

UNIT REPORT

**School of Human Ecology - Final
Annual Report**

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Definition of Unit: Human Ecology**Start:** 07/01/2017**End:** 06/30/2018**Reporting Year:** 2017-2018**Providing Department:** School of Human Ecology**Department/Unit Contact:** Melinda Anderson**Mission/Vision/Goal Statement:**

In August 2017, the School of Human Ecology revised its Vision and Mission statements as a result of completing an American Association of Family and Consumer Sciences (AAFCS) accreditation site visit report. After preparation of the report, it was apparent that the vision and mission needed updating to more accurately reflect current curriculum goals and accreditation standards.

The new 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 new mission is:

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.

These statements were approved by all faculty and have been 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 is approved by the Association of Child Life Professionals. The School is aligned with the University Vision, Mission and Flight Plan to improve the undergraduate student experience and to create distinctive programs and invigorate faculty.

Program Goal 1: Maintain accreditations**Progress:** Completed**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.

Program Goal 2: Student Enrollment**Progress:** Completed**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.

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.

Program Goal 3: Adequate Faculty

Progress: Completed

Define Goal:

3. The School of Human Ecology will maintain adequate faculty 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 excellence will be 3.75/5.0 (cumulative average score across two semesters).

Student Learning Outcome 2: Student Skills

Progress: Completed

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 at 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 on relevant objectives, which include 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.

Student Learning Outcome 1: Student Competence

Progress: Completed

Define Goal:

1. Students will demonstrate competent knowledge in the American Association of Family and Consumer Sciences Body of Knowledge as evidenced by a score of 70% or better on the internal Human Ecology Exit Exam.

Intended Outcomes / Objectives:

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

Program Goal 1 Assessment of Accreditations**Goal/ Outcome/ Objective:**

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) and the Accreditation Council for Education in Nutrition and Dietetic

Type of Tool: National Accrediting Agency Requirements and Standards
Other

Frequency of Assessment: annually

Rationale:

Maintaining professional accreditations ensures a high quality curriculum

Program Goal 2 Assessment : Enrollment and Retention**Goal/ Outcome/ Objective:**

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

Type of Tool: FTE Enrollment

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.

Program Goal 3 Assessment of Faculty

Goal/ Outcome/ Objective:

The School of Human Ecology will maintain adequate faculty with appropriate expertise to deliver a quality program.

Type of Tool: National Accrediting Agency Requirements and Standards

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.

Student Learning Outcome 1 Assessment

Goal/ Outcome/ Objective:

Students will demonstrate competence in the content areas of Human Ecology as evidenced by a passing score on the national certification exam administered by the American Association of Family and Consumer Sciences

Type of Tool: Exit Exam

Frequency of Assessment: each semester

Rationale:

The national certification exam in Family and Consumer Sciences provides a standardized exam for Human Ecology content – the certification exam was not given during spring semester; instead the same HEC exit exam was given again. Benchmark is 70% mean score.

Student Learning Outcome 2 Assessment

Goal/ Outcome/ Objective:

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

Type of Tool: Other

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 relevant course objectives. The California Critical Thinking Skills test is administered annually.

B) 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.

Results for Program Goal 1:Accreditations

Goal/Objective/Outcome Number: Goal 1

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 will be voted on by AAFCS in fall 2018. The ACEND annual report was submitted in December 2017 and 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- the results of that visit are not known yet. All accreditation compliance data and reports have been submitted on time to the appropriate professional organization in 2017-2018.

Results for Program Goal 2: Student Enrollment and Retention

Goal/Objective/Outcome Number: Goal 2

Results:

Table 1. Fall Enrollment by Unit 2007-2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	202	194	175	201	205	266	263	252	259	257	242

Enrollment for Human Ecology has increased overall the past 10 years. However, the enrollment decreased 5% between 2016 and 2017. The benchmark of 4% 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 2016 cohort fall to fall retention rate for new freshmen was 73.91%, compared to 78.5% for the university. The benchmark of 90% was not met for HEC.

Results for Program Goal 3: Adequate Faculty

Goal/Objective/Outcome Number: Goal 3

Results:

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

Faculty Name	Area of Teaching	Credentials	Employment Status	Sp 18IDEA Scores for “Excellent Teacher”	F17 IDEA Scores for “Excellent Teacher”
Melinda Anderson	Food, Nutrition & Dietetics	PhD, RD, LDN	Full-time, 50% Admin, 50% Faculty	4.72 (6 course avg)	4.4 (3 course avg)
Rufaro Chitiyo	Child Development & Family Relations	PhD	Full-time	4.53 (4 course avg)	4.42 (4 course avg)
Anthony Paradis	Sports Nutrition	MS, RD, LDN	50% Athletics, 50% HEC faculty	4.29 (2 course avg)	4.43 (2 course avg)
Samantha Hutson	Food, Nutrition & Dietetics	PhD, RD, LDN	Full-time	4.93 (6 course avg)	4.79 (4 course avg)
Jeff Plant	Housing & Design	PhD, CPFFE	Full-time	4.1 (4 course avg)	3.48 (4 course avg)
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)
Cara Sisk	Child Life	PhD, CCLS	Full-time	4.70 (5 course avg)	4.71 (4 course avg)
Melinda Swafford	Human Ecology Education (FACS) & Child Development & Family Relations	PhD (Licensed Teacher 461, 450, 451, 453)	Full-time	4.51 (3 course avg)	4.35 (4 course avg)
Hannah Upole	Merchandising & Design	PhD	Full time	4.91 (5 course avg)	4.95 (4 course avg)

Results for Student Learning Outcome 2

Goal/Objective/Outcome Number: Student Learning Outcome 2

Results:

See attached Word document for additional results for SLO 2

CCTST 2018 results have not been posted as of 6-1-2018

California Critical Thinking Skills Test (CCTST) results:

2016-2017 n=34 Mean = 17

2015-2016 n=53, Mean = 16.2

2014-2015 n=67, Mean = 19.0

TTU Mean 2017= 17.1

National mean 2017 = 16.2

Attachments: Attached Files

[Table 3.docx](#)

Results of Student Learning Outcome 1: Exit Exam

Goal/Objective/Outcome Number: Student Learning Outcome 1

Results:

Table 3 2013-2018 Mean Score for the Human Ecology Senior Exit Exam

Year	# of Students	Mean Score %
Fall 2013	37	68.7
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
5-yr Average		68.2%
	Benchmark	70%

Modifications: Program Goal 1 Accreditations

Goal/Objective/Outcome Number: 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 the DPD Program must show compliance with these new content standards by January 2018. Documentation was submitted in January 2018 to show compliance with these new ACEND standards. The report was accepted by ACEND.

The AAFCS site visit was held in February 2018. The final vote on accreditation status will be made known in fall 2018. 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).

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.

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.

Link to Assessment:

Maintain accreditation requirements of external accrediting agencies

Link to Flight Plan: Undergraduate Co-Curricular Program

Create Distinctive Programs and Invigorate Faculty

Modifications: Program Goal 2 Enrollment and Retention**Goal/Objective/Outcome Number:** Program Goal 2 Enrollment and Retention**Program Changes and Actions due to Results:**

Enrollment declined 6% between Fall 2015-Fall 2017; 2015=259 students and 2017= 242 students. The benchmark of 4% was not met. Recruitment activities this past year (fall 2017) 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.

A new recruiting brochure was designed and printed, to be used with prospective students, career fairs, and other events to promote Human Ecology.

Human Ecology participated in the university-wide Preview Day Fall 2017.

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: College picnics both fall and spring semesters; welcome back activities at the beginning of each 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

Link to Flight Plan: Freshmen Flight Path

Academic Advising

Improve Undergraduate Student Experience

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 Hannah Upole began employment August 1, 2017 as the new Merchandising and Design Faculty member.

The Food Science faculty position was not filled; and postponed to search until March 2018. The search is on going at this time.

All other HEC full-time faculty remain the same for the 2017-2018 academic year.

All full-time faculty attended at least one professional conference during the past year including 5 faculty who attended the AAFCS conference in Dallas in June 2017. Dr. Melinda Swafford was recognized with a national award for Leadership in Family and Consumer Sciences. 4 faculty are planning to attend the AAFCS conference in Atlanta in June 2018.

In reviewing IDEA scores for Teaching Excellence, the HEC faculty have a combined average of 4.61 on a 5.0 scale (this represents 40 classes and 9 faculty from Spring 2018 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

Link to Flight Plan: Create Distinctive Programs and Invigorate Faculty

Modifications: Student Learning Outcome 1 Student Competencies

Goal/Objective/Outcome Number: Student Learning Outcome 1 Student Competence

Program Changes and Actions due to Results:

The HEC exit exam was administered Fall 2016, Spring 2017, Fall 2017 and Spring 2018 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.

The five year average is now 68.2%; an improvement of 2% from the previous average.

Discussion of scores by faculty has resulted in several ideas: Strongly emphasize 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.

Link to Assessment:

HEC exit exam scores reflect overall human ecology content knowledge.

Link to Flight Plan: Improve Undergraduate Student Experience

Modifications: Student Learning Outcome 2 Student Skills

Goal/Objective/Outcome Number: Student Learning Outcome 2 Student Skills

Program Changes and Actions due to Results:

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 2017 were 4.66/5.0 (98%) and in spring 2018 were 4.46/5.0 (89%). A total of 32 students (fall =10, spring =22) 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.

IDEA scores for Fall 2017 semester overall average: 4.39 and Spring 2018: 4.27; for Progress on Relevant Objectives. These scores exceed the benchmark of 4.0 (80%) demonstrating that HEC students overall rated the progress on course objectives as "substantial" or "exceptional"; an indication of competencies met within each course.

Progress has been made this past year to convert these site supervisor evaluations to an online version. The university recently updated its version of FileMaker Pro; and the College of Education is working with IT to design a structure for Human Ecology to send electronic versions of this evaluation. Implementation of the Filemaker Pro software is to begin in Summer 2018.

Continue use of IDEA evaluations by all HEC faculty to monitor progress on course objectives. This summer the university has switched to using only online IDEA evaluations.

Link to Assessment:

Site supervisor scores and IDEA evaluations

Link to Flight Plan: Improve Undergraduate Student Experience

Improvements to Human Ecology Assessment Plan

Improvements to Assessment Plan:

Program Goal 1: Accreditations- The School of Human Ecology completed the site visit in February 2018 from the American Association of Family and Consumer Sciences. Comparison of AAFCS body of knowledge standards to HEC Core courses has already resulted in realignment of course assignments, as well as the make up of the HEC Core. The results of the site visit will be available in fall 2018.

The CAEP site visit was completed in April 2018. Dr. Melinda Swafford has been working closely with the College of Education to provide information for their self-study document. Results of that site visit will be reported when available.

Dr. Shipley maintains oversight of the Certified Family Life Educator (CFLE) coursework and made course changes in the past year to align with updates from the National Council on Family Relations who is the national agency for CFLE.

Dr. Cara Sisk maintains oversight of the Child Life curriculum and works closely with the Association of Child Life Professionals.

All external accreditations and endorsements will continue to be monitored for compliance.

Program Goal 2: Enrollment and Retention- Recruiting efforts will continue; HEC will participate in all campus recruiting events such as Preview Day (now called Family Day) and career fairs; as well as local career fairs including the Oakley Showcase Day; and HEC faculty will continue to visit area high schools as part of our FACS Ed teacher licensure program. The College Marketing committee is working to create a college marketing plan.

Retention benchmark was met and is higher than the university retention level. Efforts to retain students will continue: emailing all new freshmen at least twice per semester, making sure each new freshman is attending advising appointments, and connecting new freshmen with upper class students through student organizations. HEC Faculty are being encouraged to use university software platforms such as TechConnect and Degree Works to communicate with students and identify at risk students. A new AGHE 1020 course was created and will be implemented Fall 2017. This course combines all new freshmen for Agriculture and Human Ecology into one course; and is the equivalent of UNIV 1020. Connecting all the freshmen in the college into cohesive groups should enhance retention efforts. All faculty in the college will visit the class at least once during the semester; and the course will retain student mentors by utilizing our College Ambassadors. The fall to spring retention of our new freshmen will be reported in next year's IE report.

Program Goal 3: Adequate Faculty- All regular full-time faculty will continue to be encouraged to attend professional development events and be supported by HEC to attend. The new Merchandising and Design tenure track faculty member began August 1, 2017. New hires as well as the retention of current faculty provide a stable foundation of course instruction for the School of Human Ecology. A new tenure track faculty position in Food Science was approved but the position was not filled and is being re-advertised in Spring 2018.

Student Learning Outcome 1: Student Competencies- The HEC exit exam will continue to be administered each semester during Senior Seminar class. The scores will be monitored this next year to determine if any further revisions may be needed. Body of knowledge content requirements will be clearly linked on each course syllabus to assignments that are measuring this knowledge. The scores did improve Spring 2016 to Spring 2018 (60% to 78.8%) indicating the newly revised exam is clearer and better aligned with content students are learning.

Student Learning Outcome 2: Student Skills - Implementation of the new online version of the site supervisor evaluation will happen during summer 2018 semester. The online version will allow for quicker and more efficient analysis of the data.