

FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2015 Calendar Year

Name: Robert Bubb

Dept: HDFS

Date of Review: May 3, 2016

Current Approximate Time Allocation

100% Instructional Activities

Next Year Approximate Time Allocation


100% Instructional Activities


2015 has been another good year for you. Your undergraduate teaching evaluations continue to amaze. Open ended student comments repeatedly mention how tough statistics is but also how you make it come alive. The passion you place into teaching is highly appreciated, not just by me and your students, but by the faculty in the college as well. Indeed, several faculty have commented about the positive impact of your direct work with individual students, both official and unofficial. You have also been especially appreciated this year for your sensitivity and support for a student who has had a rough go and finally had to take a medical leave.

I like your commitment to databased self-evaluation and decision making. As you make changes to the way you teach, you collect data and evaluate the impact of the intervention. This is one of many ways you demonstrate how you take teaching seriously. In the classes I have observed you teaching, I note a theme whereby you are continually trying to get students to understand all of the information available in analysis output and how these pieces of data link to one another. I love seeing the pieces come together for students! I should also note that faculty teaching more advanced methods classes feel that your students are coming into their classes better prepared than in the past. Congratulations!

I am so pleased to know that your dissertation process is finally moving at more of a normal rate. I, and many faculty, are in awe of your work ethic. Not only do you teach a full-load, and work steadily toward the completion of your dissertation, but you also make time to advance the research efforts of several of the major outreach programs in the College: Kyes Stevens (APAEP), Barb Strumpler (Body Quest), and Ellaine Miller (NCFCC standards). It would be impressive if you were simply doing analyses for these projects, but you also, on your own initiative, prepare manuscripts, book chapters, and annual reports on top of your regular load. Your work ethic is truly amazing, but guard yourself against burnout!

My overall assessment of your performance is *exemplary*.


(Faculty Signature) 5/3/16
(Date)


(Department Head Signature) 5/3/16
(Date)

Cooperative Extension

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

0

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

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

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

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.

Neither goal was met this past year. The book chapter with Kyes has taken a back seat as both Kyes and I have been overwhelmed with other projects on our plates. I did submit a draft to Kyes for review, but the project has not proceeded beyond that point. Additionally, I am waiting on data to be collected for the NCFCC standards realignment. Ellaine Miller will provide the data once it is available from the standards raters.

Addt 1: Although my responsibilities for analyzing data for Sondra Parmer and Barb Strumpler's Body Quest grant has been passed to Christiana Datuba Brown, I did assist with editing a manuscript and analyzing a couple small datasets. I have also assisted in answering a few questions for Christiana during the transition.

11. what goals were not achieved?

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

13. What are your goals for next year?

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

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

14. Comments and/or additional information.

N/A

Instruction

15. Percent of Instructional assignment during the academic year?

100

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

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

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

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

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

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

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

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

d. Make adjustments to the group poster project. In the Fall semester, I had graduate students in the HDFS 7050 course mentor undergraduates on their group poster projects. Although this seemed like a great idea at the time, it did not work well in practice. The time commitment of the graduate and undergraduate students did not line up well and it was apparent that based on the graduate students' comments (or lack thereof) on the undergraduate poster drafts, that the graduate students were still learning to write themselves and were not able to truly help the undergraduates. It led to some frustration on the parts of the undergraduates. Many of the 2010 students thought the graduate students would be more involved than they were. I will discontinue the use of graduate students for helping with the project in the Fall 2015 semester. The UTAs in the course will be better able to mentor students as they have gone through the project themselves in a previous semester. Additionally, several students were concerned that the amount of time to complete the project was insufficient. I will schedule the project in the future to allow for an additional week and one less draft deadline. It is also my goal to have the poster session refined enough by the Fall 2015 semester to invite faculty from

the College of Human Sciences to the mock poster presentation. Finally, I will contact the IRB to find out if we can set a procedure in place to get quick IRB approval for the projects so students have the opportunity to present their work at Research Week starting in 2016. Ultimately (in a few years) I would like to move toward the poster projects being simple studies (z - or t -tests) that answer basic research questions for non-profits in the community (maybe for HUD housing or Jean Dean RIF, etc.).

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

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

b. Better mesh the 7050 course with the 7060 course. I found that in the 7050 course that the material we covered in some places was rushed (e.g., tests for group means all in only one class period) while in other places overlapped with the 7060 course (e.g., four class periods on simple linear and multiple regression). This resulted in the first four weeks of the 7060 course covering material that the students were already familiar with. It is my goal to extend the discussion for statistical tests for group means to two additional classes and reduce the regression component to two weeks covering only simple linear regression. In the 7060 course, we will start by reviewing simple linear regression for two class periods and then going into multiple regression a class earlier than currently scheduled.

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

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

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

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

Goal 1a: I reduced the number of exam to 9 (7 required and 2 optional re-takes). The 9 exams have worked well. I don't recall receiving any complaints of too many exams like previous semesters and over half the students attended both optional re-take exams. The additional day of lab instruction allowed me to break up one long lab assignment into two parts. The result was a less chaotic experience for students.

Goal 1b: I was able to recruit undergraduate teaching assistants for both the spring and the fall semesters. In the spring semester, Emily Blake and Lucy Riley were teaching assistants. Lucy has been recently accepted to the HDFS Master's program at AU. In the fall semester, Sarah Weishaar, BreAnne Grissett, and Crystal Harrell were teaching assistants. As a result, Crystal Harrell has been able to fill in a GTA role for the current spring semester given the shortage of GTA for the statistics course. Crystal and Sarah are also helping me as research assistants in running participants for my dissertation.

Goal 1d (part): UTAs and myself are now responsible for editing and commenting on poster drafts in the statistics course. Also I removed one of the draft days and added an extra two lab periods for writing. A comparison between semesters demonstrate a statistically significant increase in poster presentation grades, $t(162.54) = 4.74, p < .001, d = 0.69$.

Goal 2a: I was able to make the HDFS 7050 course more my own this past year. Although there are several changes I plan to make in the upcoming years, I did go through the PowerPoints and make adjustments to the content. I also met with Margaret and we discussed changes to the course content and flow of the material presented. I made several of the suggested changes, unfortunately because of time constraints I couldn't make all of them, but the course was much improved. An additional change was moving the classroom location to the computer lab. Last year students met in a lecture room and then moved to the lab. However having both the lecture and lab portion in the lab classroom allowed for more hands-on experience with the course content, analyses, and interpretations.

Goal 2b: Again with Margaret's help, we were able to identify a great deal of overlap with HDFS 7050 and reduce the number of review weeks for HDFS 7060 and add a workshop at the end of the semester on Mplus. We were able to start multiple regression in HDFS 7060 two weeks earlier this year (2016) than last year.

Goal 2c: Although I did not incorporate quizzes into HDFS 7050 (at least not yet), I did add a writing component to the required readings. Students were required to provide reaction comments to the readings. Each student was also required to lead a discussion on the reading. One of the goals of the assignment was to encourage reading and discussion outside of the class. From my conversations with the MFT students, it appears that they read and discuss the readings prior to writing their reaction comments. I generally feel this has led to more prepared and attentive students in the classroom.

Goal 2d: I spent more time in lecture providing examples for writing up typical results than last year. I still have students revise and resubmit their assignments as students tend to apply the example writings to every context without necessarily thinking if the write-up example components apply to their specific analyses. I have also obtained writing examples from Margaret that I have incorporated in some of the 7050 and 7060 assignments.

Goal 3: I served on the Teaching Excellence Award Committee for the 2015 year for Division 2 of the APA. I assisted in selection of the Weiten Award winner for two-year colleges.

Addt 1: I instructed an HDFS 4980 course with two undergraduate students for the spring 2015 semester: Emily Blake and Lucy Riley. I also instructed another course in the fall 2015 semester with three undergraduate students: Sarah Weishaar, BreAnne Grissett, and Crystal Harrell. The students were very helpful in the lab and to the GTA by reducing the ratio of students-to-TAs from 48:1 to 16:1. These additional TAs helped students learn how to use Excel to analyze data.

Addt 2: I instructed HDFS 7060 in the spring 2015 semester. Similarly to HDFS 7050, I borrowed heavily from the previous instructor (Margaret in this case); however I was able to repurpose the PowerPoints in my own style better than when I took over the HDFS 7050 class. I was also able to re-order the lectures to flow better conceptually from topic-to-topic. Although teaching the material for the first time was challenging, it was a very enjoyable experience.

Addt 3: Attended a workshop on mediation and moderation offered by the psychology department in fall 2015.

Addt 4: Although anecdotal, Bill Buskist from the psychology department commented that students who take the STAT 2010 course in the CHS are better prepared for his research methods in psychology course than students taking the STAT 2010 course from the CLA. I have also heard from several students that he verbalizes this comment to the students in his RM class.

Addt 5: TeKisha Rice kindly complimented me on my teaching and mentorship in the CHS recruitment video <http://youtu.be/YlbHk2cEfVs>

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

Goal 1c: I did not have the time to start converting the narrated PowerPoints to video lectures. My focus this year has been more on my dissertation than on my course lectures. This will be a continuing goal into next year. It will make the flip classroom design more palatable to students.

Goal 1d (part): I was unable to pull together a general IRB submission so that students would be able to present their poster projects at Research Week. There has been very interesting research questions that have come from the poster project. Hopefully I can find the time to submit to the IRB in the upcoming year.

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

I don't think any additional support from the HDFS department would have helped with the goals I did not achieve. Balancing teaching and my dissertation has been a challenging experience. Once my dissertation is complete, I will be better able to use the resources (such as the Biggio Center) to convert my lectures to video and

the IRB to allow students to take their projects one more step (and hopefully make the poster projects more meaningful to them)

22. What are your goals for next year?

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

a. Start converting the narrated PowerPoints into live video recordings no longer than 15 minutes each. Several students have commented on the boring and lengthy nature of the PowerPoints. Because of my work on my dissertation, this process will not begin until the Fall 2016 semester.

b. Continue to recruit undergraduates to be TAs. Starting the fall semester 2016, I will increase the number UTAs to four (2 for Mon/Wed labs and 2 for Tues/Thurs lectures). I plan to have both lecture and labs in the Foy 213 computer lab (see next goal).

c. Having two locations for lecture and lab is inconvenient for students, but also doesn't facilitate the use of technology in the lecture classroom. I have been encouraged by the success of having the HDFS 7050 class held in the Spidle 110 lab for both lecture and lab and would like to have the STAT 2010 course to have the same experience starting the fall 2016 semester. Having the lecture in the lab will require re-working the current class activities, but the flipped classroom approach will not make this transition too labor intensive.

d. Because the STAT 2010 course will be more in the lab working on computers, the exams should reflect this change. Currently students have 6 exams with hand calculations and 1 exam with Excel. Once the entire course is in the lab, I plan to have 3 exams with hand calculations and four exams using Excel. Even though we will use the computers more, it is important for students to still know how to use formulas and to know what is occurring behind the scenes when they use statistical packages to analyze their data.

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

a. continuing to make the course my own. This last year I re-vamped the PowerPoints and some of the content to better flow from creating research questions to analyzing data with various statistical tests; however there is still more work to be done. This past year the changes were addressed weekly. I want to sit down over the summer and write-out the course learning objectives and make sure that the content and structure of the course are meeting those objectives. This will take time and require that I finish my dissertation by July.

b. Reduce the content of the HDFS 7050 course to fit within a 3 credit hour course. We discussed changing the course from a 4 credit to a 3 credit course starting in the fall 2016 semester. Combining the lecture and lab together into one location (in the Spidle 110 lab) has helped consolidate the material; however additional consolidation will need to take place. Rather than showing an example, then having students conduct another example during the lab time, and then do an assignment on their own, I can incorporate the lab time example into the lecture so that students still have the hands-on experience to prepare them for their assignment. This should essentially reduce the class time each week by an hour.

c. I still would like to make the course a little more rigorous. I believe I saw great improvement with attention in class and participation by including reaction comments to the reading and having the students participant in discussion leads; however I did notice that retention of the material is not where I would like it to be. I am always amazed at the amount of memory decay over the Christmas break between 7050 and 7060. I think having the course set-up as once a week is not helping with memory encoding given the long break between meetings, nor does just having students just complete assignments. I would like to introduce three or four low-stakes quizzes that test students on the basic concepts that they should be learning in the course. Frequent testing has been shown to improve retention. I hope providing a few quizzes will help students expend a little more effort in learning and understanding the material.

d. Implement a suggestion given by Margaret to introduce regression earlier in the semester. I can introduce regression a week earlier when we talk about comparing group means and show both the ANOVA and Regression techniques to analyzing data.

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

a. Better preparing students for later quantitative course offered by Margaret and Ben. Although students receive a lot of hands-on experience using syntax in SPSS and SAS, later courses require that students use Mplus. I will introduce Mplus into the HDFS 7060 course using a workshop at the end of the semester.

b. Similar to the goal for the HDFS 7050 course, I will need to reorganize the course to fit within a 3 credit hours.

c. Similar to the goal for the HDFS 7050 course, I will like to introducing quizzing of basic content to help facilitate memory retention over longer periods of time.

23. Comments and/or additional information.

The only additional comment I have is that I was surprised by the number of cases of academic dishonesty that I had this past year. Typically, I will have one or two students who submit someone else's work, falsify attendance, or cheat on an exam, but for the fall 2015 semester, I had 16 instances (although all minor offenses) of academic dishonesty. Of course, students are not happy when you call them out on the behavior. What impact this had on my course ratings is unclear as most offenders came from section 009. About half admitted while the other half vehemently denied despite overwhelming evidence to the contrary. I hope this was a one-time, abnormal occurrence. This semester I have been very clear in that it isn't difficult to catch dishonest behavior when computers are used for assignments (as well as making my syllabus longer). If it becomes an increasing trend, I may utilize the academic honesty committee to try to reduce it. I worry that my lenient approach to dishonesty may be facilitating the behavior.

Research

24. Percent of Research assignment during the academic year?

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

Goal 1: Successfully defend my dissertation project

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

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

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

Goal 2: I did not teach in the summer term and was able to free up time to work on my dissertation. I was able to use the time to re-write my introduction and methods section by the end of the summer and receive the final go ahead from my committee to submit to IRB and start collecting data.

Addt 1: I attended *This is Research* at Auburn University. I attended the MRI session in preparation to conduct additional research on the stigma toward persons with disabilities once my doctoral degree is complete.

Addt 2: Although initially a personal project, research on my family history has turned into an academic research project and a class example in HDFS 7050 on qualitative methods (narrative research). I published a lower tier journal article and an invited web-blog in 2015. The citations are: Bubb, R. (2015). Louisa Shipman Mangram Yoos: Early California settler. *The California Nugget*, 7(2), 8-11 and Bubb, R. (2015, July 2). Louisa Shipman-Mangrum-Yoos: Screaming from the Dust [Web blog post]. Retrieved from <http://camptowncemetery.blogspot.com/> The experience has put me in contact with Charles Swenson who is working on the sociological and anthropological Black history of Brenham, Texas and who is working with Texas A&M. The project has also led to the mentorship of an undergraduate sociology and anthropology major at Auburn University, Crystal Harrell, who is interested in the project. Currently Crystal has also agreed to be the lead TA for my statistics lab in addition to being a research assistant. She is doing a phenomenal job in both positions.

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

Goal 1: As was mentioned in last year's evaluation and after defending my dissertation prospectus, my committee decided to remove the MRI component and add several physiological measurements. The decision resulted in a major re-write of my methods section and introduction. However, I was able to complete the revisions by the end of summer and receive IRB approval for collecting data.

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

29. What are your goals for next year?

Goal 1: Successfully defend my dissertation project

30. Comments and/or additional information.

My dissertation is moving forward consistently now that I have committee approval and lab time established. I am currently 30% of the way through data collection. Collection will be completed by the end of the semester and, assuming quick turn-around times on drafts (less than 6 weeks), I am on pace to defend and graduate by the summer term.

31. Percent of Service assignment during the academic year?

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

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

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

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

Goal 1. I assisted Jamie in the analysis of the SLO7 assessment for the 2015 year. The SLO7 assessment was phased out this past year and is being assessed through a Communications course, however until the time that when it is completely phased out, I will continue to assist with the SLO7 reporting

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

Addt 1: Presented a poster at the Conversations in Celebration of Teaching at Auburn University: Sailors, J., Vollenweider, M., Wilbanks, S., Christianson, Bubb, R., & Cumbie, E. (2015). *ePortfolio Assessment through Program-Specific Rubric Development*, Conversations in Celebration of Teaching, Auburn University

Addt 2: The work with the E-Portfolio project resulted in a submission to the ePortfolio Project Faculty Cohort Award. Our ePortfolio cohort was a finalist for the Gary Brown Award (alas we ended up being a runner-up to the award)

Addt 3: I was a guest speaker for Jamie Sailor's peer mentor class for both fall and spring semesters. I was also a guest speaker again for Amy's teaching class during the summer term.

Addt 4: I recorded a short 10 minute video lecture for Nicole Stork-Hestad for use in her distance learning class. The topic was on falsification and how it relates to the scientific method and hypothesis testing.

Addt 5: I was an ad-hoc committee member for the undergraduate awards committee for the HDFS department

Addt 6: I was also a member of the Society for the Teaching of Psychology (STP; Division 2 of APA) Teaching Excellence Award Review Committee. I assisted in determining the Weiten Award Winner for two-year colleges for 2015.

Addt 7: I was an ad-hoc selection committee member for the online instructor position for the HDFS department.

Addt 8: I was also on the undergraduate program committee for last year.

Addt 9: I also assisted in the yearly review of 1st year graduate students given my interactions with them for the first two semesters in the research methods 7050 and 7060 courses.

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

All goals achieved

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

36. What are your goals for next year?

Goal 1: Continue to work with Dr. Sailors on analysis of the interpersonal communication (SLO7) assessment in the HDFS 3080 course until it is completely phased out.

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

Goal 3: Continue as a member of the undergraduate program committee as needed.

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

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

I have written recommendations for 6 HDFS students this past year and informed them about the HDFS program. Although several of the applications are pending, I have heard back from some of the students. Caroline Nevin was accepted and will attend a graduate program at Mississippi State University. Jesse Smeltzer was accepted to and will attend Alabama State – Montgomery, and TeKisha Rice was accepted to all graduate programs she applied to (including the HDFS program here at Auburn University). She is currently attending the graduate program at the University of Illinois – Urbana Champaign (I also wrote letters of recommend for her for other AU awards including the President's Award. She received the President's Award). Lucy Riley was accepted and will attend the Master's Program here in HDFS (I also wrote a recommend for Study Partners which she received). I also wrote a letter for Cara Floum for working at Columbus Regional Medical Center and for BreAnne Grissett for a mission application.