

Human Ecology BS: 2018-2019

Definition of Unit

Providing Department:

School of Human Ecology BS

Department/Unit Contact:

Melinda Anderson

Mission/Vision Statement:

In March 2019, the School of Human Ecology reviewed its Vision and Mission statements as a result of completing the Tech Tomorrow Strategic Planning process. After several weeks of review and discussion, Human Ecology faculty voted to slightly revise our mission statement to better reflect the new university strategic plan. The vision statement was found to still be appropriate and was not changed.

The current vision is: To be recognized as a premier program in Human Ecology and as an agent for advancing quality of life and fostering leadership in individuals, families and communities.

The old mission was:

The School of Human Ecology provides education, research, service, resources, and leadership to empower students and professionals to assist individuals, families and communities to achieve optimal quality of life.

The new 2019 Mission is:

The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.

These statements were approved by all faculty and are being updated on our website and other internal documents. These statements reflect the efforts of the faculty to provide undergraduate education, research, service projects, and professional development opportunities in child development and family relations; child life; family and consumer sciences education; nutrition, and dietetics; housing and design; foodsystems administration and merchandising and design. The School is housed within the College of Agriculture and Human Ecology, and is accredited by the American Association of Family and Consumer Sciences (AAFCS). Additionally, the dietetics curriculum holds accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND); and the Family and Consumer Science Education curriculum is accredited by the Council for Accreditation of Educator Preparation (CAEP). In 2015, the Child Development and Family Relations concentration received approval from the National Council on Family Relations (NCFR) to offer the Certified Family Life Education (CFLE)

certification through the CDFR concentration. The Child Life curriculum just received Endorsement status from the Association of Child Life Professionals (our CL curriculum had previously held Approval status; Endorsement is a new national standing and TTU is the 5th Child Life Program in the nation to achieve Endorsement status). The School is aligned with the University Vision, Mission and Tech Tomorrow Plan to provide education for life, innovation in all we do, exceptional stewardship, and engagement for impact.

Program Goal 1: Maintain Accreditations

Define Goal:

1. The School of Human Ecology will maintain program quality sufficient to meet and/or exceed accreditation standards from the American Association of Family and Consumer Sciences (AAFCS), the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and the Council for Accreditation of Educator Preparation (CAEP).

Intended Outcomes / Objectives:

The School of Human Ecology will be in 100% compliance with all external accreditation requirements. In addition, the School will comply with Child Life Endorsement standards.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Program Goal 1 Assessment of Accreditations

Frequency of Assessment:

annually

Rationale:

Maintaining professional accreditations ensures a high quality curriculum

RELATED ITEM LEVEL 2

Results for Program Goal 1:Accreditations

Results:

The School of Human Ecology holds three external accreditations. The School completed a 10-year site visit with the American Association of Family and Consumer Sciences in February 2018. The results of this site visit were received in 2018 and the School received full accreditation until 2029 from AAFCS. The ACEND annual report was submitted in December 2018. The teacher education statistics for our students was reported to the Office Teacher Education at TTU for compliance with CAEP. The College of Education completed a CAEP site visit in April 2018 and those results were very positive. Dr. Sisk submitted the application for Endorsement status for the Child Life (CL) Concentration in October 2018; and the results of that application have just been received. The CL program is an Endorsed program from the Association of Child Life Professionals. All accreditation compliance data and reports have been submitted on time to the appropriate professional organization in 2018-2019.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Program Goal 1 Accreditations

Program Changes and Actions due to Results:

The external accreditations held by the School of Human Ecology (ACEND, AAFCS, CAEP) are monitored by the Director of the School. Dr. Anderson also continues to serve as the DPD Director for the accredited dietetic program.

The ACEND letter received in April 2017 provides documentation that the TTU DPD Program has met all monitoring requirements and maintains full accreditation status through 2020 when the next accreditation site visit will occur. New dietetic accreditation standards were published in June 2017 and documentation was submitted in January 2018 to show compliance with these new ACEND standards. The report was accepted by ACEND. Additional review of the DPD student data and compliance with revised 2017 Accreditation standards was completed in July 2018; and again in May 2019. Minutes of these meetings and results of the data analysis show that the DPD program continues to be in compliance with ACEND standards. A 7-year site visit will occur in late 2020.

The AAFCS site visit was held in February 2018. The final vote on accreditation status was received in Fall 2018; The School of Human Ecology received full accreditation for another 10 year cycle. Prior to the site visit, the HEC faculty carefully reviewed all core classes against AAFCS content requirements and decided to adopt a new CORE set of classes- to be effective Fall 2019. These classes are: HEC 1005, HEC 1010, HEC 2065, HEC 3011 and HEC 4005 (now AGHE 4500). Faculty members Sisk and Chitiyo received a QEP grant to revise the HEC 1005 class in Spring 2019, utilizing best practice teaching methods for a freshmen level class and incorporating a peer mentor model. They will teach the course again in Spring 2020 and will compare results from two teaching methods for purposes of retention in the major, and competence in the Body of Knowledge. Those results will be reported in next year's IE report.

The revision of the HEC exit exam was completed in Fall 2016 and administered during Fall 2016, Spring 2017, and Fall 2017. In spite of several revisions to content and question structure, the overall 5-year average score remains below the benchmark of 70%; but is showing steady improvement. Discussion of scores by faculty has resulted in several ideas: Strongly emphasis the body of knowledge content in early core classes; put body of knowledge requirements on each core syllabus to alert students to the connection to AAFCS standards; and realign assignments to reflect body of knowledge statements and applications. The Fall 2017 results show a continued improvement in scores with a class average of 78.8%. The faculty have implemented adding the body of knowledge statements to all syllabi; and a new Body of Knowledge exam has been added to the HEC 1005 class as a "pretest" for the exit exam. During Spring 2018 the exit exam was administered; but copies were inadvertently mixed up and the results of the exam became invalid. It was decided to not use the Spring 2018 results. Results from Fall 2018 and Spring 2019 show that 26 students took the exam in Fall 2018 and had a mean score of 75.92%; with 46 students completing the exam in Spring 2019 for a mean score of 68.74%. The new 5-year average is 69.02; just below the benchmark of 70%. Dr. Anderson will present these results at the Fall 2019 faculty meeting and the questions will again be reviewed for accuracy.

For CAEP compliance, Dr. Melinda Swafford has full responsibility for aligning HEC education courses with Office of Teacher Education requirements. All HEC education courses comply with CAEP requirements and all have TK20 compliance embedded in course assignments. Dr. Swafford chairs the Teacher Education committee, and keeps HEC faculty informed of any updates to CAEP standards. During this past year, minor changes were made to the HEC Education curriculum to reflect changes in the Teacher Education program. Dr. Swafford is retiring effective July 31, 2019 and a new faculty member, Dr. Elizabeth Ramsey will be responsible for compliance with the Teacher Education requirements.

Link to Assessment:

Maintain accreditation requirements of external accrediting agencies

Program Goal 2: Student Enrollment

Define Goal:

2. The School of Human Ecology will maintain sufficient student enrollment at the undergraduate and graduate levels to ensure the viability of the program and course offerings, and the School of Human Ecology will exceed university rates for retention and graduation.

Intended Outcomes / Objectives:

Human Ecology (HEC) undergraduate enrollment will increase at least 3% annually. Fall to fall retention rate will be the same as or exceed university retention rate. The new Family and Consumer Sciences graduate concentration within Curriculum and Instruction will enroll 2 new students annually.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Program Goal 2 Assessment : Enrollment and Retention

Frequency of Assessment:

annually

Rationale:

- a. Count enrollment during each fall semester, based on TTU Institutional Research official enrollment counts for Human Ecology. Sustainability of unit is dependent on increasing student enrollment to maximize resources, and growing the unit.
- b. Fall to fall retention shows number of freshmen retained.

RELATED ITEM LEVEL 2

Results for Program Goal 2: Student Enrollment and Retention

Results:

Table 1. Fall Enrollment by Unit 2008-2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	194	175	201	205	266	263	252	259	257	242	240

Enrollment for Human Ecology has increased overall the past 10 years. However, the enrollment decreased 1% between 2017 and 2018. The benchmark of 3% was not achieved. University enrollment overall has declined/remained level during the past 3 years as a result of Tennessee Promise; 2 years of free community college has had an impact on enrollment for all departments.

The Fall 2017 cohort fall to fall retention rate for new freshmen in Human Ecology was 90%, compared to 75% for the university. Our rate of 90% exceeds the university rate and we have met this expectation.

Other benchmarks which speak to success with enrollment and retention include Degrees conferred: this number increased by 10 students between 2016-2018 and stands at 71 for the 2017-2018 year. The HEC Graduation Rate for Graduated within Department is 56% for the Fall 2012 cohort; up 16% from the 2011 cohort. The TTU Graduation Rate for this same time period is 51%.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Program Goal 2 Enrollment and Retention

Program Changes and Actions due to Results:

Enrollment has continued to decline the past 3 years and the benchmark of 3% was not met. Recruitment activities this past year (fall 2018) included the university Preview Day; Homecoming events; and several high school visits. Enrollment overall at the university has been steady or slightly lower than projections during the past 3 years. For 6 months during 2018-2019 the College of Agriculture and Human Ecology was able to hire a part-time recruiter who worked to establish new relationships with area high schools; and updated all social media outlets for the college. Funding for the position was temporary; and ended in June 2019. New funding will have to be determined in order to hire a new person.

Human Ecology participated in the university-wide Preview Day Fall 2018.

Student Success Director Mr. Chris Kohl was hired in August 2017; and began supervising the College Ambassadors in January 2018. These ambassadors attended high school career fairs to represent both the School of Agriculture and Human Ecology; additionally the Ambassadors were involved in each prospective student visit and followed up with each prospective student.

The retention rate for the School of Human Ecology remains steady. Events completed this past year include: Welcome back activities at the beginning of fall semester; consistent follow up with students not attending class (both faculty and Mr. Kohl do this); and a new digital monitor placed at the College entrance to remind students of college events and student club meetings. Funding for food events was not available this year (due to budget cuts) and the usual picnic and welcome back for Spring semester was not held; although a small event was held at the beginning of Fall 2018 semester.

Link to Assessment:

Monitor enrollment numbers each semester; monitor fall to fall retention rates

Program Goal 3: Adequate Faculty

Define Goal:

3. The School of Human Ecology will hire and support a diverse faculty unit with appropriate expertise to deliver a high-quality program.

Intended Outcomes / Objectives:

1. The external accreditations provide guidelines for number of faculty and qualifications of faculty in specific concentrations. These requirements will be maintained by all faculty teaching in the School of Human Ecology. Adjunct and temporary faculty members will have the appropriate credentials for the content area in which they are teaching.

2. Students have the opportunity to rate teacher excellence on the IDEA evaluations. HEC faculty benchmark for Teaching excellence will be 3.75/5.0 (cumulative average score across two semesters).

DRILL DOWN-----

RELATED ITEM LEVEL 1

Program Goal 3 Assessment of Faculty

Frequency of Assessment:

annually

Rationale:

Accreditation reports provide feedback on faculty expertise, but are only done every 5-10 years; IDEA reports are completed each semester and provide data on student perception of faculty teaching competence; faculty annual reports.

RELATED ITEM LEVEL 2

Results for Program Goal 3: Adequate Faculty

Results:

Table 2. Faculty Credentials and IDEA Scores for “Excellent Teacher”

Benchmark: 3.75/5.0

Faculty Name	Area of Teaching	Credentials	Employment Status	Sp 19 IDEA Scores for “Excellent Teacher”	F18 IDEA Scores for “Excellent Teacher”	Cumulative Score
Melinda Anderson	Food, Nutrition & Dietetics	PhD, RD, LDN	Full-time, 50% Admin, 50% Faculty	4.45 (5 course avg)	4.71 (2 course avg)	4.58
Rufaro Chitiyo	Child Development & Family Relations	PhD	Full-time	4.37 (5 course avg)	4.63 (4 course avg)	4.50
Anthony Paradis	Sports Nutrition	MS, RD, LDN	50% Athletics, 50% HEC faculty	4.03 (2 course avg)	4.61 (1 course avg)	4.32
Samantha Hutson	Food, Nutrition & Dietetics	PhD, RD, LDN	Full-time	4.83 (4 course avg)	4.97 (3 course avg)	4.9
Lee Ann Shipley	Child Development & Family Relations	PhD, CFLE (Licensed Teacher 450,499)	Full-time	4.86 (5 course avg)	4.88 (4 course avg)	4.87
Cara Sisk	Child Life	PhD, CCLS	Full-time	4.57 (5 course avg)	4.72 (4 course avg)	4.64
Melinda Swafford	Human Ecology Education (FACS) & Child Development & Family Relations	PhD (Licensed Teacher 461, 450, 451, 453)	Full-time	4.83 (2 course avg)	4.30 (2 course avg)	4.56
Hannah Upole	Merchandising	PhD	Full time	4.81	4.93	4.87

	& Design			(4 course avg)	(4 course avg)	
Sung Yi	Food, Nutrition & Dietetics	PhD	Full time	4.0 (3 course avg)	3.94 (2 course avg)	3.97

Attachments:

RELATED ITEM LEVEL 3

Modifications: Program Goal 3 Adequate Faculty

Program Changes and Actions due to Results:

Each full-time, temporary and adjunct faculty member in the School of Human Ecology has the appropriate credentials for the content area in which they are teaching, according to SACSCOC requirements and the external accrediting agencies.

Faculty credentials are monitored by the Director before a person is hired, and monitored by Academic Affairs and Human Resources.

Dr. Sung Yi was hired in Spring 2018 and began employment August 1, 2018. He teaches the Food Preparation and Quantity Food Production classes (Friday Cafe) and the Foodsystem Administration class.

In reviewing IDEA scores for Teaching Excellence, the HEC faculty have a combined average of 4.5 on a 5.0 scale (this represents 32 classes and 9 faculty from Spring 2019 semester)

New action: continue mentoring of new faculty and observations of teaching practices; continue to provide financial assistance to faculty to attend professional development events

Link to Assessment:

IDEA evaluations provide feedback on each faculty member's competence in teaching content knowledge

Student Learning Outcome 2: Student Skills**Define Goal:**

2. Students will be prepared for life-long success in their careers and for graduate study as evidenced by their critical thinking skills, communication skills and ability to work effectively with others.

Intended Outcomes / Objectives:

HEC students will be rated by site supervisors during field experience/internships courses as being competent in communication skills and ability to work with others. Site supervisor evaluation benchmark score is 80%.

IDEA evaluations of all courses allow students to self-evaluate progress critical thinking skills. IDEA benchmark score per class is 3.75/5.0 scale (75%).

HEC Students complete the California Critical Thinking Skills test annually. Monitor their scores against TTU mean and national mean.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Student Learning Outcome 2 Assessment**Frequency of Assessment:**

Each semester

Rationale:

A) For the IDEA evaluations, we will expect to see our students meet or exceed institutional and national averages when comparing progress on critical thinking skills.

B) The California Critical Thinking Skills test is administered annually as a senior exit requirement for the university.

C) Site Supervisor/mentoring teacher assessment reports – each concentration in Human Ecology requires either a service learning course (internship, practicum or field experience) or student teaching (for Family and Consumer Sciences (FCS) Licensure). Using the evaluations from these site supervisors or mentoring teachers allows us to collect data about our students learning outcomes from external sources. One evaluation form is used for all of these service-learning courses. The form is collected by the faculty, and submitted to the Director each semester. For the site supervisor evaluations, this assessment tool will be revised to an electronic version and we will expect our students to score at an 80% benchmark or better in ability to work effectively with others in a service learning setting.

RELATED ITEM LEVEL 2

Results for Student Learning Outcome 2

Results:

Site Supervisor Scores:

During Fall 2018, 13 students completed experiential learning hours. The site supervisor evaluations averaged 4.68 on a 5.0 scale to equal 94%. During Spring 2019, 28 students complete experiential learning hours. The site supervisor evaluations averaged 4.54 on a 5.0 scale to equal 91%. Both of these semesters revealed that students well exceeded the benchmark of 80% on site supervisor evaluations.

Site Supervisor scores come from the evaluation form used in the internship/field experiences classes. Each curriculum in Human Ecology requires a service learning course in the senior year, except Housing and Design; but students have the option and most choose to complete the internship. The Site Supervisor evaluation form is based on a 5-point scale. Site Supervisor scores for fall 2018 were 4.68/5.0 (94%) and in spring 2019 were 4.54/5.0 (91%). A total of 41 students (fall =13, spring =28) completed either the internship or field experience class during these 2 semesters. The benchmark of 80% was well exceeded both semesters, as site supervisors consistently rank HEC students as "above average" or "excellent" in the categories of professional attitude, communication skills, willingness to solve problems, and respect for co-workers.

California Critical Thinking Skills Test (CCTST) results:

2017-2018 n=45 Mean = 14.3

2016-2017 n=34 Mean = 17

2015-2016 n=53, Mean = 16.2

2014-2015 n=67, Mean = 19.0

TTU Mean 2017= 17.6

National mean 2017 = 16.2

IDEA Progress on critical thinking skills Fall 2018 and Spring 2019
Benchmark is 3.75/5.0 scale (75%)

Faculty	Fall 2018	Spring 2019
Anderson	4.1/5.0=82% (2 courses)	4.3/5.0= 86% (5 courses)
Chitiyo	4.45/5.0 = 89% (4 courses)	4.26/5.0 = 85% (5 courses)
Hutson	4.48/5.0 = 90% (4 courses)	4.56/5.0=91% (5 courses)
Paradis	3.8/5.0 = 76% (1 course)	3.9/5.0=78%. (2 courses)
Shiple	4.2/5.0 = 84% (4 courses)	4.82/5.0=96% (5 courses)
Sisk	4.57/5.0 = 91% (3 courses)	4.5/5.0 = 90% (5 courses)
Swafford	4.3/5.0 = 86% (2 courses)	4.25/5.0=85% (2 courses)
Upole	4.9/5.0=98% (6 courses)	4.6/5.0=92% (4 courses)
Yi	3.75/5.0 = 75% (2 courses)	3.43/5.0= 69% (3 courses)

IDEA scores for all full-time faculty for Fall 2018 show that all HEC faculty exceeded the benchmark of 3.75 (75%) demonstrating that HEC students overall rated the progress on course objectives as "substantial" or "exceptional"; an indication of competencies met within each course. For Spring 2019 Progress on Relevant Objectives, all HEC faculty but one exceeded the 3.75 benchmark. This new faculty member only taught 2 courses and the small number of courses does impact the overall scores.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Student Learning Outcome 2 Student Skills

Program Changes and Actions due to Results:

Progress has been made this past year to convert the site supervisor evaluations to an online version. The university recently updated its version of FileMaker Pro; and the College of

Education was working with IT to design a structure for Human Ecology to send electronic versions of this evaluation. Implementation of the Filemaker Pro software was to begin in Summer 2018. Update: the FileMaker Pro software did not work out, and the evaluations were not converted to an online process. However, Dr. Anderson is looking at ways to put the Site Supervisor evaluation into a Qualtrics format that can be sent electronically.

Continue use of IDEA evaluations by all HEC faculty to monitor progress on course objectives.

Increase motivation for students taking the CCTST. Set up computer lab for synchronous online administration during Senior Seminar to allow student class time to complete the exam. Key faculty and director available to monitor and encourage positive participation.

Link to Assessment:

Site supervisor scores, CCTST scores, and IDEA evaluations

Student Learning Outcome 1: Student Competence

Define Goal:

1. Students will demonstrate competent knowledge in the American Association of Family and Consumer Sciences Body of Knowledge.

Intended Outcomes / Objectives:

HEC students will score a minimum of 70% on an internal HEC Exit Exam

DRILL DOWN-----

RELATED ITEM LEVEL 1

Student Learning Outcome 1 Assessment

Frequency of Assessment:

each semester

Rationale:

The Core exit exam contains questions from HEC core courses. Exam is completed during course time in Senior Seminar. Benchmark is 70% mean score.

RELATED ITEM LEVEL 2

Results of Student Learning Outcome 1: Exit Exam**Results:**

Table: 2014-2019 Mean Score for the Human Ecology Senior Exit Exam

Year	# of Students	Mean Score %
Spring 2014	50	68.2
Fall 2014	40	62.1
Spring 2015	21	63.3
Fall 2015	38	61.0
Spring 2016	27	60.0
Fall 2016	30	76.5
Spring 2017	31	75.8
Fall 2017	33	78.8%
Spring 2018	given but results flawed	no results
Fall 2018	26	75.92%
Spring 2019	46	68.74%
5-yr Average	Sp2014-Sp2019	69.03%
	Benchmark	70%

The HEC exit exam is administered each semester in the Senior Seminar class. During Fall 2016, the exam was extensively revised, based on the previous 3 years scores being below the benchmark of 70%. It was determined that the exam content had not been updated in several years, and that some questions were poorly constructed. Each HEC faculty member reviewed their own content portion of the exam as well as the core portion. New questions were created, reviewed and approved by the faculty as a whole. A pilot exam was given to 139 students during fall semester to explore the validity and reliability of the new questions. The results of this pilot exam formed the basis for the new Exit Exam which was given for the first time in Fall 2016. After this Fall 2016 exam, some minor wording changes were made based on individual question scores. The Spring 2017 version contained these changes. The Fall 2016 percent passed was 76.5% and the Spring 2017 percent passed was 75.8%; both of these scores exceed the benchmark of 70%. The Fall 2017 average score was 78.8% and the Spring 2018 results were invalid and can't be used. The semester to semester averages continue to increase. Fall 2018 mean score is 75.92% and Spring 2019 mean score is 68.74%.

The five year average is now 69.02%; an improvement of 1% from the previous average.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Student Learning Outcome 1 Student Competencies Program Changes and Actions due to Results:

Discussion of scores by faculty has resulted in several ideas: Strongly emphasis the body of knowledge content and terminology in early core classes; put body of knowledge requirements on each core syllabus to alert students to the connection to AAFCS standards/course content; and realign assignments to reflect body of knowledge statements and applications. Since the last revision of the questions was in 2016; it is time again to review the exit exam questions for accuracy and relevancy since the CORE classes have also been updated this past academic year.

Link to Assessment:

HEC exit exam scores reflect overall human ecology content knowledge.