

FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2013 Calendar Year

Name: Robert Bubb

Dept: HDFS

Date of Review: May 1, 2014

Current Approximate Time Allocation

100% Instructional Activities

Next Year Approximate Time Allocation

100% Instructional Activities

You have had a very productive year. You have taught seven sections (including the summer term) of the undergraduate statistics class to a total of 274 students. The student evaluations of your teaching are exemplary, ranging above 5 and approaching 6 on a 6-point scale in each class. Students appreciate not only all the effort you put into your preparations, but also your willingness to hear and utilize their feedback. I also see clearly in your annual summary of goals and accomplishments that you take very seriously the idea of continuous improvement in your teaching strategies.

Congratulations on the genuinely great honor of receiving the 2013 Wilbert J. McKeachie Award for excellence in teaching from Division 2 of the American Psychological Association. This national award is truly a feather in your cap.

I applaud the work you did this past year with the two undergraduate students who worked with you and Dr. Sailors on the SLO7 assessment activity. This opportunity allows students to engage in real life research and learn more about research methodology, statistics and how to write up findings in a professional fashion. I also applaud your efforts to get support for one of the students to attend a professional teaching conference where the results of the research were presented.

Let me also note that the Associate Dean, Dr. Hubbard, has appreciated your assistance on the SLO7 assessment and your openness to being called upon by her office on other assessment-related issues.

Your appointment is 100% teaching, but you continue to contribute actively to the research life of the department and college in ways that are much appreciated. Thank you for your efforts to assist with the Body Quest data analysis. Thank you also for your support of the Prison Arts and Education Program as Kyes Stephens seeks to develop an assessment survey. It is impressive that you added two publications to your record this year while also working so diligently on your dissertation, all on top of a full teaching load.

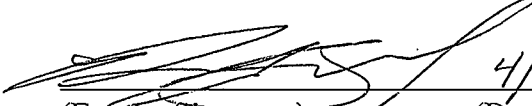
You mentioned in your evaluation materials an interest in distance education. I would be interested in discussing this further with you.

However, I am a bit dubious of the proposal to "flip" the class. In some of your evaluation material you emphasize how valuable it is to have the lecture time for active student participation and learning. Moving lectures to video would remove or at least considerably modify the active

learning aspect of in class lectures. Having said that, let me also say I have no plans to interfere in your experimentation with undergraduate teaching. I know that you take the teaching role very seriously and will monitor closely whatever new procedure you try.

The HDFFS faculty and I are looking forward to the time when your dissertation is complete and we can recruit you to teach some graduate-level methodology classes in HDFFS. I have spoken with Dean Henton about our plan and she is in support of it. She will assist me in communicating with the Provost when the time arrives.

My overall assessment of your performance is *exemplary*.


(Faculty Signature) 4/30/14
(Date)


(Department Head Signature) 4/30/14
(Date)



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College of Human Sciences Faculty Annual Evaluation 2013

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)?

Goal 1. Work with Barb Struempler 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 toward the summer semester.

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

Goal 1: Although we agreed for 60 hours to analyze 2012-2013 data, I was also asked to re-analyze the 2011-2012 data to journal reviewer comments and accumulated 89 hours total. The original data analyst accepted a position away from Auburn and was unavailable for the re-analysis.

Addt 1: Authorship on journal article for 2011-2012 data: Mastropietro, L., Struempler, B. J., Parmer, S. M., Arsiwalla, D., & Bubb, R. (Accepted for publication pending minor edits). Changes in fruit and vegetable consumption of third grade students in Body Quest: Food of the Warrior, a 17-class childhood obesity prevention program. Journal of Nutrition Education and Behavior.

Addt 2: Authorship on manuscript for 2012-2013 data. Written, but not yet submitted for publication.

Addt 3: Worked with Kyes Stevens on development of an assessment survey and data analysis for the Alabama Prison Arts Program

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

N/A

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

N/A

13. What are your goals for next year?

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

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

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

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

14. Comments and/or additional information.

The initial goal of working with the Nutrition Education Program and APAEP was to free up time in the summer by completing the work during the spring semester (while still receiving some supplemental income for the summer) so I could make progress on my dissertation. Unfortunately the data was not ready for analysis prior to the summer semester and the analysis continued after the summer instruction ended. The analysis cut into time for working on my dissertation rather than freeing the time up. I have discussed the need to complete my dissertation with Barb and Sondra. We have talked about finding a replacement after the current data analysis is complete.

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 009: Statistics for the Social and Behavioral Sciences	4	45	6
	Stat 2010 Sec 010: Statistics for the Social and Behavioral Sciences	4	48	6
	Stat 2010 Sec 014: Statistics for the Social and Behavioral Sciences	4	47	6
Spring	Stat 2010 Sec 009: Statistics for the Social and Behavioral Sciences	4	41	5.5
	Stat 2010 Sec 012: Statistics for the Social and Behavioral Sciences	4	49	5
	Stat 2010 Sec 018: Statistics for the Social and Behavioral Sciences	4	49	5
Summer	Stat 2010 Sec 008: Statistics for the Social and Behavioral Sciences	4	15	6

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
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				
	None				

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

Goal 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.

Goal 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

Goal 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.

Goal 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.

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

Goal 1a (results mixed): New grading rubrics were developed using a "yes/no" criteria. The new rubrics made it easier and quicker to grade student papers, also an additional class period was dedicated to the writing assignment. Draft quality did increase for the Spring 2013 semester ($p < .001$); however draft quality was significantly worse in the Fall 2013 semester compared to both 2012 semesters and the Spring semester ($p < .001$). In the Spring 2012 semester the revised rubric was the same; however the grading structure was different. The students were allowed to replace their draft grade with their final grade (essentially making it so that the draft grade wouldn't hurt their final grade) as opposed to having the draft grade as small part of the final writing assignment grade. Surprisingly (but should not have been given literature on student motivation), students did not put forth their best effort on the draft when essentially it didn't count toward anything.

Goal 1b: Homework was reduced to vital components and more worksheets were developed to free-up time at the end of the semester.

Goal 1c: The correlation and regression lectures were integrated together which saved time during the semester to allow for more review and additional content.

Goal 1d: Handouts were re-labeled exam review guides and were announced as such.

Goal 1e: Homework load has been reduced, see Goal 1b achieved, and the first two homework assignments are more equitable in length with the remaining homework assignments.

Goal 2b. Peer groups were emphasized and created in the labs for the Spring semester. Lab quiz grades increased in the spring from the fall ($p < .01$).

Goal 2c. A lab day was dedicated to conducting statistics in Excel, additionally, using Excel was also emphasized to prepare data for analysis in SPSS. The Excel component did not include a grade component.

Goal 3. Half of office hours were renamed as "review hours". Students were more likely to come during review hours than office hours. However, review hours suffered from the same attendance concerns as office hours. Review hours before exams were more attended than review hours following exams. I am not sure if there is much more to do that would change students' habits of procrastination.

Addt 1: I re-designed the course for the Summer and Fall 2013 semester. I made homework, worksheets, and lab assignments ungraded. The homework and worksheets mirror the exams so students are instructed that it is in their best interest to complete the homework/exams. By removing grading for smaller assignments, I increased the time that was dedicated to grading exams. I increased the number of exams from 3 to 12; however students were only required to take 7 exams. The remaining 5 exams were "extra" where students could re-take exams that they did not perform well. This allowed students to make mistakes and not be penalized for learning, but it also required mastery of the exams. Research has shown frequent testing is better for student learning and recall than few exams during a semester. The new exam format allowed me to assess students' understanding of more statistical tests and procedures. Previously, I could only assess 3 of the 9 statistical tests that we learn during a semester, now I am able to assess students on 6 of the 9. Students overwhelmingly approved of the opportunity to re-take exams; although there was no overall effect on grades ($p = .26$). However, the percent of withdrawals reduced from 7.2% to 1.4%, the percent of "F" grade decreased from 10.8% to 5%, and the percent of "C" grades increased from 19.4% to 28.4%. The percent of "A", "B", and "D" grades did not change. Under the new testing format, fewer students failed the course or withdrew from the course. Students also rated the instruction higher under the new format in comparison to students who took the course

under the old format ($p < .01$)

Addt 2: To allow for easier grading, exams were moved from paper and pencil format to electronic format. Under the paper and pencil format, it would take over 20 hours to grade an exam (looking for errors in early calculations and adjusting grading to take into account those errors). Under the new electronic format, grading takes about 6 hours per exam. Students are given correct answers as they perform the analyses so that mistakes early in calculations do not affect their final answers.

Addt 3: I attended the Global Perspectives on College and University Teaching conference offered by the Biggio Center.

Addt 4: I received the 2013 Wilbert J. McKeachie Award for excellence in teaching from Division 2 of the American Psychological Association.

Addt 5: Part of the McKeachie award entailed a brief biography based on my nomination from 2011 in the Teaching of Psychology Journal: Fineburg, A. C. (2013). 2013 Teaching Excellence Award Winners. *Teaching of Psychology*, 40(4), 259-267.

Addt 6: Instructed a HDFS 4980 research course for two undergraduate students; Tekisha Rice and Taylor Batte. Both students were able to have a presentation accepted to the National Institute on the Teaching of Psychology conference.

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

- Bubb, R. (2014, January). How to identify and integrate content-neutral goals into psychology courses. Roundtable session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida. Taylor's name was not included on the program because she was unable to attend the conference; however she was instrumental in working toward the roundtable presentation.

Addt 7: Received a \$500 APA travel grant to financially support the trip to NITOP conference for myself and Tekisha

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

Goal 1d: Lecture handouts were not converted to video. I found that completing the reviews in class allowed for students to ask questions for clarification that they would not get otherwise while completing the worksheets on their own.

Goal 2a: A survey development portion of the lab was not integrated into the course. Mainly due to time constraints. Re-working the entire lab structure would have been a major undertaking. Given the other changes I made to the course, this past year would not have been a good time to do it.

Goal 4: I still haven't tracked e-mails based on when I have answered them (outside vs. inside office hours). However, I have made a conscious effort to answer e-mails that are course related during office hours and certain times during the day designated for e-mails. It feels like time has been opened up, but I have not quantitatively tracked it to know for sure.

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

The goals that were not accomplished were minor goals except for re-working the lab portion of the course. I would need more time and current work on my dissertation is not allowing me the time to put toward the lab. The lab re-structuring may have to wait until Fall 2014 or 2015. I would like to have more hands-on activities and lab assignments that may lead to poster presentations at Research Week.

22. What are your goals for next year?

Goal 1: Improve lecture and lab instruction to further develop student learning by:

a. Although students approved of the new testing format in the course, there were several students who felt 12 exams were too many. For future semesters, I will reduce the number of exams to 10 which will still allow students the opportunity to re-take 3 exams while not overburdening them with exams every week. Additionally, reducing the number of exams to 10 electronic exams evens out the grading time of 3 paper and pencil exams (about 60 hours total for each format), while still giving students multiple attempts at exams.

b. Although this may not occur this year, I would like to "flip" the classroom. Presentations at the 2014 NITOP conference demonstrated increased learning when the course is flipped. Instead of lecturing during class time, the time is devoted to homework, worksheets, demonstrations, and activities. "Homework" then becomes learning the material from the textbook and other resources. I would like to modify the "flip" the classroom approach. Instead of having students learn from the textbook (which is difficult for statistics), I will record the lectures and labs that I would normally give during class. For homework, students will watch the lectures/labs and take notes. "Lectures" will consist of a 5-10 minute quiz on the video lecture where students are allowed to use their notes (encourage note taking and attention while watching the lectures), we will then use the remaining time for homework, worksheets, demonstrations, and activities. Flipping the classroom helps ensure that students are doing their homework and understanding what they are doing.

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

23. Comments and/or additional information.

- It appears the rating inconsistency on the course evaluations were addressed. Both fall and spring semesters are using a 6-point scale now. Thank you. It makes it easier to compare across years.

Research

24. Percent of Research assignment during the academic year?

0

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

N/A

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.

Although there is not a research component for the Lecturer position, I do engage in some research and have dissertation to complete.

Addt 1: I successfully defended my qualification exams in 2013 (although noted in 2012 evaluation)

Addt 2: I worked with the Army PTSD and PCS studies in the MRI Research Lab to obtain a Level 3 MRI operator status.

Addt 3: I obtained the Level 3 MRI operator status over the summer.

Addt 4: I co-authored an article accepted for publication in the Journal of Experimental Education: Thomas, A., Vaughn, E. D., Doyle, A., & Bubb, R. (2014). Implicit association tests of attitudes toward persons with disabilities. Journal of Experimental Education, 82(2), 184-204.

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

N/A

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

N/A

29. What are your goals for next year?

Goal 1: Successfully defend my dissertation prospectus (spring 2014)

Goal 2: Successfully defend my dissertation project (summer 2014)

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

30. Comments and/or additional information.

Progress on my dissertation will pick up. I am presenting my dissertation proposal on April 4th and defending shortly thereafter. That will give me 4-5 months to collect data, analyze, write, and defend my dissertation.

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)?

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

Goal 2. 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.

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 2. Dr. Sailors and I have finished revising the SLO7 instrument. We will continue to make minor adjustments to the assignment; however the rubric will receive few changes moving forward.

Addt 1: The work on the SLO7 was presented at the NITOP conference. Tekisha Rice (undergraduate student) was instrumental in pushing the SLO7 project to presentation.

Addt 2: I served on the Lecturer Search Committee. The committee work resulted in the hire of Carol Roberson as a Lecturer.

Addt 3: I have helped with the Jamie Sailors as part of the E-portfolio cohort.

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

Goal 1. 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 due to the E-portfolio project.

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

I am not sure if help is needed. To the best of my understanding, the internship writing assessment has been put on hold. We are planning to integrate the internship course into the E-portfolio project. How the course is integrated will determine the type of assessment developed for the internship writing assignment.

36. What are your goals for next year?

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

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

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

N/A

Recruiting

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

I have not been active in recruiting students to the program; however I have written recommendations for graduate schools for 6 students. All but one of the students applications are pending. Evan Guerdon was accepted to an human resource program at Villanova University.

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