Vaughn, D. L.** (2010, November). *Statistical literacy as a function of course format*. Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.
4. *Gardner, M. C., **Hahs-Vaughn, D. L.**, & Taylor, R. (2010, November). *Florida middle school principals acknowledge the seriousness of student cyberbullying*. Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.
5. Onwuegbuzie, A. J. & **Hahs-Vaughn, D. L.** (2009, November). Quality of abstracts in articles submitted to a scholarly journal: A mixed-methods case study of the journal *Research in the Schools*. Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.
6. Wallace, T., **Hahs-Vaughn, D. L.**, & *Stevison, M. (2008, November). *Education dissertation consistency with recommended guidelines for measurement reporting*. Paper presented at the Florida Educational Research Association annual meeting, Orlando, FL.
7. **Hahs-Vaughn, D. L.**, Wallace, T., & *Stevison, M. (2008, November). *Education dissertation consistency with recommended guidelines for effect size reporting*. Paper presented at the Florida Educational Research Association annual meeting, Orlando, FL.
8. Gill, M. & **Hahs-Vaughn, D. L.** (2008, September). *Does it work? A guide to investigating the efficacy of interventions in educational research*. Paper presented at the Florida Association of Teacher Educators annual meeting, Orlando, FL.
9. Atallah, J., Kufel, M., Little, M. E., **Hahs-Vaughn, D. L.**, Hock, M. (2008, June). *FUSION reading: Evaluating the effects of a multi-component reading intervention on adolescent struggling readers*. Paper presented at the Just Read Florida conference, Orlando, FL.

State presentations continued...

10. **Hahs-Vaughn, D. L.** (2008, April). *Hierarchical linear modeling analysis of the relationship of statistical literacy, statistical reasoning, and statistical thinking to course delivery format for an introductory statistics class.* Paper presented at the University of Central Florida research week, Orlando, FL.
11. Zygouris-Coe, V. & **Hahs-Vaughn, D. L.** (2005, April). *Estimating school effects on teachers' knowledge of reading and reading instruction: Using HLM to estimate teacher knowledge in the Florida Online Reading Professional Development.* Paper presented at the Florida Reading Research Conference, Tallahassee, FL.
12. Zygouris-Coe, V. & **Hahs-Vaughn, D. L.** (2004, February). *Teacher knowledge, instructional practice, and student performance: A collaborative research project.* Paper presented at the Multi-University Reading, Mathematics, and Science Initiative, Tallahassee, FL.
13. Pate, S. & **Hahs, D. L.** (1999, July). *Drowning in information while starving for knowledge.* Paper presented at the University of Southern Mississippi Reading Conference, Hattiesburg, MS.
14. **Hahs, D. L.** (1999, March). *The evolution of scientific method in interactive theories.* Paper presented at the University of Alabama Graduate Student Research Conference, Tuscaloosa, AL.

EVALUATION & RESEARCH CONSULTATION

An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.

The Morgridge International Reading Center (MIRC) at the University of Central Florida (UCF) was selected as the state of Florida's research center to establish a research protocol and to examine the effects of the Istation Reading program on the reading performance of students enrolled in grades pre-K – 5 in Florida schools beginning with the 2014 – 2015 school year.

Investigators: Robinson, S., Campbell, L., Lambie, G.,
Hahs-Vaughn, D. L., Bai, H.

Funding agency: State of Florida

External Evaluator, Arkansas State University's Itest Project (CSI: Classroom Student Investigations)

PI: K. Yanowitz; Co-PIs: A. Ross, T. McKay
Funding agency: National Science Foundation
(2012-2013 to 2015-2016; \$1,014,630)

External Evaluator, University of Central Florida's Exceptional Education Program's BRIDGES program for masters students funded by the Office of Special Education, U.S. Department of Education
(2011-2013; \$500,000)

External Evaluator, National Science Foundation CAREER Award for Dr. Bobby Jeanpierre (2008-2009; 2011; \$691,955)

Director of Design & Analysis, Reading Intervention Research in Florida Grant (2007-2008)
Assisted in the design of the study, conducting statistical analyses, and writing results

Member, Evaluation Sub-committee, Project CENTRAL (2003-2008)

Florida Online Reading Professional Development (2003-2004)
Wrote evaluation plan, compiled results, assisted in writing state reports, supervised doctoral student evaluation assistants

Cleveland Avenue YMCA Community Technology Center (2003-2004)
Wrote evaluation plan, developed assessment instruments, compiled results, assisted in writing federal reports

**FEDERAL OR
STATE AGENCY
SERVICE:
FUNDING
APPLICATION
PROPOSAL
REVIEWER**

Reviewer (ad hoc), Methodology, Measurement and Statistics (MMS) (14-574), National Science Foundation (November 2016)

The Methodology, Measurement, and Statistics (MMS) Program is an interdisciplinary program in the Directorate for Social, Behavioral, and Economic Sciences that supports the development of innovative, analytical, and statistical methods and models for those sciences.

Reviewer, Head Start Child Care Research Scholars Grant Program, U.S. Department of Health and Human Services, Administration for Children and Families (July 2016)

Child Care Research Scholars grants support dissertation research on child care policy issues in partnership with State Child Care and Development Fund (CCDF) lead agencies.

Reviewer, Head Start Child Care Research Scholars Grant Program, U.S. Department of Health and Human Services, Administration for Children and Families (July 2011)

Child Care Research Scholars grants support dissertation research on child care policy issues in partnership with State Child Care and Development Fund (CCDF) lead agencies.

Reviewer, Graduate Assistance in Areas of National Need (GAANN), U.S. Department of Education (January 2007)

The GAANN program provides graduate fellowships to students pursuing doctoral degrees in areas of national need.

Reviewer, Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Program, U.S. Department of Education (July 2006)

Comprehensive Program applications may address any topic having to do with the improvement of postsecondary education. This year's competition, focused on: a) Improving teacher preparation in science and mathematics; b) Promoting continuing academic progress from high school through college; and c) Developing administrative and instructional efficiencies to broaden access to high quality, affordable postsecondary education

Reviewer, Teacher Professional Continuum (TPC), National Science Foundation (November 2005)

Addresses critical issues and needs regarding the recruitment, preparation, induction, retention, and life-long development of K-12 science, technology, engineering, and mathematics (STEM) teachers. The program supports Research Studies, Resources for Professional Development, and Conferences and Symposia.

Reviewer, Multi-University Reading, Mathematics and Science Initiative (MURMSI), Learning Systems Institute, Florida State University (July 2005)

MURMSI is a federally-funded project involving collaboration with multiple stakeholders deigned to measurably improve teaching and learning in reading, mathematics, and science in Florida's K-12 schools, with a special emphasis on students considered "at risk" due to economic or other conditions. This project seeks to develop a deeper understanding of ways to improve reading, mathematics, and science education in Florida through strategically planned research and action plans

Reviewer, Graduate Assistance in Areas of National Need (GAANN), U.S. Department of Education (January 2004)

The GAANN program provides graduate fellowships to students pursuing doctoral degrees in areas of national need.

Reviewer, Improving Literacy through School Libraries Program, U.S. Department of Education (May 2003)

Promotes comprehensive local strategies to improve student reading achievement by improving school library services and resources.

Reviewer, Computer Science, Engineering, and Mathematics Scholarship Program (CSEMS), National Science Foundation (April 2002)

Provides grants to colleges and universities to support scholarships for academically talented, financially needy students, enabling them to enter the high-technology workforce following completion of an associate, baccalaureate, or graduate-level degree in computer science, computer technology, engineering, engineering technology, or mathematics.

**FEDERAL OR
STATE AGENCY
SERVICE:
ALTERNATE
FUNDING
APPLICATION
PROPOSAL
REVIEWER**

Alternate reviewer, Child Care Administrative Data Analysis grant program, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation (July 2013)

These cooperative agreements fund research and evaluation activities that primarily involve the analysis of child care administrative data.

Alternate reviewer, Ronald E. McNair Postbaccalaureate Achievement Program, U.S. Department of Education (July 2007)

This program prepares participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

Alternate Reviewer, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), U.S. Department of Education (August 2000)

GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The five-year grant provide services at high-poverty middle and H.S. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through H.S.

**TECHNICAL
REPORTS**

(Non-Refereed)

* denotes graduate student

Swan, B., DeStefano, C., Middleton, A., **Hahs-Vaughn, D. L.**, & Terrio, S. (2014). *Florida XCEL-IT: Information technology careers for rural areas: Year 1 annual evaluation report*. (Rep. No. CF_TAACCCT2013.Y1S). Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

Little, M. & **Hahs-Vaughn, D. L.** (2009). *Results of the intervention research in secondary reading*. Orlando: University of Central Florida, Project CENTRAL.

Hahs-Vaughn, D. L. (2007). *Analyzing data*. Handbook on using Excel for analyzing quantitative data submitted to the UCF/Orlando Science Center Holmes Partnership. Orlando: University of Central Florida.

Little, M. & **Hahs-Vaughn, D. L.** (2006). *Results of a comprehensive plan for improved content literacy for secondary students: Palm Beach County Content Enhancement Routines research report*. Orlando: University of Central Florida, Project CENTRAL.

Hahs-Vaughn, D. L. (2004). *A how-to guide for SPSS basics*. Manuscript submitted to Project CENTRAL for staff use.

Hahs-Vaughn, D. L. & *Terilli, J. (2004). *TREKA item analysis*. Orlando: University of Central Florida.

Hahs-Vaughn, D. L., *Yao, Y., & *Fiedler, R. (2004). *Florida Online Reading Professional Development preliminary evaluation report*. Orlando: University of Central Florida, Department of Educational Research, Technology, and Leadership.

Hahs-Vaughn, D. L. (2003). *A teacher's guide to using the Wilcoxon signed-rank test in action research*. Manuscript submitted to Project CENTRAL to be used for in-service professional development.

**WORKSHOPS/
WEBINARS**

Hahs-Vaughn, D. L. (2017, March). *Blended content and assignments*. Webinar presented as part of BlendKit through the University of Central Florida, Orlando, FL.

Dr. Debbie Hahs-Vaughn was an invited speaker for "BlendKit" an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Hahs-Vaughn, D. L. (2016, May). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2016, January). *Preparing to teach in a hybrid learning environment*. Invited presentation (one of only two faculty across campus) to speak to Windermere Preparatory School faculty and administrators. University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2016, January). *Preparing your Research Excellence Award materials*. Presentation at the UCF Center for Success of Women Faculty Excellence Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2015, March). *Blended content and assignments*. Webinar presented as part of BlendKit 2015 through the University of Central Florida, Orlando, FL.

Dr. Debbie Hahs-Vaughn was an invited speaker for "BlendKit2015" an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Hahs-Vaughn, D. L. (2015, March). *Preparing your Teaching Incentive Program (TIP) materials*. Presentation at the UCF TIP and SoTL Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2015, January). *Preparing your Research Excellence Award materials*. Presentation at the UCF Excellence Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2014, May). *Blended content and assignments*. Webinar presented as part of BlendKit 2014 through the University of Central Florida, Orlando, FL.

Dr. Debbie Hahs-Vaughn was an invited speaker for "BlendKit2014" an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Hahs-Vaughn, D. L. (2013, May). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Workshops/webinars continued...

Hahs-Vaughn, D. L. (2011, July). *Hybrid learning instruction*. Webinar presented as part of BlendKit 2011 through the University of Central Florida, Orlando, FL.

Dr. Debbie Hahs-Vaughn was an invited speaker for "BlendKit2011" a five-week open, online faculty development course for an international cohort of nearly 200 blended learning instructors and developers offered from July-August 2011 as part of UCF/AASCU's Next Generation Learning Challenges project (see <http://nextgenlearning.org/the-grants/wave-I-winners#41>). The recordings of the presentation remain a part of the "BlendKit Course" open courseware materials on the <http://BlendedLearningToolkit.org> website where they continue to be used regularly (see <http://blended.online.ucf.edu/blendkit-course-real-time-sessionsarchive>.)

Hahs-Vaughn, D. L. (2011, May). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2011, February). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2009, October). *Preparing presentation of your research for a Research Incentive Award*. Presentation at the Research Incentive Award Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2009, February). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2008, January). *Analyzing data using Excel 2007*. Presentation at the University of Central Florida/Orlando Science Center Holmes Partnership meeting, Orlando, FL.

Hahs-Vaughn, D. L. (2007, September). *Telling our stories through student outcome data: Ideas on building a research study*. Presentation at the University of Central Florida/Orlando Science Center Holmes Partnership meeting, Orlando, FL.

Hahs-Vaughn, D. L. (2006, September). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2004, October). *Lessons from a novice web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2004, February). *A how-to guide for SPSS basics*. Workshop presented to University of Central Florida's Project CENTRAL staff and exceptional education doctoral students.

Workshops/webinars continued...

Hahs, D. L. (1999, June). *Crunching numbers: The down and dirty of quantitative research*. Invited lecture to Action Research in Education course, University of Alabama, Tuscaloosa, AL.

**SOFTWARE BETA
TESTER**

SPSS Version 25 Beta Tester (November 2016)

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

SPSS Version 24 Beta Tester (November 2015)

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

SPSS Version 23 Beta Tester (November-December 2014)

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

SPSS Version 22 Beta Tester (May-June 2013)

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

SPSS Version 21 Beta Tester (May-June 2012)

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

**BOOK
ENDORSEMENTS**

Requested endorsement for marketing materials. Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York: Guilford.

Requested endorsement. Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2010). *IBM SPSS for introductory statistics (4th ed.)*. New York: Routledge/Taylor Francis.

Requested endorsement that appears on the back cover of the textbook. Schumacker, R. & Lomax, R. G. (2010). *A beginner's guide to structural equation modeling*. (3rd ed.) New York: Routledge/Taylor Francis.
This text is a "best-selling" textbook per the publisher.

Requested endorsement that appears on the back cover of the textbook. Heck, R. H., Thomas, S. L., & Tabata, L. N. (2010). *Multilevel and longitudinal modeling with IBM SPSS*. New York: Routledge/Taylor Francis.
This text is poised to make a significant impact in the field as it is the first textbook to illustrate how to use SPSS for multilevel modeling.

Requested endorsement that appears on the back cover of the textbook.
Kline, R. B. (2010). *Principles and practice of structural equation modeling*. (3rd ed.). New York: Guilford.

This text is a "best-selling" textbook and is part of the *Methodology in the Social Sciences Series* which is edited by Dr. Todd D. Little.

BOOK REVIEWER Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (3rd ed.). Upper Saddle River, NJ: Pearson.

BOOK CHAPTER REVIEWER Author not identified. (2015). *Practical propensity score methods*. SAGE.

Heck, R., Thomas, S., & Tabata, L. (2010). *Advanced multilevel and longitudinal modeling with IBM SPSS*. New York: Routledge/Taylor & Francis.

Kline, R. B. (2009). *Principles and practice of structural equation modeling*. New York: Guilford Press.

Heck, R., Thomas, S., & Tabata, L. (2008). *Multilevel modeling with IBM SPSS*. New York: Routledge/Taylor Francis.

Davey, A. & Savla, J. (2008). *Statistical power with missing data: A structural equation modeling approach*. New York: Routledge/Taylor Francis.

BOOK PROPOSAL REVIEWER Mulvenon, S. W. (reviewed 2014). *The philosophy, policy, and mathematics of effective educational assessment*. New York, NY: Routledge/Taylor & Francis.

Stapleton, L. M. (reviewed 2011). *A guidebook for using national and international probability sample datasets for research in education*. New York: Guilford Press.

Author not identified. (reviewed 2010). *Research methods and data analysis using SPSS*. CRC Press.

Author not identified. (reviewed 2010). *100 questions (and answers) about research methods*. Sage.

-Author not identified. (reviewed 2007). *Statistics in psychological research*. Thomson Wadsworth.

Author not identified. (reviewed 2007). *The art & practice of statistics*. Thomson Wadsworth.

Author not identified. (reviewed 2005). *Action research: From design to practice*. Jossey Bass.

Author not identified. (reviewed 2005). *Applied educational research design: Methods, measurement, statistics, and interpretation of it all*. Sage.

Author not identified. (reviewed 2003). *Designing and conducting research in education and the social sciences*. Sage.

**COURSE
REVIEWER**

AP Statistics course; modules reviewed for the Florida Virtual School (March-May 2009).

**NATIONAL
DATABASE
EXPERIENCE**

Beginning Postsecondary Students Longitudinal Study 1990/1992/1994 (Restricted license; National Center for Educational Statistics)

Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999 (Public use data; National Center for Educational Statistics)

Head Start Family and Child Experiences Survey (FACES) 1997 & 2000 (Restricted license; Administration for Families and Children)

National Study of Postsecondary Faculty 1993 and 1999 (Restricted license; National Center for Educational Statistics)

Schools and Staffing Survey (SASS) 1999-2000 and Teacher Follow-Up Survey (TFS) 2000-2001 (Public use data; National Center for Educational Statistics)

Survey of Doctorate Recipients 1997 (Restricted license; National Science Foundation)

Statistics for Educational Data (EDF 6401; master's)

- Formats taught: online, hybrid, face-to-face with web and personalized learning
- *The purpose of this course is to familiarize students with elementary descriptive and inferential statistics (t tests, chi square tests, bivariate correlation coefficients) so as to enable one to select appropriate methods and be able to apply them. While students are not expected to become expert statisticians, it is expected that given a specific research situation, students will know which method(s) to consider, select an appropriate method, and be able to conduct an analysis of research data. Emphasis is on understanding concepts rather than on derivation of formula, although statistical theory is not excluded.*
- *I was the first faculty in the Methodology, Measurement, and Analysis program to develop a quantitative statistics course into a fully online course*
- *I was the first UCF faculty to incorporate personalized learning into a graduate course and one of only four UCF faculty who piloted personalized learning*
- *My use of personalized learning with this course was highlighted as a pioneering work in an EDUCAUSE research bulletin*
- ***Nominated for Florida Distance Learning Consortium Course Showcase (January 2011)***
- *This course uses personalized (adaptive) learning. I was the first faculty at UCF to use adaptive learning for a graduate level course, and one of about five faculty that are currently piloting adaptive learning at UCF. Adaptive learning uses algorithms to adapt the presentation of the instructional material according to students' learning needs based on responses to questions.*
- *Highlighted in 1st place winner of the 2017 Horizon Report Video Competition (Educause Learning Initiative):*
<https://vimeo.com/201201660>;
<https://events.educause.edu/eli/annual-meeting/2017/agenda/2017-horizon-video-competition>

Measurement & Evaluation in Education (EDF 6432; master's)

- Formats taught: web enhanced
- *This course introduces students to basic test and measurement concepts and applications for the classroom. Topics include, among others, planning assessment, item types, authentic assessments, crafting performance tasks, formative and summative evaluation, grading student progress, test types, ethics.*

Fundamentals of Graduate Research Methods (EDF 6481; master's)

- Formats taught: online, hybrid, face-to-face with web, face-to-face
- *This course introduces students to the research process and prepares students to critically evaluate research in education.*

Quantitative Foundations of Educational Research (EDF 7403; doctoral)

- Formats taught: hybrid, face-to-face with web
- *This course introduces students to quantitative statistical concepts and prepares students to work with data and statistical ideas, using statistical procedures effectively in research. Topics include, among others, analysis of variance (ANOVA), factorial ANOVA, random and mixed effects ANOVA, hierarchical and randomized block ANOVA, simple and multiple linear regression, analysis of covariance.*

Multivariate Statistics in Education (EDF 7406; doctoral)

- Formats taught: hybrid
- *This course familiarizes students with multivariate statistical methods emphasizing the implementation and interpretation of these methods. Procedures include discriminant analysis, logistic regression multivariate analysis of variance, multilevel modeling, confirmatory factor analysis, and complex samples.*

Survey Research (EDF 7463; doctoral)

- Formats taught: hybrid
- *The purpose of this course is to familiarize students with the theory and practice of survey research as a means of data collection. This course is intended as a general introduction to survey research and as such, covers basic concepts related to survey methodology. The steps in conceptualizing, designing, and conducting a survey are covered. While introductory in some sense, the nature of this course is to move students toward a better understanding of survey research methodology with the continued goal of providing skills with which students can become a better consumer and producer of research, focusing on survey research. Topics include, among others, coverage and sampling, item construction, cognitive interviewing, survey modes, response rate and nonresponse, exploratory factor analysis, reliability and item analysis, confirmatory factor analysis.*

Research in Leadership I (EDF 7471; doctoral)

- Formats taught: hybrid
- *This course builds on existing knowledge regarding research design and methods, further integrating students to the research process and continuing to build skills to critically evaluate and design rigorous research in education. Topics include, among others, causal inference, quasi-experiments (including propensity score analysis, regression discontinuity), measurement and testing, meta-analysis, value added research, ethics, reporting data and research.*

Multilevel Data Analysis (EDF 7474, doctoral)

- Formats taught: face-to-face
- *This course considers the statistical foundations of multilevel linear models and focuses on their application in education and the behavioral sciences.*

Advanced Research Methods (EDF 7476, doctoral)

- Formats taught: hybrid
- *This course delves deep into research methods and interacts with the material in multiple ways (e.g., reading research that has applied various research designs, thinking more deeply about how science works, and additional activities such as methodological critiques). The course concentrates on designing research first (i.e., designing a study given a research design or given a research scenario or data) and then selecting statistical procedures to support the research question and research design. Topics include, among others, experimental designs and archival designs (systematic reviews, meta-analysis, complex samples).*

COURSES/ CERTIFICATES DEVELOPED

- *Advanced Quantitative Methodologies Graduate Certificate* (doctoral level)
Approved in 2015, the graduate certificate provides advanced coursework for researchers of all disciplines to use quantitative data to answer complex research problems with sophisticated statistical procedures. *This is UCF's first doctoral-level certificate program, and I spearheaded this effort.*
- Developed *Advanced Research Methods* (EDF 7476) into a service learning course
Approved for service learning in May 2014, this is the first methodology course that has been developed into a service learning course.
- Proposed *Data Driven Decision Making for Instruction* (EDF 6472)
Approved in 2011; the course is designed to help students understand how to design a research study, understand basic measurement principles, collect/analyze data, interpret results, report findings, and apply research-to-practice in applied settings.
- Proposed *Multilevel Data Analysis in Education* (EDF 7474)
Approved in 2004
- Proposed *Application of Nonparametric and Categorical Data Analysis in Education* (EDF 7410)
Approved in 2004

DOCTORAL DISSERTATION COMMITTEES

50 total dissertation committees served that have successfully defended (*currently serving on approximately 5 additional committees that are still in progress*)

- **4** committees as chair
- **15** committees as co-chair
- **31** committees as member

Dissertations successfully defended as CHAIR

- Lavery, M. (2016). *A priori analysis of error and bias in value-added models.*
- Gardner, C. (2014). *An exploration of communication perceptions between elementary school staff and the parents of the children they serve.*
- Stevison, M. (2009). *Teaching presence at the Florida Online Reading Professional Development (FOR-PD) program: A confirmatory factor analysis.*
- Norris, M. (2008). *Bullying in central Florida middle schools.*

Dissertations successfully defended as CO-CHAIR

1. Acharya, P. (2015). *Modeling autocorrelation and sample weights in panel data: A Monte Carlo simulation study.*
2. Harper, T. (2013). *The relationship of participation in a summer transition program for at-risk ninth grade students and their progress towards on-time graduation.*
3. Griffin, W. (2013). *Improving on-time graduation for at-risk students: Perceptions of interventions intended to improve on-time graduation in one Florida school district.*
4. Sanchez, J. (2013). *The relationship of participation in a summer transition program for at-risk ninth grade students and their performance in algebra.*
5. Smith, B. E. (2011). *The role of social networking as a form of teacher personal professional development.*
6. Trogan, A. L. (2011). *A comparison of routes to certification: Instructional decisions and teacher preparation.*
7. Dyer, K. (2011). *A comparison of eighth grade reading proficiency on state assessments with the National Assessment of Educational Progress.*
8. Bradshaw, L. (2010). *Practices of high school principals regarding open enrollment in Advanced Placement courses and student performance results in 2009.*
9. Connors, L. (2010). *A comparison of 2007-2009 achievement for advancement via Individual Determination (AVID) students and non-AVID students in select central Florida high schools.*
10. Gardner, M. (2010). *Principals' perceptions of cyberbullying policies in selected Florida middle schools.*
11. Schellhase, K. C. (2009). *Are approaches to teaching and/or student evaluations of instruction scores related to the amount of faculty formal educational coursework?*
12. Craddock, J. (2009). *Interrater reliability of psychomotor skill assessment in athletic training.*

13. McArdle, M. (2008). *Leadership orientations of community college presidents and the administrators who report to them: A frame analysis.*
14. Sanders, K. (2008). *An analysis of Florida public community college foundation performance measures from 2002-2004.*
15. Gaught, W. (2006). *Central Florida high school principal's perceptions of the Florida School Indicators Report.*

Dissertations successfully defended as COMMITTEE MEMBER

1. Zadroga, C. A. (2016). The relationship between comprehension of descriptive and sequential expository texts and reader characteristics in typically developing kindergarten children.
2. Timpe, E. M. (2016). *Effects of a mixed-mode instructional program on the communicative turns of preschoolers who use augmentative and alternative communication.*
3. Vatalore, A. (2015). *A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps.*
4. Telesca, L. (2015). *The effect of a metalinguistic approach to sentence combining on written expression in eighth grade science for students who struggle with literacy.*
5. Carter, J. D. (2014). *Multiple-case study and exploratory analysis of the implementation of value-added teacher performance assessment on eighth grade student achievement in Ohio, Pennsylvania, and Tennessee.*
6. Davis, K. (2014). *Comprehension of science text by African American fifth and sixth grade students: the effects of a metalinguistic approach.*
7. Mela, C. A. (2013). *An analysis of the School Board of Brevard County instructional personnel performance appraisal instrument and the validity of its components .*
8. Malani, M. (2012). *Effects of a reading strategy with digital social studies texts for eighth grade students.*
9. Shelby, J. (2011). *A comparison of eighth grade athletes and non-athletes academic achievement, time spent on homework, future educational goals, and socioeconomic status.*
10. Murza, K. A. (2011). *Effects of a reading inference strategy intervention on the reading and social inference abilities of adults with asperger syndrome.*
11. Sasser, J. (2010). *Elementary teachers' perceived mathematics anxiety and teaching efficacy in relationship to students' mathematics achievement.*
12. Pepe, J. (2010). *Student perceptions of general education courses.*
13. Sullivan, L. (2009). *Post-implementation success factors for enterprise resource planning systems in higher education institutions.*
14. Putney, N. (2008). *A descriptive study of digital communication tools used in online high school courses.*
15. Pacheco, A. (2007). *Cooperative education as a predictor of baccalaureate degree completion.*

16. Zgonc, K. (2007). *The impact of co-teaching on student learning outcomes in secondary social studies classrooms implementing content enhancement routines.*
17. Mack, A. (2006). *Differences in academic performance and self-regulated learning based on level of student participation in supplemental instruction.*
18. Roman, M. (2006). *Student retention in Florida community colleges: CCSSE's retention index and Florida accountability measures.*
19. Trees, D. (2006). *Leadership orientations of senior administrators at American metropolitan universities.*
20. Holt, K. (2006). *Constructs unique to two Volusia County elementary writing programs.*
21. Van Dusen, L. (2005). *Community college leadership in the 21st century.*
22. Ernst, M. (2005). *Relationship between adolescent behavior and civic engagement.*
23. Recascino, A. (2005). *Email utilization by university employees and its relationship to job satisfaction.*
24. Campbell, J. (2005). *Evaluating teacher performance in higher education: The value of student ratings.*
25. Decker, B. (2005). *The participation of occupational therapy faculty in clinical practice.*
26. Weidman, D. (2005). *Analysis of international student enrollments at a Florida public university.*
27. Davis, L. (2005). *An investigation of student success between Associate of Arts and non-Associate of Arts transfer students.*
28. Fisher, T. (2005). *A comparison of the perceived leadership characteristics of central Florida middle and high school principals and school achievement scores.*
29. Vanderbleek, L. (2005). *Couple play as a predictor of couple bonding, physical health, and emotional health.*
30. Morgan, N. (2005). *Characteristics associated with the effectiveness of resource development programs at Florida community colleges.*
31. Hanna, R. (2005). *Attainment of doctoral degree for American Indian and Alaskan Native women.*

**MASTER'S THESES
COMMITTEES**

1. Gewin, A. (2014). *Evaluating the effectiveness of culturally relevant substance abuse prevention in Ukraine.*
2. Anderson, P.J. (2010). *Understanding parent's perceptions of their kindergarten children's transition to school.*
3. Chappell, J. (2010). *Project CHILD and non-project CHILD school performance on FCAT reading, mathematics, and writing.*
4. DeNoons P. (2007).

**HONORS IN THE
MAJOR
(UNDERGRADUATE
THESIS)**

1. Twyman, A. (2015). *An investigation into the use of evidence-based interventions in classrooms for children with autism spectrum disorder.*
2. Timson, M. (2010). *Assessing efficacy of stuttering treatments using single-subject design research: A systematic review.*

**ADVANCED
TRAINING &
PROFESSIONAL
DEVELOPMENT**

Cost-effectiveness Cost Benefit Analysis Methods Training Course
(2015 held at Teachers College, Columbia University)

- *Competitive selection process; 22/60 accepted*

Return on Investment Institute (2015)

American Educational Research Association Faculty Institute for the
Teaching of Statistics with Large-scale Datasets Fellow (2011
held at Stanford University)

- *Competitive selection process*
- *Served as faculty mentor during the institute*

Hierarchical Linear Modeling (2008; instructed by B. McCoach and A.
O'Connell; held at the University of Connecticut)

Quasi-Experimental Design and Analysis Workshop
(2006; instructed by W. R. Shadish and T. D. Cook; held at
Northwestern University)

- *Competitive selection process*

Advanced Structural Equation Modeling
(2005; instructed by K. Joreskog and K. Bollen)

Hierarchical Linear Modeling (2004; instructed by S. Raudenbush)

American Educational Research Association Institute on Statistical
Analysis for Education Policy Fellow (2004; instructed by S.
Raudenbush and focusing on the Early Childhood Longitudinal
Study-Kindergarten Class of 1998-1999)

- *Competitive selection process*

National Center for Education Statistics/Association for Institutional
Research National Database Training Institute (2000)

- *Competitive selection process*

National Science Foundation Summer Institute (1999)

- *Competitive selection process*

SERVICE

Secretary/Treasurer, American Educational Research Association (AERA) Structural Equation Modeling Special Interest Group (SIG) (two year term; 2015-2016 and 2016-2017)

PROFESSIONAL ORGANIZATION SERVICE:

Secretary/Treasurer, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (two year term; 2013-2014 and 2014-2015)

LEADERSHIP POSITIONS

Member, American Educational Research Association's Advanced Studies of National Databases Special Interest Group Outstanding Dissertation Award Selection Committee (2012-2013)

Treasurer, Florida Educational Research Association (2011- 2012 and 2012-2013)

Nominations Committee Member for SIG Officers, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2011 Annual Meeting)

Chair, American Educational Research Association (AERA) Advanced Studies of National Databases (ASOND) Special Interest Group (SIG) (2010 & 2011 Annual Meetings)
Responsibilities include general administration of the SIG; ensuring SIG bylaws are followed; acting as liaison between the SIG and AERA and the SIG and the SIG Executive Committee; and presiding over all meetings of the Executive Committee and at the AERA annual meeting.

Nominations Committee (with L. Stapleton & D. Pastor), American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2010 Annual Meeting)

Program Chair, American Educational Research Association (AERA) Advanced Studies of National Databases (ASOND) Special Interest Group (SIG) (2009 Annual Meeting)
Responsibilities included soliciting reviewers to review proposals; reviewing reviewers' qualifications; selecting and assigning reviewers to review proposals; monitoring progress of reviews; evaluating reviews and making decisions to accept/reject proposals; corresponding with submitters on decisions; creating sessions for the 2009 AERA program; selecting ASOND SIG business meeting speaker

American Evaluation Association Social Program Committee Member (2009)

Florida Educational Research Association Annual Conference Planning Committee Member & Local Arrangements Chair (2008 & 2009)

Reviewer, American Evaluation Association Quantitative Topical Interest Group proposals (2008)

Program Co-Chair (with Dr. Laura Stapleton), American Educational Research Association Advanced Studies of National Databases Special Interest Group (2008 Annual Meeting)
Responsibilities included soliciting reviewers to review proposals; reviewing reviewers' qualifications; selecting and assigning reviewers to review proposals; monitoring progress of reviews; evaluating reviews and making decisions to accept/reject proposals; corresponding with submitters on decisions; creating sessions for the 2008 AERA program; selecting ASOND SIG business meeting speaker

Member, American Educational Research Association Educational Statisticians Special Interest Group Service Award Committee (2007-2008)

Editor, American Educational Research Association Educational Statisticians Special Interest Group Newsletter (with S. Sivo and L. Witta; 2004-2014)

Member, Multi-University Reading, Mathematics and Science Work Group (2003-2004);
The purpose was to develop and prioritize a research agenda for reading, mathematics, and science education in Florida and consisted of university faculty in education and arts and sciences, the Florida Department of Education, superintendent and principal associations, and educators in public school districts

**PROFESSIONAL ORGANIZATION SERVICE:
OTHER (PROPOSAL REVIEWER, SESSION CHAIR, SESSION DISCUSSANT)**

Panel Reviewer, American Educational Research Association (AERA) Structural Equation Modeling Special Interest Group (SIG) (2017 Annual Meeting)

Panel Reviewer, American Educational Research Association (AERA) Advanced Studies of National Databases (ASOND) Special Interest Group (SIG) (2010-2017 Annual Meetings)

Discussant, American Educational Research Association Advanced Studies of National Databases Special Interest Group Paper Session (2006-2008, 2013)

Proposal reviewer, Florida Educational Research Association (2011-2012, 2014)

Discussant, American Educational Research Association Division D (Measurement & Research Methodology) (2011 Annual Meeting)

Panel Reviewer, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2010, 2014-2017)

Reviewer, American Evaluation Association Quantitative Topical Interest Group proposals (2008)

Chair, American Educational Research Association Structural Equation Modeling Special Interest Group Paper Sessions (2005-2008)

Chair, American Educational Research Association Educational Statisticians Special Interest Group Paper Sessions (2004-2008)

Reviewer, American Educational Research Association National Databases Special Interest Group proposals (2004-2009)

Reviewer, American Educational Research Association Educational Statistics Special Interest Group proposals (2003-2009)

Reviewer, American Educational Research Association Division D Section 1, Educational Measurement, Psychometrics, and Assessment proposals (2003-2009)

Reviewer, American Educational Research Association Structural Equation Modeling Special Interest Group proposals (2002-2008)

**EDITORIAL/
JOURNAL
RESPONSIBILITY**

Executive Editor (Measurement, Statistics, and Research Design section), *Journal of Experimental Education* (2009-December 2013)

Five-Year Impact Factor: 1.346

Ranked in the top one-third of education and educational research journals based on current impact (64th out of 224 journals in this category) and five year impact factor (73rd out of 224 journals in this category)

© 2014 Thomson Reuters, Journal Citation Reports

Editorial Board, *Journal of Experimental Education* (2004-2009, 2014-present)

Five-Year Impact Factor: 1.346

Ranked in the top one-third of education and educational research journals based on current impact (64th out of 224 journals in this category) and five year impact factor (73^d out of 224 journals in this category)

© 2014 Thomson Reuters, Journal Citation Reports

Reviewer, *Communications in Statistics* (2015-present)

Reviewer, *Social Science and Medicine* (2014-present)

Impact factor (5-year): 3.568

SCImago Journal Rank (SJR): 1.789

Source normalized impact per paper (SNIP): 1.854

Reviewer, *British Medical Journal Open* (2014-present)

Impact factor: 2.063

Reviewer, *Literacy Research and Instruction* (2012-present)

Reviewer, *Educational Assessment, Evaluation and Accountability* (2012-present)

Reviewer, *Reading Research Quarterly* (2011-present)

Impact factor (5-year): 2.557

Ranking: Top 5% (10th of 219 in education and educational research)

© 2013 Thomson Reuters, Journal Citation Reports

Reviewer, *Journal of Educational Psychology* (2010-present)

Publication of the American Psychological Association

ISI impact factor: 3.158

Ranking: Top 8% (4 of 51 in psychology-educational)

Reviewer, *Psychological Methods* (2008-present)

Publication of the American Psychological Association

ISI impact factor: 4.315

Ranking: Top 7% (9 of 126 in psychology-multidisciplinary)

Consulting Editor (Editorial Board), *Journal of Experimental Education* (2006-2009; 2014-present)

Five-Year Impact Factor: 1.346

Ranked in the top one-third of education and educational research journals based on current impact (64th out of 224 journals in this category) and five year impact factor (73^d out of 224 journals in this category)

© 2014 Thomson Reuters, Journal Citation Reports

Reviewer, *Teacher's College Record* (2006-present)

Impact (5-year): 1.191

Ranking: Top 28% (61/219 in education and educational research)

© 2013 Thomson Reuters, Journal Citation Reports®

Editorial Review Board, *Research in the Schools* (2000-present)
2007 Research in the Schools Reviewer of the Year

Editorial Board, *UCF Undergraduate Research Journal* (2005-present)

**EXTERNAL
EVALUATION:
TENURE &
PROMOTION**

External evaluator, tenure and promotion, Syracuse University
(fall 2016)

External evaluator, tenure and promotion, University of Louisville
(summer 2014)

External evaluator, tenure and promotion, University of Missouri-
Kansas City (summer 2012)

External evaluator, tenure and promotion, University of
Massachusetts-Lowell (summer 2012)

**UNIVERSITY
STANDING
COMMITTEE
SERVICE
(University of
Central Florida)**

Member, Florida Consortium of Metropolitan Research Universities
Predictive Analytics Committee (2015-present)

Faculty Senate At-Large Member (2015-2017)

Faculty Senate Personnel Committee (2015-2017)

Member, University Research Incentive Award (RIA) Selection
Committee (2010)

Member, UCF Bookstore Advisory Committee (2005-2009)

Member, College of Education Undergraduate Admissions & Retention
Committee (2004-2006; 2008-2009)

Member, Department of Educational Research, Technology, &
Leadership Curriculum Committee (2004-2006)

**COLLEGE OF
EDUCATION
STANDING
COMMITTEE
SERVICE
(University of
Central Florida)**

Alternate, Graduate Admissions and Retention Committee (2014-
2015; 2015-2016)

Sabbatical Committee (2013-2014 to 2015-2016)

Alternate, Graduate Curriculum and Standards Committee (2012-
2014)

Member, Faculty Council (2009-2012, 2015-2016)

Member, Research Incentive Award (RIA) Selection Committee (2010)

Member, Honors in the Majors Committee (2007-2009)

Member, Masters Admission and Retention Committee (2007-2010)

Member, Teaching Incentive Program (TIP) Selection Criteria & Procedures Committee (2007)

Chair, Undergraduate Admissions & Retention Committee (2006-2007)

Co-Vice Chair, Masters Admission and Retention Committee (2006-2007)

**DEPARTMENT
STANDING
COMMITTEE
SERVICE
(University of
Central Florida)**

Member, Educational and Human Sciences Instructor and Lecturer Promotion Committee (2014-2016)

Member, Department of Educational Research, Technology, & Leadership Curriculum Committee (2008-2009)

Chair, Department of Educational Research, Technology, & Leadership Curriculum Committee (2006-2009)

**AD-HOC
COMMITTEE
SERVICE
(University of
Central Florida)**

Chair, COACHE Coordinator for Faculty Recruitment, Development, and Retention search committee (March 2017)

Member, COACHE Coordinator for the Administration of Promotion, Tenure and Awards search committee (March 2017)

Member, Marchioli Collective Impact Ideation Competition Selection Panel (March 2017)

The competition crowd-sourced the best ideas from faculty and staff across UCF to help reach UCF's strategic plan goals. Three awards of \$2500, \$1000 and \$500 will be presented to the top three ideas that have the potential to help UCF move the needle on innovation on a Collective Impact Strategic Plan metric.

Member, EOAA Director search committee (2016)

Member, Instructional Design Personnel Advisory Committee (IDPAC) (2016-2017)

The purpose of this committee is to review promotion files for instructional designers applying for promotion

Co-Chair, COACHE Nature of Work Strategy Setting Committee (spring and summer 2016)

Co-Chair, COACHE Recognition and Awards Priority Setting Committee (fall 2015)

Member, Foundations of Excellence (FoE) Transfer Study 'Transfer Engagement' Action Team Committee (2015-2016)

Co-Chair, Foundations of Excellence (FoE) Transfer Study 'Improvement Dimension' Committee (2014-2015)

**I was one of only two non-administrative faculty invited to serve on this committee.*

Since February of 2003, the Foundations of Excellence project, sponsored by the John N. Gardner Institute for Excellence in Undergraduate Education, has involved hundreds of two- and four-year colleges and universities across the country in developing the standards ("Foundational Dimensions®") that constitute a model first year. The foundation of this self-study is built on nine different "Dimensions," which serve as the intellectual framework for the FoE Process (Philosophy, Organization, Learning, Faculty, Transitions, All Students, Diversity, Roles and Responsibilities, Improvement). Each of the Dimensions has a committee. The IMPROVEMENT committee is all encompassing.

Executive Board Member, UCF School and Community Partnership (2013-present)

Member, Internal Grant Proposal Review Committee for the American Honda Foundation (September 2012)

Fellow, UCF Teaching Academy UCF School and Community Partnership (formerly the Holmes Partnership) (2012-2013; 2013-2014)

Judge, University of Central Florida Libraries Award for Excellence in Undergraduate Research (February 2012)

Judge, Cornerstone Social Entrepreneurship Competition (summer 2011)

Chair, search committee for Educational Research Instructor/Coordinator position (spring 2010)

Faculty Representative, College of Education, President Hitt's roundtable discussion on "The role of the research university in the citistate" (2009)

Faculty Fellow, Faculty Center for Teaching & Learning Department/School Liaison (2008-2010)

Member, planning committee for the College of Education's reception at the American Educational Research Association annual meeting (2008-2009)

Member, search committee for Educational Research
Assistant/Associate tenure-track faculty position
(spring/summer 2007)

Member, search committee for Wellness Research Center Coordinator
(June 2006)

Faculty representative, Allocation of seats in UCF football stadium
(2005-2006)

Member, search committee for Educational Research, Technology, &
Leadership Assistant to the Chair position (summer 2005)

Member, Evaluation Sub-committee, Project CENTRAL (2003-2009)

**UNIVERSITY
SERVICE
(University of
Alabama)**

Member, Search Committee for Juvenile Mentoring Program
Coordinator (January 2003)

Member, Cuba Working Group Fund Raising Committee (2002-2003)

Member, Undergraduate Programs and Services Committee (2001-
2004)

Member, Admissions and Retentions Subcommittee (2001-2004)

Member, Arboretum Fund Raising Committee (2001-present)

Member, McNair Scholars Program Advisory Board (2001-2003)
McNair Scholars Program

Member, GEAR UP Partners (2001-2003)

Member, Search Committee for Financial Aid Counselor (February
2001), Office of Student Financial Aid

Chair, Search Committee for Student Support Services Academic
Coordinator (July 2000)

Member, McNair Scholars Program Student Research Internship
Selection Committee (April 2000)

Member, GEAR UP Task Force (March 2000-June 2000),

Chair, Search Committee for Student Support Services Counselor
(February 2000)

Member, Center for Teaching & Learning Marketing Subcommittee
(1999-2001)

Member, Electronic Thesis and Dissertation Committee (1999-2000)
Graduate School

Co-chair, Search Committee for the Ronald E. McNair Scholars
Program
Manager (October 1999)

Member, Search Committee for the Learning Disability Services
Manager
(June 1998)

**SERVICE TO
SCHOOLS**

PI, "Building Research Skills with Teacher Researchers: A School-wide Initiative" (2012)

This was a school-wide survey research initiative, involving the School Director as well as all eight classroom teachers, researching parent satisfaction and perceptions of the inaugural year of Galileo. The results of the project were used for school improvement as well as assist in focusing marketing efforts (e.g., providing material that can be used to highlight the positive aspects of the school). This project allowed the teachers and School Director to work collaboratively in research efforts and introduced teachers to research concepts including reliability and validity, principles for writing items for survey research, and analysis of data using Excel.

Secretary, Founding & Governing Board of Directors, Galileo School for Gifted Learning (2010-present)

2015 American Psychological Association Golden Psi Award;
presented annually to a school that exemplifies the application of psychology to academic growth and social emotional health.

The Galileo School, which opened in fall 2011, is a tuition-free public charter school located in Seminole County that serves gifted and talented children and children who wish to learn in that type of environment. As a founding board member, I assisted with: writing the charter application; creating bylaws; securing a facility; completing governance training; creating marketing materials/press releases and facilitating public relations and media efforts; searching and hiring a school director; fundraising efforts; writing position descriptions and assisting to secure student interns and other positions; and other. Currently I oversee the school's IRB and perform data analysis on school data.

Co-Researcher, "A Prototype for Digital Archiving in K-12" project at Partin Elementary School (Seminole County, FL: (2007-2008)

This digital archiving project produced digital media (text, images, audio, and video) for enhancing exceptional education in public schools. By involving public school teachers and students in such a production, the project offered a means for creating an institutional archive for developing and archiving educational projects. Designed as a case study, this project serves as a prototype that can be used by other schools that wish to emulate the project.

**Co-researchers included Kerstin Hamann, Dawn Oetjen, Barry Mauer*

PI, "Teachers as Researchers" project at Partin Elementary School (Seminole County, FL) (2005-2006)

Through this Toni Jennings funded project, teachers had the opportunity to learn and develop research skills to conduct research focusing on literacy/reading to inform their practice and guide their professional development. The guiding research question was "*do perceptions of and organizational support for teacher research differ school-wide, on average, as a result of participation in this professional development?*" The nine-member Reading Leadership Team at Partin Elementary developed a research question, designed a study, and collected, analyzed, and interpreted quantitative data. The Reading Leadership Team then 'taught' techniques to the remaining teachers thus making this a school-wide initiative.

PI, "Teachers as Researchers" project at Partin Elementary School (Seminole County, FL) (2004-2005)

The focus of the Toni Jennings funded project was on infusion of quantitative statistics in action research: Using statistical software and quantitative statistics to delve into student data to better understand where group differences exist between students, targeting at-risk and low academic performing students. Three teacher-researchers who were currently conducting action research participated in a facilitated learning process from which they had the opportunity to increase their skills in understanding how to use data to inform their practice.

**SERVICE TO THE
COMMUNITY**

Advisory Board, Tangelo Park Community (Orange County, FL) (2004-present)

Various activities that support the Tangelo Park Community including attending the monthly meetings at Tangelo Park and representing UCF (along with the RITE Center). I was also directly involved in helping to gather data that was used to document the return on investment of the philanthropic efforts of Mr. Harris Rosen within the Tangelo Park Community. This entailed working directly with Orange County Public Schools and the Florida State Department of Education. Other responsibilities included creating and administering a mail survey (and submitting associated IRB paperwork and conducting focus groups for feedback) and analyzing this data for previous scholarship recipients as well as exiting high school seniors.

**SERVICE TO THE
FLORIDA
DEPARTMENT OF
EDUCATION**

FCAT Community Sensitivity Review Committee Member (April 19-20, 2004)

Reviewed potential reading passages and writing prompts as well as proposed test items for the new FCAT Writing+. The review focused on sensitive issues for the wide variety of cultural, regional, philosophical, and religious backgrounds of students in Florida and is one of the first levels of scrutiny for FCAT test items.

OTHER SERVICE

Mentor, Dr. Kimberly Murza (University of Northern Colorado), recipient of the American Speech Language Hearing Association's 2016 Advancing Academic Research (AARC) Award (awarded 2016; 18 month award)

- *One of 11 awardees nationwide*
- *The AARC award is intended to facilitate greater retention of pre-tenured Ph.D. level faculty in the discipline. The award provides a \$5,000 stipend to support mentored teaching and research activities that will be completed by Dr. Murza with guidance from her research and teaching mentors.*

Reviewed a research study and provided professional comments on the rigor of a study for the *Orlando Sentinel* (December 6, 2004)

Member, Evaluation Committee, Tuscaloosa Family Resource Center's Alabama Builds Champions After-School Program (2002-2003), Tuscaloosa, AL

Member, Springfield Chapter of Credit Unions Marketing Committee (1995-1996), Springfield, MO

**PROFESSIONAL
ASSOCIATION
MEMBERSHIPS**

American Educational Research Association
Division D: Measurement and Research Methodology
Special Interest Group: Advanced Studies of National Datasets
Special Interest Group: Educational Statisticians
Special Interest Group: Multilevel Modeling
Special Interest Group: Structural Equation Modeling

Florida Educational Research Association