

**FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2012 Calendar Year**

Name: Robb Bubb

Dept: HDFS

Date of Review: May 10, 2013

Current Approximate Time Allocation

Next Year Approximate Time Allocation

100% Instructional Activities

100% Instructional Activities

Feedback From Department Head:

You have had another exceptional year. This year you have taught 278 students in STAT 2010. Students continue to find you an amazing teacher who takes a subject from one that many feared before taking the class to one that they respect, appreciate and even enjoy. Your assignments are appropriate and effective and your standards are high but also entirely appropriate. I appreciate your attempts to assess and affect the basic math skills of your students. The faculty and I are in awe that you can teach this subject and receive average student evaluations in the very good to excellent range!

I think it is excellent that you have students write a results and discussion section according to APA criteria. I also appreciate the fact that students get a write and re-write opportunity around which you utilize a grading rubric that permits you to assess student improvement. I am impressed that students were able to improve their writing by .8 standard deviations as a result of this exercise.

I believe your goals for next year are appropriate. You recognize the need to manage your time while still attending to student needs. I appreciate your openness to faculty input on your curriculum.


Thank you for your continued efforts working with Jamie Sailors on the SLO-7 assessment and your plans to assist with assessment for the "writing in the major" activity linked to the internship. I especially appreciate the iterative approach you use in developing and revising your assessments where ever you use them.


Thank you also for your support of Kyes Stevens on the grant for which you provided assistance.

Congratulations on the two book chapters that moved to publication this year!

You are to be congratulated on a stellar second year. You continue to impress the HDFS faculty with the quality of your teaching and your statistical knowledge. In addition, the Academic Dean is very appreciative of your investment in assessment in each of the CHS departments this year.

My overall assessment of your performance is *exceptional*.


(Faculty Signature) 6/7/13
(Date)


(Department Head Signature) 6/7/13
(Date)

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College of Human Sciences Faculty Annual Evaluation 2012

Faculty Name: Robert R Bubb

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Administrative

1. Percent of administrative assignment during the academic year?

0

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

3. Of the goals listed in #2, which goals did you achieve, and what were your major accomplishments?

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

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

6. What are your goals for next year?

7. Comments and/or additional information.

Cooperative Extension

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

0

9. What were your Cooperative Extension goals for the past year (copy from the preceding year's worksheet)?

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

11. Of the goals listed in #9, which were not achieved?

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

13. What are your goals for next year?

14. Comments and/or additional information.

Instruction

15. Percent of Instructional assignment during the academic year?

100

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

| Semester | Name of course | Credit Hours | Enrollment | Median Evaluation |
|----------|--|--------------|------------|-------------------|
| Fall | Stat 2010 Sec 011: Statistics for the Social and Behavioral Sciences | 4 | 43 | 5.5 |
| | Stat 2010 Sec 012: Statistics for the Social and Behavioral Sciences | 4 | 42 | 5 |
| | Stat 2010 Sec 013: Statistics for the Social and Behavioral Sciences | 4 | 45 | 5 |

| | | | | |
|--------|---|---|----|---|
| | | | | |
| Spring | Stat 2010 Sec 009 & 014: Statistics for the Social and Behavioral Sciences | 4 | 39 | 4 |
| | Stat 2010 Sec 010 & 016: Statistics for the Social and Behavioral Sciences | 4 | 37 | 5 |
| | Stat 2010 Sec 012 & 018: Statistics for the Social and Behavioral Sciences | 4 | 38 | 4 |
| | | | | |
| Summer | Stat 2010 Sec 007: Statistics for the Social and Behavioral Sciences | 4 | 18 | 5 |
| | Stat 2010 Sec 006: Statistics for the Social and Behavioral Sciences | 4 | 16 | 5 |
| | | | | |
| | | | | |

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

List committees you chair first followed by committees on which you serve as a member.

| Student's Name | MS or Ph.D. | Chair | Proposal (date) | Expected defense date | Defense Date |
|----------------|-------------|-------|-----------------|-----------------------|--------------|
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18. What were your Instructional goals for the past year (copy from the preceding year's worksheet)?

In no particular order:

1. Improve lecture instruction to further develop student learning:
 - a. I solicited feedback from faculty regarding the most important course content for student learning. I will implement suggestions by faculty to include focus on regression and survey development and de-emphasize two-ANOVA.
 - b. I lectured based on the order of the chapters in the textbook. Unfortunately, the text covers basics in statistics and then puts all the basics together for hypothesis testing. By the time we got to the first hypothesis test, students had a difficult time integrating the basics that already had been covered and how to conceptualize those basic statistics into a coherent hypothesis test. I will adjust the course schedule to be focused around statistical tests and interject basic statistics as we learn the tests. This will help students see the relevance of the stat basics to each statistical test covered in the course.
 - c. Students received a lot of practice calculating statistics by hand and by SPSS; however they did not get much practice writing statistics. I will incorporate a writing component into the course. To not overburden students with assignments, I reduce the number of homework assignments and SPSS quizzes to make room for the writing component.
 - d. I noticed during the fall semester that students were not referring to their textbook much. I will introduce optional extra-credit quizzes on content prior to lecture discussions on the same topics. Students should then have a familiarity with the lecture content before class so it is not the first time they see it.
 - e. I will make lectures and labs more relevant to students' majors. On the first day I will ask students to indicate why they are interested in their major. I will then develop examples based on their interests. I will also create lab assignments relevant to students' majors rather than using the assignments in the SPSS text.
2. Improve lab/GTA instruction: Most of my energy in the fall semester was focused on the developing quality lectures. The labs and lab instruction did not receive an adequate amount of attention:
 - a. Increase the number of GTA observations from 2 observations per GTA to 4 observations per GTA each semester.
 - b. Administer 2 student evaluations of GTAs. One toward the beginning of the semester and toward the end of the semester. A comparison can then be made to determine if instruction is improving over the course of the semester.
 - c. Administer student evaluations of GTAs and myself during lab time rather than as an e-mailed link (note: this is not the university evaluations from students at the end of the semester. These would be in addition to it). Soliciting feedback from students via e-mail resulted in a little less than a third of the class as a response rate. Completing these additional evaluations in lab will increase response rate and help me determine changes to the course that could be made mid-semester.
3. During the fall semester students did not have an adequate understanding of the honesty and integrity that I expected of them. Over the course of the semester I had to talk with 11 students concerning integrity issues.
 - a. I will discuss the academic honest policy provided in the TigerCub and my expectations on the first day of class.
 - b. I will also have students read academic honesty policy from the TigerCub and the course syllabus. I will then ask students to sign a statement indicating that they have read those two documents.
 - c. I will also add a professionalism policy in my syllabus.
4. I will encourage office hour visits throughout the semester (before and after each exam) for students who are struggling in the course. Although I visited with 171 students during office hours, there were still many office hours with no students. I will also

de-emphasize drop-in office hour visits. 41% of office hour visits of 15 minutes or longer occurred outside of office hours. Those hours cut-into productive time and often resulted in later nights than I had previously planned. I will encourage appointments and visits with GTAs rather than out-of-office-hour drop-ins. I will also record e-mail correspondence to determine the amount of e-mails sent inside and outside office hours in regards to student questions.

5. Make adjustments to assessments: Statistic and research method questions can be added to the graduate aptitude pre- and post-test to measure a larger range of course concepts. Also I will need to find a new basic math skills measure. On the pre-test students received an 80% on average. A high percentage at pre-test doesn't allow much room for improvement to be measured. A more difficult basic math assessment needs to be used that covers more content.

6. I would like to develop an open-access assessment tool for the statistics course similar to the assessment tool currently being developed for the introductory psychology (see section 19).

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

1. Improve lecture instruction to further develop student learning:

a. Using faculty feedback, I removed two-way ANOVA from lectures and included regression. The regression lesson is the capstone of the course and students are shown how regression incorporates all of the major statistical tests that they have learned: t-tests, ANOVA, and correlation.

b. I re-designed the lecture for the Spring 2012 semester to focus on statistical tests rather than the chronological order of the textbook chapters. Now students learn the necessary basics of statistics as they learn the statistical tests. The new format requires a lot of up-front work by students for the first two sections on z-scores and tests, but by the time students get to ANOVA, there has been enough repetition that students should be able to learn ANOVA and regression easier than with the old format.

c. Starting Spring 2012, students were required to write a results and discussion section to an APA paper. Students complete the writing assignment in their labs. Students are given an introduction and methods sections from a student paper from an undergraduate research methods course, a corresponding dataset, a grading rubric, and an example APA paper. Students then analyze the results (t-test) and write the results and discussion sections. Three lab days are dedicated to learning how to write APA style papers. Students are required to submit an instructor graded draft and then a final draft. To make room for the writing component, the number of homework assignments was dropped from 14 to 8, lab assignments from 12 to 8, and SPSS quizzes from 5 to 4. From the draft to the final version, students increase the quality of their writing as evidenced by the grading rubric $t(242) = 12.53, p < 0.001, d = 0.80$.

d. Extra-credit quizzes were implemented to encourage students to read prior to each course section. Questions ranged from conceptual to computational. Anecdotally, students appeared to be more participatory and aware for lectures given the extra-credit quizzes.

e. On the first day of class, I ask students to fill out a 3x5 card that includes their name, major, personal fact, and their research interest. I then use the research interests to develop scenarios for lab assignments, class handouts and lectures, quizzes, and exams. Student comments suggest that statistics is more relevant to their major coursework than the previous year.

2. Improve lab/GTA instruction:

a. I increased the number of GTA observations from 2 a semester to 4 per GTA. Increasing the number of observations allowed me to provide more feedback concerning what went well during the observation, what did not, and to correct any mis-information presented in lab.

c. Student evaluations of myself and GTAs are now obtained mid-semester and during lab time. Students are given the last 12-15 minutes of lab to evaluate their GTA, myself, and the course using the Teacher Behavior Checklist (Buskist et al., 2002). I met with each GTA regarding student responses and we identify 3 adjustments to teaching to be made for the remainder of the semester. Response rate of students has increased from 23% to 75%. An increased response rate has provided valuable information regarding the course for the GTAs and me mid-semester, rather than waiting until the end of the course to make adjustments.

3. To increase academic integrity awareness, I discuss academic integrity on the first day of class. I also have an academic integrity and signature page on the syllabus. I also require the GTAs to discuss plagiarism during the APA writing days in the lab. Students are required to read the syllabus and the academic honesty policy outlined in the Tiger Cub and then signs the signature page. I have also added a professionalism policy in the syllabus and course points related to professionalism in general (inclusive of attendance, participation, texting, etc.). Incidents of academic integrity have decreased from 11 in the Fall 2011 semester to 10 over the three semesters in 2012.

4. I have explicitly encouraged office hour rather than non-office hour attendance. I also explicitly encouraged GTA office hours and reduced my office hours from 6 to 5 hours a week. As a result the number of visits to my office hour reduced from 171 to 142 on average per semester. Non-office hour visits reduced from 59% to 27%. Despite fewer total office hour visits, the number of students attending office hour during its scheduled time increased from 70 to 104 on average per semester. It appears student visits shifted from non-office hours to scheduled office hours which freed up time for me to focus on adjustments to the course. Although I often still stay late, it is now due to progress on my dissertation and not as much due to teaching responsibilities.

5. To make the basic math assessment for the course more effective, I instituted a time limit on the assessment task. By implementing the time limit, it was hoped that the ceiling effect would be reduced. Reducing the ceiling effect should make it easier to detect differences pre- and post-semesters. Unfortunately the basic math assessment ran into several problems. I did not program the timer correctly in the online assessment code for the spring semester. This was corrected for the fall. It appears that between the Fall 2011 and 2012 semesters there was a decrease in basic math scores at the pre-assessment $t(245.99) = 2.93, p < 0.01, d = 0.37$. Despite the significant decrease in scores, a ceiling effect remained. Also the procedures of the assessment were not communicated correctly to the students in the Fall 2012 semester. The results of the mistakes in spring and fall semesters hampered the measurement of basic math skills and underestimated the effect of basic math skills learned. Students still increased their basic math knowledge significantly; however the effect was not easily detected $t(232) = 1.97, p < 0.05, d = 0.13$. Additional adjustments to the measure need to be made.

6. Additional accomplishment: I wrote nine letters of recommendation for students in the Stat 2010 course. Seven letters were for graduate school, one for student council, and another for an undergraduate program at another university. Of the students with letters to graduate programs, three were accepted (two at Auburn University and one at the University of Alabama). The remaining four are still pending. The student with the letter to the student council was not accepted, and the letter for the undergrad program is still pending.

7. Additional accomplishment: Two book chapters written in 2011 were published this past year. However this was already noted in last year's evaluation.

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

Goal 1a. I did not incorporate a survey development component to the course (see section 22).

Goal 2b. I did not incorporate a second student evaluation for each GTA at the end of the semester. The constraints of presenting the material interfered with assessment. Between

university required assessments, course post-assessments for basic math skills and statistical knowledge, and an SPSS quiz, students didn't have time to do a second assessment of the GTA. Once I have revised the lab schedule (see section 22 goal 2a.) then I should be able to incorporate a day dedicated to assessments at the end of the semester.

Goal 3. I did not track e-mail correspondence. Although I did create a spreadsheet and this could easily be done at the end of each day, I did not utilize the spreadsheet simply because I forgot (see section 22).

Goal 5. I did not add questions to the graduate aptitude pre- and post-assessment measure. Similar to Goal 2b, time during the post-assessment lab day made me hesitant to add to the assessments. The current assessment suffices for the time being until more time can be dedicated for assessments (see section 22). Students still increased their GRE knowledge from pre- to post-course assessments (ETS, 2001) $t(232) = 9.45$, $p < 0.001$, $d = 0.73$ similar to last year.

Goal 6. I did not begin development of an open-access assessment instrument for statistics due to time constraints. This project will have to be placed on hold until after I finish my degree.

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

Most of the goals that were not completed were fairly minor goals. The major goals were addressed including revamping of the lectures away from the chronological order of the textbook. I also believe department support last year benefitted the course overall (new GTA and moving into Foy Hall for labs). The major obstacle that prevented me from the minor goals was my own pursuit of my doctoral degree. Instead of being only focused on instruction and department assignments, I was also invested heavily into defending my qualification exams. Despite putting time into my dissertation, instruction did not suffer. There was an increase in my teaching evaluations $t(268) = 2.71$, $p < 0.01$, $d = 0.34$ from 2011 to 2012 after adjusting for the ceiling effect and inconsistent scalings (see section 23). I believe that the continued support by the department in regards to finishing the PhD degree will help me finish and complete the goals that I set for the upcoming year. For example, several HDFS faculty have offered their time to read drafts of my doctoral prospectus, for which I am grateful.

22. What are your goals for next year?

1. Improve lecture instruction to further develop student learning by:
 - a. Although students have a graded draft due before their final draft for the writing assignment, many students were surprised by their draft grade and expressed that they were unprepared for the strictness of the grading criteria (even though they were provided with a grading rubric at the beginning of the project). I will redesign the grading rubric to be clearer regarding the grading criteria. Instead of a 4-point grading rubric for each major section of the paper, I will create a rubric based on simple "yes/no" grading to each expected learning outcome. I will also implement an additional peer draft review. Using the revised grading rubric, students will evaluate each other's drafts prior to submitting the instructor reviewed draft. It is hoped that the revised rubric and the peer review will improve the quality of the papers and save grading time by the GTA and me.
 - b. Mid-semester and end-of-semester student feedback have indicated that there is too much due at the end of the semester. Starting Spring 2013, I will revise homework assignments to focus on the vital components of the course. Depending on time, I will also develop my own homework assignments rather than using the textbook practice exercises starting either for the Fall 2013 or Spring 2014 semester to create consistency between lecture, homework, and exams.
 - c. I will integrate the correlation and regression lectures. By integrating the lectures, I will

be able to save a lecture day and a half. I will then develop a lecture for Chi-Square analyses. I will also include a conceptual mini-lesson on two-way ANOVA. The addition of both statistical analyses will be beneficial for students looking to pursue a graduate education. GRE subject tests ask questions pertaining to both statistical procedures.

d. Additional lecture time can be created by moving some handout reviews to video and posting on-line. Currently each statistical test lecture is followed by a handout that we do together as a class. Moving some of those handout times to online will allow for more opportunities for discussing difficult statistical concepts, demonstrations, and active learning. In the process, I will label handouts as "exam reviews." Students will be less likely to disregard the handouts if they know it is a review for the exams.

e. Divide the first two homework assignments into 4 homework assignments. Currently the workload on the first two homework assignments is 2-3 times as much as the remaining assignments. By dividing the homework assignments, the work will be distributed more evenly across the semester.

2. Improve lab/GTA instruction by:

a. Designing a survey development component to the lab. Currently there is time available in the lab early in the semester where a survey development component could be introduced. The survey development component would require a complete re-working of the lab activities and would carry throughout the entire course. Students would develop the survey instrument, collect data with the instrument, analyze the data using the statistical tests learned in the course, and then write-up the results in a report. This process would span the entire semester and would replace the current lab write-up. The goal would be to re-design the lab component of the course for a Spring 2014 implementation.

b. Increase student peer support. The addition of Allen as a GTA during the Fall semester was helpful and reduced my concern over the lab portion of the course. Instruction in the lab improved as a result and I believe students felt comfortable approaching him with questions. Also moving to FOY for labs also benefited the class by reducing the number of GTAs needed in a section and addressed the temperature concern in the lab on warm days and no air conditioning. It also saved GTA stipends by only having one GTA for the course rather than two. On the downside, moving to the 48 seat lab from the 20-25 seat lab, reduced the amount of individual attention for students. A measure of SPSS quizzes indicate a reduction in scores by 4 percentage points: $t(338) = 3.67, p < 0.001, d = 0.42$. The lower GTA-to-student ratio will require that students better support each other. I will implement peer support groups in the course and see if that improves quiz scores.

c. Implement statistical analysis in Excel in addition to SPSS. The Excel component will not be graded at this time, but will provide additional skills for those in the course who are not pursuing a graduate education in research related field

3. Office hour attendance is still sparse at times and then over-flowing right before an exam. To facilitate more evenly-distributed attendance, I will re-name 3 office hours a week as "review sessions" and maintain the name of office hours for the remaining two hours a week. I will also limit review session hours to the current topics in the course to prevent students from using the time to ask questions to topics discussed weeks prior (if time permits topics from previous weeks can be discussed). The goal would be to prevent cramming before an exam and encourage distributed learning.

4. I will also track e-mail correspondence sent to students during office hours and outside of office hours. A lot of correspondence with students occurs via e-mails. I will set aside blocks of time each day to respond to student e-mails. I will also encourage students to find the answers to any of the questions by suggesting they re-read the syllabus. The goal is to free up time responding to e-mails that take away from time used for improving the course, personal time, and other department and college assessment responsibilities.

23. Comments and/or additional information.

- I noticed while comparing my teaching evaluations from over the past year that the

scaling is not the same from semester-to-semester. The evaluation for instructor effectiveness in the Fall semesters is on a 6-point scale, while the same question in the Spring and Summer semesters is on a 5-point scale. The different scalings do not allow for direct comparison between Fall and Spring/Summer semesters without standardizing. However even with standardizing, the statistical result between years may be an artifact of students forced to rate with one less response anchor.

Research

24. Percent of Research assignment during the academic year?

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

26. Of the goals listed in #25, which goals did you achieve, and what were your major accomplishments? Please give full listings for all publications you produced in the previous year (e.g., refereed journal articles, abstracts, book chapters). Publication dates must be within the last calendar year. List any new grants received in the past year. Indicate the dollar amount of the grant and whether you were the PI or a Co-PI. List any patents you obtained in the previous year.

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

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

29. What are your goals for next year?

30. Comments and/or additional information.

Service

31. Percent of Service assignment during the academic year?

0

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

1. Implement the SLO7 Oral Communication assessment instrument for HDFS 3080
2. Work with Dr. Sailors on completing an additional assessment instrument for the department.
3. Complete a review of the major assessment reports for each department for the College of Human Sciences

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

Goal 1. Dr. Sailors and I implemented the SLO 7 Oral Communication assessment instrument in HDFS for both the Spring and Fall semesters. Based on the initial implementation results in the Spring, we revised the instrument in the summer and administered the revised version during the Fall semester.

Goal 3. I reviewed and provided suggestions for the major assessment reports in each department for the College of Human Sciences.

Addt 1: I consulted with Dr. Roberson on creating a rubric for the writing portion of her course.

Addt 2: I worked with Kyes Stevens on submitting a grant for the Alabama Prison Arts program. The grant submission was not accepted. We have discussed were to go in the future and are currently weighing our options.

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

Goal 2. Dr. Sailors and I have discussed a writing assessment instrument for the HDFS Internship course; however we have not started the development of the assessment instrument (see section 36)

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

Same response as in the "instruction" section.

36. What are your goals for next year?

1. Work with Dr. Sailors on completing a writing assessment instrument for the HDFS internship course.

2. Work with Barb Struempfer and Sondra Palmer in the Nutrition Education Program on the evaluation of the Body Quest Study. We have already come to an agreement for 60 hours of statistics work for the summer semester.

3. Continue to work with Dr. Sailors on the interpersonal communication (SLO7) assessment in the HDFS 3080 course. Revisions are now minor between semesters and data can be compared across semesters.

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

1. Successfully defended my doctoral qualification exams.

2. Completed level 2 safety clearance for operating an MRI scanner.

3. Audited Psyc 8970: Neuroimaging Data Analysis in the Fall 2012 semester.

Recruiting

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

N/A

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