

Human Ecology BS: 2019-2020

Definition of Unit:

Providing Department:

School of Human Ecology BS

Department/Unit Contact:

Melinda Anderson

Mission/Vision Statement:

The 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 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 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; 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 received Endorsement status in 2019 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 2028 from AAFCS. The ACEND (dietetics) annual report was submitted in December 2019. The teacher education statistics for our students were 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. The Child Life program is an Endorsed program from the Association of Child Life Professionals; we are in the second year of maintaining that Endorsement status. All accreditation compliance data and reports have been submitted on time to the appropriate professional organizations in 2019-2020.

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. Due to Covid-19 Restrictions, the DPD Site Visit has been rescheduled to Fall 2021.

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%. 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 2019 and Spring 2020 show that 44 students took the exam in Fall 2019 and had a mean score of 69.77%; with 34 students completing the exam in Spring 2020 for a mean score of 80%. The new 5-year average is 70%. During Spring 2020; only the Core portion of the Exit Exam was given due to Covid 19 and the campus converted to 100% online. There was not enough time to put in all the concentration exam portions into iLearn.

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. This exam is administered in the HEC 1005 class each semester.

For CAEP compliance, Dr. Elizabeth Ramsey 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.

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 2008-2019

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|
| | 194 | 175 | 201 | 205 | 266 | 263 | 252 | 259 | 257 | 242 | 240 | 216 |

Enrollment decreased 9% between 2018 and 2019. 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 2018 cohort fall to fall retention rate for new freshmen in Human Ecology was 86%, compared to 77% for the university. Our rate of 86% exceeds the university rate and we have met this expectation.

Other benchmarks which speak to success with enrollment and retention include Graduation Rate. The HEC Graduation Rate for Graduated within Department is 72% for the Fall 2015 cohort; The TTU Graduation Rate for this same time period is 52%.

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 2019) 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. One preview day was held in early 2020; but then no recruiting events were held due to Covid-19 restrictions.

Human Ecology participated in the university-wide Preview Day Fall 2019.

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. Mr. Kohl has been promoted to the Launchpad Student Success Center; and the College no longer has its own student success center effective Fall 2020.

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.

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:**

Dr. Melinda Swafford retired in 2019 and Dr. Elizabeth Ramsey was hire to teach in the areas of Family and Consumer Sciences Education and Child Development and Family Relations

New Faculty Member Allison Barlow, RD, LDN was hired in March 2020 and began employment August 1, 2020 to

teach Nutrition and Dietetics courses.

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

Benchmark: 3.75/5.0

| Faculty Name | Area of Teaching | Credentials | Employment Status | Sp 20 IDEA Scores for “Excellent Teacher” | F19 IDEA Scores for “Excellent Teacher” | Cumulative Avg Score |
|------------------|--------------------------------------|--------------|-----------------------------------|---|---|----------------------|
| Melinda Anderson | Food, Nutrition & Dietetics | PhD, RD, LDN | Full-time, 50% Admin, 50% Faculty | 4.58 (3 course avg) | 4.27 (3 course avg) | 4.42 |
| Rufaro Chitiyo | Child Development & Family Relations | PhD | Full-time | 4.48 (5 course avg) | 4.38 (3 course avg) | 4.43 |
| Anthony Paradis | Sports Nutrition | MS, RD, LDN | 50% Athletics, 50% HEC faculty | 4.60 (3 course avg) | 4.01 (2 course avg) | 4.31 |
| Samantha Hutson | Food, Nutrition & Dietetics | PhD, RD, LDN | Full-time | 5.0 | 4.96 | 4.98 |

| | | | | | | |
|------------------|---|--|-----------|------------------------|------------------------|------|
| | | | | (2 course avg) | (3 course avg) | |
| Lee Ann Shipley | Child Development & Family Relations | PhD, CFLE (Licensed Teacher 450,499) | Full-time | 4.64 (5 course avg) | 4.58 (4 course avg) | 4.61 |
| Cara Sisk | Child Life | PhD, CCLS | Full-time | 4.41 (4 course avg) | 4.61 (4 course avg) | 4.51 |
| Elizabeth Ramsey | Human Ecology Education (FACS) & Child Development & Family Relations | PhD (Licensed Teacher 461, 450, 451, 453) | Full-time | 4.22 (2 course avg) | 4.74 (4 course avg) | 4.48 |
| Hannah Upole | Merchandising & Design | PhD | Full time | 4.98 (5 course avg) | 4.96 (5 course avg) | 4.97 |
| Sung Yi | Food, Nutrition & Dietetics | PhD | Full time | 4.39 (3 course avg) | 4.47 (2 course avg) | 4.43 |

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 left in July 2020 to work at another university. Ms. Allison Barlow was hired in March 2020 to teach Nutrition and Dietetics courses.

In reviewing IDEA scores for Teaching Excellence, the HEC faculty have a combined average of 4.57 on a 5.0 scale (this represents 32 classes and 9 faculty from Spring 2020 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 2019, 2 students completed experiential learning hours. The site supervisor evaluations averaged 4.21 on a 5.0 scale to equal 84%. During Spring 2020, 3 students completed experiential learning hours with average supervisor score of 4.35 or 87% on a 5.0 scale. During Summer 2020, 20 students completed experiential learning hours with average supervisor score of 4.81 or 86% on a 5.0 scale.

The Benchmark of 80% was met each of these semesters.

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 2019 were 4.21/5.0 (84%) and in spring 2020 were 4.35/5.0 (87%). A total of 20 students completed summer internship hours for an average score of 4.81/5.0 (86%). The

benchmark of 80% was well exceeded all 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:

2019-2020 N=33 Mean = 14.4

2018-2019 n=73 Mean 13.5

2017-2018 n=45 Mean = 14.3

2016-2017 n=34 Mean = 17

2015-2016 n=53, Mean = 16.2

TTU Mean 2019-2020 = 16.1

National Norm = 15.4

We saw an increase in the CCTST score for students in 2019-2020. We are still below the TTU average and will continue to work towards increasing scores on the CCTST. Changes in the administration of the CCTST in Fall 2019 may have improved motivation and participation of our students.

IDEA Progress on Relevant Objectives Fall 2019 and Spring 2020

Benchmark is 3.75/5.0 scale (75%)

All faculty exceeded the benchmark of 3.75 on the 5.0 scale

| Faculty | Fall 2019 | Spring 2020 |
|----------|----------------------------|----------------------------|
| Anderson | 4.06/5.0=81% (3 courses) | 4.53/5.0= 91% (3 courses) |
| Chitiyo | 4.4/5.0 = 88% (5 courses) | 4.4/5.0 = 88% (3 courses) |
| Hutson | 4.79/5.0 = 96% (2 courses) | 4.6/5.0=92% (3 courses) |
| Paradis | 4.25/5.0 = 85% (2 courses) | 4.06/5.0=81% (3 courses) |
| Shipley | 4.0/5.0 = 80% (4 courses) | 4.6/5.0=92% (54courses) |
| Sisk | 4.5/5.0 = 90% (4 courses) | 4.32/5.0 = 86% (4 courses) |
| Ramsey | 4.0/5.0 = 80% (2 courses) | 4.18/5.0=84% (4 courses) |
| Upole | 4.62/5.0=92% (5 courses) | 4.74/5.0=95% (5 courses) |
| Yi | 4.33/5.0 = 87% (3 courses) | 4.4/5.0= 88% (3 courses) |

IDEA scores for all full-time faculty for Fall 2019 and Spring 2020 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.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Student Learning Outcome 2 Student Skills

Program Changes and Actions due to Results:

Continue synchronous administration of the CCTST during course time to create positive participation. Look at CCTST sub scores and the structure of the exam so that our faculty can tie certain critical thinking skills to their course activities.

Continue to work towards implementing a Qualtrics version of the Site Supervisor Evaluation

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

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 % |
|-------------|---------------|--------------|
| 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% |
| Fall 2019 | 44 | 69.77 |
| Spring 2020 | 34 | 80.13% |
| Core only due to Covid19 | | |
| 5-Yr Average | | 70.18% |
| | Benchmark | 70% |

The Fall 2019 average score was 69.77% and the Spring 2020 results were 80.13% for the Core portion only of the exam.

The five year average is now 70%; meeting the benchmark of 70%.

Attachments:

RELATED ITEM LEVEL 3

Modifications: Student Learning Outcome 1 Student Competencies

Program Changes and Actions due to Results:

In Spring 2020, the internal HEC Exit Exam was moved to our online LMS (iLearn). Students were given a two week period to complete the exam. We will continue to offer the exam on iLearn and monitor performance.

Faculty also made extra effort in Fall and Spring to encourage students to take the test seriously.

We continue to emphasize the Core Knowledge statements which align with the content of the AAFCS Body of Knowledge.

Faculty have also discussed using the HEC 1005 Body of Knowledge exam as a pre-post design to test knowledge in addition to the internal Exit Exam.

Link to Assessment:

HEC exit exam scores reflect overall human ecology content knowledge.