FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2016 Calendar Year

Name: Robert Bubb **Dept: HDFS** **Date of Review: May 4, 2017**

Current Approximate Time Allocation
100% Instructional Activities

Next Year Approximate Time Allocation
100% Instructional Activities

Congratulations on the successful completion of your dissertation. It is now official. You hold the Ph.D.! It was grueling to watch and I know it was harder still on you. But, it is done now and you can begin to enjoy the fruit of the status. This last year was a stressful one for you and I am glad it is now complete.

2016 has been another good year for you. Your undergraduate teaching evaluations continue to amaze. This year across four undergraduate classes and two graduate classes (and one graduate lab) mean student evaluations of your teaching effectiveness were never lower than 5.4 on a 6-point scale. To my continuing admiration, that impressive score was actually low for you this year. In 4 classes your ratings were 5.8/6.0 and in 2 classes they were 5.9/6.0. You even got a 6.0/6.0 in one class. Open ended student comments repeatedly mention how tough statistics is but also how you make it come alive. You are a passionate teacher and that fact is appreciated by your students but also by the faculty in the HDFS department and the CHS college.

I like your commitment to databased self-evaluation and decision making. I like your plans for introducing low level low-stakes quizzes to the course. That can help you communicate what you consider foundational. I would not oppose moving to a twice a week class meeting, but that will have to be negotiated with the rest of the graduate faculty because, as you know, all graduate classes are taught in 3 hour blocks once a week. It could present a scheduling challenge.

Thanks for your leadership in creating HDFS 2040 and cross listing it with psychology. That was a lot to add on top of your teaching and dissertation work.

I again appreciate your availability to the major outreach programs in the College: Kyes Stevens (APAEP), Barb Strumpler (Body Quest), and Ellaine Miller (NCFCC standards). Although last year saw a slowdown on this front, I know they all see you as a reliable contributor to their effort when they have the data and a question.

It has been a pleasure working with you as your department head since you joined our department back in 2011. I wish you well in your career and life going forward and I hope that you find staying here in HDFS attractive and rewarding.

My overall assessment of your performance is *exemplary*.

_____ 5/4/17   _____ 5/4/17
(Faculty Signature)   (Date)   (Department Head Signature)   (Date)

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. Additionally, I am waiting on data to be collected for the NCFCC standards realignment. Ellaine Miller should provide the data once it is available from the standards raters—assuming the project is still underway.
Addt 1: Although my responsibilities for analyzing data for Sondra Parmer and Barb Strumpler's Body Quest grant were passed to Christiana Datuba Brown, she is no longer assisting with the analyses. Sondra and Barb asked me to help with the past year's analysis and I agreed. I helped analyze their results for their Federal reporting and still need to complete the analysis for their Extension report.

11. what goals were not achieved?

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. 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. Due to the lack of movement of both goals, I have decided not to include them as goals for the next year.

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

N/A

13. What are your goals for next year?

Goal 1: Finish the analysis for the past year's data for the Body Quest grant

14. Comments and/or additional information.
N/A

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.

NA

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. 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.

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

Goal 1b: I have continued to use undergraduate TAs in the course. They have been extremely helpful to students by assisting them with questions and helping them stay on-task, rather than being distracted by devices or the computers. I was able to recruit 2 UTAs for the spring semester and 3 for the fall semester. With the GTA

in the course, there is plenty of opportunities for students to get help with course material.

Goal 1c: The lecture and lab are now held in Foy 213. This move has helped the continuity of the class. Before the topics between the lecture and lab did not flow well at times. Because there were no computers in the lecture hall, we could not cover a statistical test and then practice the analysis in Excel. We would have to wait until the next lab day. However now when I finish introducing a statistical test, we can go directly to conducting that test in Excel. The same classroom for both lecture and lab has prevented lecture getting too far ahead of lab or vice versa.

Goal 1d: The exams have been reworked to reflect priorities of the course. Both hand calculations and Excel skills are better represented. Students take the first two and the last two exams using hand calculations, while the middle two exams are taken with Excel. Before students would not emphasize learning Excel until right before the exam and would not do well on the exam (either they knew it or didn't), but now the Exam preparation is more spread out and scores have improved (no longer bi-modal).

Goal 2b: This goal was more difficult to achieve than I initially thought. Reducing from 4 credit hours to 3 credit hours required streamlining what was most important and often felt like I was choosing among my kids. This transition often meant less practice with software, less discussion of the articles, and more responsibility of students working outside of class. Although going 4 hours at once made for a long class, it also allowed the pace to be less frantic. I will continue to adjust the content to match the 3 hour time in the Fall 2017 course.

Goal 2d: Regression is now introduced a week earlier in the semester. This gave a little more time to cover the basics of regression; however there was still a considerable drop off in retention of material over the Christmas break.

Goal 3a: The basics MPlus is now taught in the 7060 course during the last 3 weeks. Inclusion of MPlus turned out to be a good review of the material learned in the course. We cover a lot of material over the first 12 weeks, having the last three weeks to cover the basics using a new stat package not only prepares students for future classes, but it also reinforces the main takeaways from the class.

Goal 3b. My comments are similar to Goal 2b with the exception that students are spending a lot more time outside of class. Previously students could start their homework assignments during the lab time, they now have to do it all outside of class. Students have mentioned this semester that they feel overwhelmed. I will monitor this for the rest of the semester and make necessary adjustments.

Goal 3c. There are now 4 quizzes planned for the 7060 Spring 2017 course. So far it has forced students to revisit the topics from week-to-week. It is my hope that this will result in longer retention of material.

Addt 1: Instructed HDFS 4980 with two undergrads in the spring 2016 and three undergrads in the fall 2016 semesters: Aly Brown, Alex Castre, Jacob Wade, Amelia McGraw, and Alexis Durham. In addition to being TAs, they also completed graduate preparation assignments and assisted students during their office hours. They helped reduce the instructor-to-student ratio.

Addt 2: Instructed HDFS 3930 with one undergraduate student who served as GTA. Ling graduated with her PhD after the fall 2015 semester which meant I did not have a GTA for the spring semester. Joe suggested I look outside the department for a GTA, however I informed him I would rather have someone with experience

with the course. Crystal Harrell was also a UTA the fall semester so I asked her if she would be willing to teach the lab component of the course. She agreed and did a great job at an opportunity that few undergraduates have.

Addt 3: Instructed HDFS 7060-7061 in the spring 2016 semester

Addt 4: Instructed HDFS 7050 in the fall 2016 semester

Addt 5: Developed syllabi and helped submit to the curriculum committee for the upcoming HDFS 2040: Analytics for the Social and Behavioral Sciences and HDFS 2043: Analytics for the Social and Behavioral Sciences Distance Learning. The course will allow HDFS to separate itself from the STAT department and provide a course directly geared toward the major and CHS.

Addt 6: During the summer term because I didn't have a GTA, I taught both the lecture and the lab sections rather than just the lecture. This allowed for an improved teaching experience. Students responded better that before when there were two instructors with varying teaching styles and expectations. I decided to continue to teach both the lecture and lab in the fall semester and similar to the summer, the experience was improved for both teachers and students. The GTA is now responsible for a greater grading load and also guest teaching from time-to-time (such as when my wife went into labor and when I defended my dissertation).

Addt 7: Although I cannot identify the single most influential change of the year in regards to my instruction in the STAT 2010 course, there was a significant increase in student ratings as to my overall teaching effectiveness between the 2015 ($M = 5.32$, $SD = 1.08$) and 2016 years ($M = 5.71$, $SD = 0.63$), $t(177) = 3.12$, $p = 0.001$, $d = 0.43$ (adjusted for unequal variances). This was surprising given that I was heavily distracted by my dissertation.

Addt 8: I was invited to speak with the methods instructors over in the psychology department. They were interested in how I taught the STATs 2010 course. After the meeting, Alejandro Lazarte informed me that the psychology department was changing their curriculum for the STAT 2010 course to include several elements that better match my course such as optional retake exams, using Excel instead of SPSS, online testing, and the flipped classroom approach.

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

Goal 1a: Although I worked with Brian Gillis this past fall to identify the materials and software needed, to conduct pilot recordings, and analyze those recordings, I have yet to convert the PowerPoints to video recordings. I will start recordings over the summer for preparation for the fall semester.

Goal 2a. Continue to make the course my own. This last year I re-vamped the PowerPoints and some of the content to fit within 3 credit hours; however I was unable to sit down over the summer and write-out the course learning objectives and make sure that the content and structure of the course were meeting those objectives. I will move this goal to this summer for the Fall 2017 course

Goal 2c. Although I did not implement multiple quizzes during the semester, I did give a final assessment at the end of the semester. The average on the assessment was a 73% (median = 77.5, stdev = 14.21). The results suggest that students are not necessarily retaining the basic material well under the current format. Moving to more frequent quizzing should help students re-visit the material more and help

with longer retention. So far in 7060, this appears to be working as grades are higher on the quizzes.

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 was a challenging experience. Now that my dissertation is complete, I will be better able to use the resources (such as the Biggio Center) to convert my lectures to video for the STAT 2010 course and to sit down this summer and work through the HDFS 7050 and 7060 course to map out learning objectives and better fit the course content to within a 3 credit hour course.

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. Finish converting the narrated PowerPoints into live video recordings no longer than 15 minutes each. The goal is to have this completed by Fall 2017 semester.
b. Encourage students to submit their research projects to *This is Research.* In stat 2010, HDFS 7050 and HDFS 7060, student use existing datasets to create research questions and then analyze them. However, no students in any of the courses have taken what they have presented in class and submitted it to the AU conference. My goal this year is to recruit an undergraduate student to facilitate this process by reviewing the projects and contacting students to encourage them to submit to the conference. Hopefully multiple projects will be submitted and accepted that will demonstrate student learning in the classroom.
c. Once the HDFS 2043 distance learning course is approved and video recordings are complete for the STAT 2010 course, I would like to implement the distance learning course as a pilot either in the fall or spring semester. This would of course depend on the need and timing in the department.
d. Move STAT 2010 assignments from out-of-class to in-class. Part of the increased number of academically dishonest behaviors in STATs 2010 last year was due to assignments completed outside of class. One student would do the assignment and then share their spreadsheet to which several other students would then submit as their own (the editing history was retained in the Excel file). Moving the assignments to in-class would ensure that everyone is doing the assignment and obtaining the practice that will help them on future exams. It should also reduce the number of academic dishonest occurrences.
Goal 2: Improve lecture and lab instruction to further develop student learning for the HDFS 7050 course by:
a. Continue to make the course my own. My goal is 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 within the bounds of a 3 credit hour course.
b. Implement multiple quizzes in HDFS 7050 similar to HDFS 7060 this spring semester.

c. Implement SAS as the only statistic package taught in HDFS 7050. Reducing the credit hours from 4 to 3 has squeezed the content that can be covered in the course. Previously, I instructed in both SAS and SPSS, however last fall, I had to quickly abandon teaching both packages as we just did not have the time. Because MPlus syntax is much more similar to SAS than SPSS, I will only teach SAS in HDFS 7050. SPSS drop down menus are easier to learn and can be taught in individual major professor's labs.

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

a. Reducing the number of assignments from 10 to 8. Moving from 4 credit hours to 3 credit hours has increased the amount of time students have to spend outside of the course (because we don't have time for them to start their assignments in what use to the lab component). By reducing the number of assignments, students will not feel as overwhelmed and the quality of the assignments should increase.

23. Comments and/or additional information.

Addt 1: A couple of students informed me that the podcast I created for Nicole Stork-Hestad's distance learning class last year has found its way into a philosophy of logic class on campus.

Addt 2: Three students went out of the way to send me an email at least a semester after they had completed the course. One student, Sarah Silverii, was accepted to a speech-language pathology program at the University of Tennessee and stated that her experience in my class has made her feel "like an expert" in her cohort. I also received an email from Tekisha Rice thanking me for her stats and TA experience. They have helped her do well at the University of Illinois. Finally, I received an email from Megan Schmerbauch thanking me for an enjoyable experience in the statistics course. I would include all three emails in their entirety, but they are too long and sappy.

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

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 1: Dissertation is complete. Finally.

Addt 1: Instructed HDFS 4980 in both spring and fall semesters with three undergraduate research assistants: Crystal Harrell, Hannah Ferry, and Sarah Weisshaar. The students helped run participants for my dissertation and helped present research at national research conferences.

Addt 2: Submitted two proposals based on my dissertation research to the Society of Industrial and Organizational Psychology national conference. One of the proposals was accepted. Bubb, R., Fan, J., Robinson, J., & Harrell, C. (2017, April). *Physiological reactance and discrimination toward persons with Down syndrome*. Poster session at the annual meeting of the Society of Industrial and Organizational Psychology Conference, Orlando, Florida.

Addt 3: Submitted a small grant proposal to the Society of Human Resource Management. Although the grant was not funded, it went far in the process and received a lot of positive feedback. I was encouraged to adjust the methodology to be more externally valid to hiring situations and to re-submit.

Addt 4: Submitted three proposals to National Institute for the Teaching of Psychology. All three were accepted.

- Bubb, R., Sailors, J., Wilbanks, S., Christian, V., Cumbie, E., Vollenweider, M., & Ferry, H. (2017, January). *Course Sharing: Professional development and ethics*. Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.
- Ferry, H., & Bubb, R. (2017, January). *Course Sharing: Introductory statistics for the behavioral sciences.* Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.
- Ferry, H., & Bubb, R. (accepted). *Are students actually learning from attending class? A multi-university study.* Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.

Addt 5: Attended the ePortfolio Assessment Institute during the summer term.

Addt 6: Attended the Afro-American Historical and Genealogical Society national conference. I also took an undergraduate, Crystal Harrell, to the conference. She is interested in writing narrative histories of emancipated slaves.

Addt 7: Took a research trip to Brenham, Texas where I developed a working relationship with Eddie Harrison who is the president of the Camptown Cemetery Association. They are working also with Texas A&M. We discussed recruiting research assistants and obtaining grant funding for summer research trips for undergraduates. I also helped locate and transcribe the deed for the Camptown Cemetery that had been missing for about a 100 years.

Addt 8: Attended *The Ties that Bind: A Symposium on Slavery in Auburn.* From the symposium, I developed a working relationship with Mark Wilson who is the director of the Caroline Marshall Draughon Center for the Arts and Humanities in the College of Liberal Arts. They are working with Ann Pearson, a member of the Auburn Heritage Association, and the City of Auburn to re-vitalize Baptist Hill Historic African American Cemetery. I offered to recruit undergraduate students to help write narrative biographies of those interred in Baptist Hill. We were invited to share some narratives at the next symposium in the fall semester.

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: Revise grant proposal based on my dissertation to comments and re-submit to SHRM or another grant funding organization.
Goal 2: Continue to recruit undergraduate research assistants to help with research projects related to disability studies and writing narratives for Camptown and Baptist Hill Cemeteries.
Goal 3: Submit a proposal to the Afro-American Historical and Genealogical Society national conference for 2017 with undergraduate co-authors
Goal 4: Submit a proposal to the Society for Industrial and Organization national conference for 2018 with undergraduate co-authors
Goal 5: Submit a proposal to the National Institute for the Teaching of Psychology national conference for 2018 with undergraduate co-authors.

30. Comments and/or additional information.

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 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.

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 didn't have much work here this year. The SLO7 in the HDFS 3080 course has been phased out and will not need any additional analyses in the future.
Goal 2: I assisted with the E-Portfolio cohort for the 2016 year. The experience has resulted in the Gary Brown ePortfolio Faculty Cohort Award

Goal 3: I attended a few meetings for the undergraduate program committee as needed and invited

Addt 1: 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.

Addt 2: Attended the faculty retreat on developing a vision statement for the department

Addt 3: Assisted the committee formed to develop a methodology certificate for the graduate program

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 the E-portfolio committee as needed.

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

Goal 3: Help with designing an HDFS undergraduate research methods course. The need for a research methods course has been discussed for several years. It sounds like we are now moving in that direction. I have volunteered to be part of the committee to help develop the course.

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 10 undergraduate students this past year. Last year Lucy Riley was an undergraduate teaching assistant and although she wasn't thinking about applying to graduate school, she still completed grad prep assignments as part of the TA experience. She ended up applying, being accepted to, and attending the HDFS graduate program. Also I suggested to Crystal Harrell that she apply to the HDFS graduate program even though she was a sociology major. She has worked with me for a couple of years and has some overlapping interests with the program.