

**Institutional Effectiveness  
2024-2025**

**Program:** Human Ecology BSHE

**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
National Council on Family Relations (NCFR)	Child Development and Family Relations concentration
Association of Child Life Professionals	Child Life concentration

**Attach Curriculum Map (Educational Programs Only):**

Attached Files: See Appendix 1

## **PO 1: Maintain Accreditation**

### **Define Outcome:**

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 Dietetics (ACEND).

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.

As a clarification: the School of Human Ecology deleted the Family and Consumer Sciences Education concentration in May 2024 due to only having 1 student enrolled, who graduated- therefore we no longer hold accreditation with CAEP.

### **Assessment Methods:**

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

### **Criteria for Success (Thresholds for Assessment Methods):**

The School of Human Ecology will be in 100% compliance with all accreditation/endorsement requirements.

### **Results and Analysis:**

The School of Human Ecology holds accreditation for the Nutrition and Dietetics concentration with ACEND (Accreditation Council for Education in Nutrition and Dietetics). The annual report was submitted in November 2024; the program is accredited until 2028. The School of Human Ecology holds Endorsement status for its Child Life concentration with the Association of Child Life Professionals. The annual report was submitted in July 2024 and the endorsement status remains current. The School of Human Ecology holds Endorsement status for its Human Development and Family Science concentration with the National Council on Family Relations. This agency requires a report every two years. The next report will be sent in September 2025. Endorsement status remains current.

### **Use of Results to Improve Outcomes:**

School director will continue to monitor accreditation and endorsement requirements and ensure that annual fees are paid timely each year. Faculty in these concentrations are supported to attend conferences and complete professional development activities to remain current in their fields.

## **PO 2: Enrollment and Retention**

### **Define Outcome:**

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.

### **Assessment Methods:**

**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.

### **Criteria for Success (Thresholds for Assessment Methods):**

Human Ecology undergraduate enrollment will not decrease from year to year.

### **Results and Analysis:**

- Fall 2024 enrollment was 104 students, up 5 students (5%) from Fall 2023. The benchmark of having no decrease in enrollment was met.
- The Fall 2024 Retention Report shows Human Ecology had a fall to fall first year freshman retention rate of 86.7% in the original program. The university rate on this report is 78.2%; Human Ecology exceeded the university rate for fall-to-fall retention.

### **Use of Results to Improve Outcomes:**

The School of Human Ecology attends all university-sponsored campus recruiting events such as Preview Day and Spring Showcase. We write postcards to students who have applied and those admitted to reach out for recruiting efforts. The School of Human Ecology does not employ a full-time recruiter; therefore, it is left to faculty and the director to attend off campus recruiting events; unfortunately it is not within the workload of the faculty nor the director to spend hours each week recruiting. We do try to do all we can through emails, our website, connections to high school teachers, and communicating with alumni. The School of Human Ecology teaches its own freshman connections class, HEC 1040, as well as we work closely with our student success center advisor to provide support to our freshmen students.

### **PO 3: Adequate Faculty**

#### **Define Outcome:**

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)

#### **Assessment Methods:**

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.

#### **Criteria for Success (Thresholds for Assessment Methods):**

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)

#### **Results and Analysis:**

- Adequate faculty - all current faculty meet SACSCOC requirements for the content areas they teach in.
- From the Unit Summary Report, Teacher excellence score on IDEA evaluations: Fall 2024 was 4.5/5.0 and Spring 2025 score was 4.7/5.0 meeting benchmark of faculty being scored by students as above 3.75/5.0.

#### **Use of Results to Improve Outcomes:**

The School of Human Ecology faculty continue to demonstrate excellence in teaching; as measured by students in their classes. Each faculty member teaches a minimum of 10-12 credits each semester; with internship and practicum courses added on top of this load. The School of Human Ecology faculty are supported by School funds to attend conferences and maintain professional development to stay current in their fields. Faculty will continue to provide high quality instruction in their courses.

## **SLO 1: Student Competency**

### **Define Outcome:**

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

### **Assessment Methods:**

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.

### **Criteria for Success (Thresholds for Assessment Methods):**

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

### **Results and Analysis:**

SLO1 Student Competency is measured with the Human Ecology exit exam, given at the end of each semester to graduating seniors. The Fall 2024 results show a class average of 86%, and the Spring 2025 class average was 84%: exceeding the benchmark of 70%. The attached file shows 3 data tables clarifying the results of the exit exam for each question as matched to the core class it is aligned to. For the 24-25 academic year, the HEC 1005 and HEC 1010 courses were offered even though the faculty have removed them from the curriculum - this change will be effective Fall 2025, and a new exit exam will be administered in Fall 2025. Table 1 shows that students had the most success answering questions from HEC 3011 and HEC 1005; and the least success answering questions from HEC 1010. However, in looking at Table 3 it is clear that for each individual question- the most questions answered correctly above 90% came from the HEC 3011 and HEC 2065 classes. Both of these classes will continue to be offered as the core classes and will make up the new HEC Exit Exam.

Attached Files: See Appendix 2

### **Use of Results to Improve Outcomes:**

It is noted from Table 3, that 5 of the questions for HEC 2065 were less than 90% answered correctly and 5 questions from HEC 3011 were also less than 90% answered correctly. These questions will be reviewed for accuracy at the August faculty meeting and revised as needed when the new questions are added to the revised HEC Exit exam. The HEC Exit exam continues to be given as a multiple-choice exam in iLearn and this format continues to work well. It is noted that students are confused by taking 2 exit exams (university exit exam and department exit exam) but they finally do complete both exams after multiple email reminders.

## **SLO 2: Student Skills**

### **Define Outcome:**

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:**

**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.

### **Criteria for Success (Thresholds for Assessment Methods):**

Site supervisor evaluation benchmark score is 80% (cumulative average score across two semesters) on 5-point scale this is 4.0/5.0 or better

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.

### Results and Analysis:

Site supervisor evaluation benchmark is 80% on a 5-point scale (4.0/5.0). For Fall 2024, 3 students completed internships and had an average score of 4.53/5.0 from their site supervisor evaluations. During Spring 2025, 11 students completed internships and had an average score of 4.86/5.0 from their site supervisor evaluations. The average for both semesters was 4.70/5.0 on the ability to work effectively with others in a service-learning setting. This exceeds the benchmark of 4.0.

California Critical Thinking skills test - the School of Human Ecology had 37 students take this campus exit exam during the 24-25 academic year. The mean was 73.0 for Human Ecology and TN Tech mean was 74.8. Human Ecology was 100% of the national norm, 72.8.

Table 4. HEC CCTST Results

	2020-21	2021-22	2022-23	2023-24	2024-25
HEC	72.8	72.0	71.0	71.8	73.0
TNTech Avg	74.5	75.2	74.3	74.4	74.8
National Avg	74.0	73.3	73.3	72.8	72.8
% of National	98%	98%	97%	99%	100%

IDEA Course Evaluations- Human Ecology students self-evaluate progress on critical thinking skills; benchmark is 3.75 or higher on 4.0 scale. During the Fall 2024 semester, the average critical thinking score across 9 classes was 3.77. During the Spring 2025 semester, the average critical thinking score across 4 classes was 4.28. Both semesters exceeded the benchmark of 3.75. Please see Table 5 attached.

Attached Files: See Appendix 3 (SLO 2, Student Skills, Support Table 5)

### Use of Results to Improve Outcomes:

Internship evaluations from site supervisors consistently show that students are prepared to work effectively with others in a service-learning setting. We will continue to use the Qualtrics version of the site supervisor evaluation as this provides consistent and quick results.

Human Ecology students scored slightly less than the TTU mean for the CCTST exam. Human Ecology students exceeded the benchmark of 3.75 in fall and spring semesters, indicating they feel confident in their ability to critically analyze information and points of view. Table 5 shows 9 different courses taught across the 3 concentrations in Human Ecology, ranging from freshman

to senior level courses. It can be noted that in general, the confidence in critical thinking ability does go up between the 1000-level to the 4000-level courses indicating a positive progression in critical thinking skills across courses. HEC faculty will continue to integrate projects and assignments across courses that foster critical thinking skills.

**Summative Evaluation:**

In many areas the School of Human Ecology continues to produce consistent results, year to year. Maintaining accreditations and supporting a high-quality faculty continue to be hallmarks of our academic unit. Students consistently score Human Ecology faculty as "excellent" on the IDEA evaluations. This academic year saw a slight increase in overall enrollment, allowing us to meet that program objective. The retention fall-to-fall data was much improved this year over last year's numbers. For student skills, internship preceptors continued to rate students high for work performance and IDEA scores show a consistent trend of competency in critical thinking skills. An area we did not meet benchmark is the California Critical Thinking Skills test; we were slightly below the TTU norm.

We continued the action item of having the internship supervisor evaluations in Qualtrics and this continued to work well. We did not accomplish the action item of creating a digital internship handbook.

We did remove the HEC 1005 and HEC 1010 courses from the curriculums. We will be revising the Human Ecology exit exam to include content only from HEC 2065 and HEC 3011 which all students continue to take as core classes.

**Assessment Plan Changes:**

We will revise the Human Ecology exit exam to only include content from HEC 2065 and HEC 3011; this will be administered in December 2025.

**List of Appendices:**

Appendix 1: Human Ecology BSHE Curriculum Map

Appendix 2: SLO1, Student Competency, Support Tables 1-3

Appendix 3: SLO2, Student Skills, Support Table 5



## Appendix 1: Human Ecology BSHE Curriculum Map

Tennessee Tech University BS Human Ecology Curriculum Map

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## Appendix 2: SLO1, Student Competency, Support Tables 1-3

Table 1. %Correct of Exam Scores from Core Classes – Fall 2024 and Spring 2025

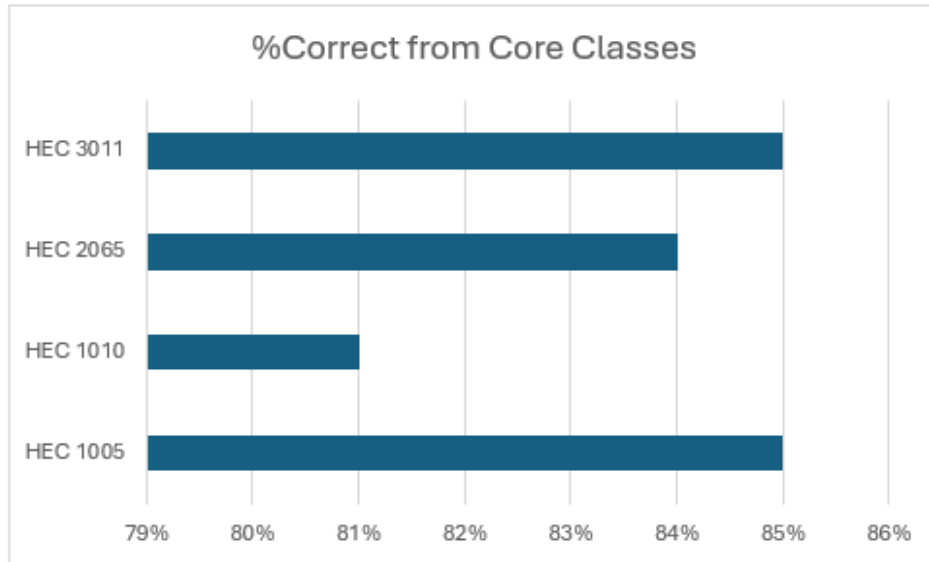


Table 2. Points for each Core Class- Fall 2024 and Spring 2025 Data

Course #	Points Corrects	Sum of Out of	Percentage
HEC 1005	765	896	85%
HEC 1010	226	280	81%
HEC 2065	375	448	84%
HEC 3011	524	616	85%

Appendix 2: SLO1, Student Competency, Support Tables 1-3, cont.

Table 3. Question Scores -Fall 2024 and Spring 2025 Data

Course #/Question #	Sum of Score	Sum of Out of	Percentage
<b>HEC 1005</b>	<b>765</b>	<b>896</b>	
1	50	56	89%
2	53	56	95%
3	51	56	91%
4	48	56	86%
5	51	56	91%
6	53	56	95%
7	56	56	100%
28	55	56	98%
29	56	56	100%
30	51	56	91%
31	35	56	63%
32	30	56	54%
37	18	56	32%
38	56	56	100%
39	53	56	95%
40	49	56	88%
<b>HEC 1010</b>	<b>226</b>	<b>280</b>	
13	53	56	95%
14	34	56	61%
15	34	56	61%
33	52	56	93%
36	53	56	95%
<b>HEC 2065</b>	<b>375</b>	<b>448</b>	
8	46	56	82%
9	46	56	82%
10	51	56	91%
11	52	56	93%
12	52	56	93%
16	46	56	82%
34	35	56	63%
35	47	56	84%

Appendix 2: SLO1, Student Competency, Support Tables 1-3, cont.

<b>HEC 3011</b>	<b>524</b>	<b>616</b>	
17	52	56	93%
18	49	56	88%
19	55	56	98%
20	55	56	98%
21	51	56	91%
22	54	56	96%
23	48	56	86%
24	27	56	48%
25	56	56	100%
26	38	56	68%
27	39	56	70%
<b>Grand Total</b>	<b>1890</b>	<b>2240</b>	<b>84%</b>

Appendix 3: SLO2, Student Skills, Support Table 5

Table 5. Human Ecology IDEA Objectives – Learning to analyze and critically evaluate ideas, arguments and viewpoints

Course	Spring23/# completing	Fall23/# completing	Spring24/# completing	Fall24/# completing	Spring 25/# completing
HEC 1005	3.3/27	3.3/21	2.8/32	2.96/27	4.09/22
HEC 1040	--	3.3/21	--	3.16/45	--
HEC 1010	3.6/22	3.9/18	4.0/44	4.02/43	3.82/22
HEC 2065	4.2/32	4.0/51	4.3/51	4.29/38	4.56/25
HEC 3011	--	4.3/32	--	3.8/25	--
HEC 3100	--	3.7/10	--	3.59/17	--
HEC 2250	--	4.4/5.0	--	4.0/2	--
HEC 4075	4.0/11	4.3/15	4.2/15	4.07/14	4.67/12
HEC 4910	--	4.4/5	--	4.0/2	--
Average	3.78	3.96	3.82	3.77	4.28