Institutional Effectiveness
2021-2022

Program: Human Ecology BS

College and Department: College of Agriculture & Human Ecology - School of Human Ecology

Contact: Melinda Anderson

Mission:

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 were 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.

Housed in the College of Agriculture and Human Ecology, the School holds multiple accreditations/endorsements, which are listed in the table below.

Accreditation/Endorsement	Program
American Association of Family and Consumer Sciences (AAFCS)	School of Human Ecology
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Nutrition and Dietetics concentration
Council for Accreditation of Educator Preparation (CAEP)	Family and Consumer Sciences Education concentration
National Council on Family Relations (NCFR)	Child Development and Family Relations concentration
Association of Child Life Professionals	Child Life concentration

Program Goals:

PG 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).

The School of Human Ecology will be in 100% compliance with all external accreditation/endorsement requirements. In addition to accreditations listed above, the School will comply with Association of Child Life Professionals Endorsement and National Council on Family Relations Endorsement standards.

PG 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.

Human Ecology undergraduate enrollment will not decrease from year to year.
Fall to fall retention rate will be the same as or exceed university retention rate.
Graduate enrollment in the MS in Community Health and Nutrition will meet cohort limit of 10 students each fall; and enrollment in the graduate Family and Consumer Sciences Concentration in Curriculum and Instruction will not decrease year to year.

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

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.

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)

Student Learning Outcomes:

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

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

SLO 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.

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% (cumulative average score across two semesters)

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 TN Tech mean and national mean.

Assessment Methods:

PG 1: Maintain Accreditation

- Accreditation Reports: Provide feedback on faculty expertise, but are only done every 5-10 years. Maintaining professional accreditations ensures a high-quality curriculum

PG 2: Enrollment and Retention

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

PG 3: Adequate Faculty

- IDEA Course Evaluations: IDEA reports are completed each semester and provide data on student perception of faculty teaching competence. We will expect to see our students meet or exceed institutional and national averages when comparing progress on critical thinking skills.

SLO 1: Student Competency

- Core Exit Exam: The Core exit exam contains questions from HEC core courses. Exam is completed during course time in last semester before graduation. Benchmark is 70% mean score.

SLO 2: Student Skills

- 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.
- California Critical Thinking Skills Test: The California Critical Thinking Skills test is administered annually as a senior exit requirement for the university.
- IDEA Course Evaluations: IDEA reports are completed each semester and provide data on student perception of faculty teaching competence. We will expect to see our students meet or exceed institutional and national averages when comparing progress on critical thinking skills.

Results:

PG 1: Maintain Accreditation

All accreditation compliance reports were submitted on time in 2021-2022. The Nutrition and Dietetics concentration had a virtual site visit in September 2021, and received confirmation of continued accreditation for the next seven year cycle (until 2028). The Child Life concentration continues to hold endorsement status from the Association of Child Life Professionals. The Human Development and

Family Science concentration (formerly Child Development and Family Relations) continues to hold approval status from the National Council on Family Relations.

PG 2: Enrollment and Retention

Human Ecology (HEC) undergraduate enrollment will not decrease each year. Fall to fall retention rate will be the same as or exceed university retention rate.

Table 1. Fall Enrollment by Unit 2011-2021

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	205	266	263	252	259	257	242	240	216	216	192

Enrollment in Human Ecology declined for the Fall 2021 census count.

Table 2. Retention Rates: Fall to Fall Freshmen

Fall 2018 Cohort **Univ.**	Fall 2018 Cohort HEC	Fall 2019 Cohort **Univ.**	Fall 2019 Cohort HEC	Fall 2020 Cohort Univ	Fall 2020 Cohort HEC
77.0%	86.21%	77.5%	82.1%	72.9%	85.2%

Our rates of 86% in Fall 2018, 82% in Fall 2019 and 85% in Fall 2020 exceeds the university rate and we have met this expectation. The university fall to fall full time freshmen retention rate was 77.5% in 2019. The Fall 2020 university cohort results were 72%.

Table 3. 6-Year Graduation Rate for First Time Freshmen

Univ Cohort 2014	2014 Cohort HEC	2015 Cohort HEC	No new data to report
55.5% Weighted Avg 52.2%	70.97%	72%	

The School of Human Ecology exceeded the Graduation Rate for First Time Freshmen for the data that is available (2014 and 2015).

Table 4. Degrees Conferred

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
69	71	72	64	67

The School of Human Ecology shows a trending increase in number of degrees conferred from 2016-2018; but a decrease of 8 degrees from 2019-2020. An increase to 67 degrees conferred is seen in the 2020-2021 results.

PG 3: Adequate Faculty

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.

New Faculty Member Mr. Aeric Gunnels began employment August 1, 2021 in a Lecturer position to teach Housing and Design courses. Ms. Amber Buckner, RDN, LDN was hired as the Experiential Learning Coordinator for the Graduate Program in January 2022.

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).

According to the IDEA Unit Summary reports for Fall 2021 and Spring 2022, the School of Human Ecology faculty scored an average of 4.65/5.0 scale for Excellence of Teacher; an increase from 4.5 in last year's report.

The School of Human Ecology met this Program Goal for Adequate Faculty as evidenced by hiring of new faculty members and meeting benchmark for Teacher Excellence on IDEA course evaluations.

SLO1: Student Competency

Table 5: 2016-2022 Mean Score for the Human Ecology Senior Exit Exam

Year	# of Students	Mean Score
2016-17	51	76.2
2017-18[1]	33	78.8

2018-19	72	71.3
Fall 2019	44	69.8
Spring 2020	Covid	Covid
Fall 2020	33	80.5
Spring 2021	27	82.5
Fall 2021	32	81.6
Spring 2022	45	83.1
Average[3]		77.9
	Benchmark	70

[3] Does not include Spring 2020.

The five-year average is now 77.9%; meeting the benchmark of 70%.

SLO2: Student Skills

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.

Site Supervisor Scores:

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 1 student from fall 2021 was 5.0/5.0 (100%(; from 11 students in spring 2022 was 4.9/5.0 (98%); and from 20 students in summer 2022 4.8/5.0 (96%). 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.

IDEA Progress on Relevant Objectives:

Benchmark is 3.75/5.0 scale (75%) – for Fall 2021 HEC Faculty scored 4.4 and the IDEA Average for Progress on Relevant Objectives for Spring 2022 was 4.4/5.0.

All faculty exceeded the benchmark of 3.75 on the 5.0 scale; demonstrating that HEC students overall rated the progress on course objectives as "substantial" or "exceptional"; an indication of competencies met within each course.

Table 6. Human Ecology California Critical Thinking Skills Test (CCTST) results:

Year	**N**	**Mean**
2021-2022	28	72
2020-2021	73	72.8
2019-2020	41	**72** **14.2**
2018-2019	**73**	**72** **13.5**
2017-2018	**45**	**14.3**
2016-2017	**34**	**17.0**
2015-2016	**53**	**16.2**

TTU Mean 2021-2022 = 75.2

National Norm = 73.3

The exam changed to a 100 point exam in 2019. The School of Human Ecology is slightly below the TTU Norm and National Norm for 2021-2022.

Modifications for Improvement:

All current program goals and student learning outcomes will be continued as written. Effective Fall 2022, the School of Human Ecology started a new BS degree program: a BS in Design Studies with two new concentrations. Architecture and Interior Design (formerly Housing and Design) and Fashion Merchandising and Design (formerly Merchandising and Design). This new degree program is in response to student, alumni and employer feedback related to the name "Human Ecology" having no design connotation. As was previously mentioned in this report, the CDFR concentration was renamed

based on NCFR input to standardize the name of academic programs across the United States to "Human Development".

The internship course is set to be re-evaluated this fall, with revised documents and evaluation forms to be created and implemented.

The HEC exit exam is being given to all graduating seniors as an online exam in iLearn.

Appendices

1. Human Ecology BS Core Curriculum Map

Appendix 1: Human Ecology BS Core Curriculum Map

Distribution of Body of Knowledge Components throughout a Core Curriculum											
Core Course	**Core Concepts**				**Integrative Elements**		**Cross-Cutting Themes**				
	Basic Human Needs	**Community Vitality**	**Family Strengths**	**Individual Well-being**	**Life Course**	**Human Ecosystem**	**Appropriate Use of**	**Capacity Building**	**Global Interdependence**	**Resource Development &**	**Wellness**
HEC 1005		X				X					
HEC 1010	X				X						X
HEC 2065			X	X							
HEC 3011						X		X		X	
AGHE 4500							X		X		
Outcomes Met (#/%)											
Outcomes Met (%)											
Analysis:	**Program Strengths (80-100% Outcomes Met)**						**Program Weaknesses (79% or fewer Outcomes Met)**				
Follow-Up	**What strategies will the Unit develop to improve the weaknesses while not diminishing the strengths of the infusion of the Body of Knowledge throughout this Core curriculum?**										