Institutional Effectiveness
2018-2019

Program: Human Ecology BS

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

Contact: Melinda Anderson

Mission:

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; food systems administration 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 Science 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 sufficient student enrollment at the undergraduate and graduate levels to ensure the viability of the program and course offerings.

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.

PG 2: 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 HEC 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%.

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.

Assessment Methods:

PG 1: Maintain program quality

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 and Graduation Rates

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. Fall to fall retention shows number of freshmen retained.

PG 3: Adequate Faculty

Feedback on faculty expertise from accreditation reports (completed every 5 to 10 years, depending on accreditation cycle).

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

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 Competence

Core Exit Exam - The Core Exit Exam is developed by the program faculty and contains questions from HEC core courses. Exam is completed during course time in Senior Seminar. Benchmark is 70% mean score.

SLO 2: Student Critical Thinking and Communication Skills, and Ability to work Effectively with Others

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

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:

PG 1: Maintain program quality

All accreditation compliance data and reports have been submitted on time to the appropriate professional organization in 2018-2019.

AAFCS

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 Fall 2018 and the School received full accreditation until 2028 from AAFCS.

ACEND

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 annual report was submitted in December 2018.

CAEP

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.

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.

NCFR- National Council on Family Relations

Dr. Shipley monitored the curriculum requirements of NCFR and made a course update in February 2019; she added the prerequisite of restricting the HEC 3066 Family Violence across the LifeSpan to only Human Ecology majors. In March 2019 she changed the name of the Play course from “Creative Play” to “Foundations of Play” to better align with NCFR curriculum wording. Additionally, she added the course LIST 3220 Intimate Relations as a choice course along with EXPW 2150 Human Sexuality to better align with NCFR course/content requirements.

Association of Child Life Professionals

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.

PG 2: Enrollment and Retention and Graduation Rates

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 6-year 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%.

PG 3: Adequate Faculty

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 and IDEA Scores for "Excellent Teacher"

Faculty Name	Area of Teaching	Credentials	Employment Status	Sp 19IDEA 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 & Design	PhD	Full time	4.81 (4 course avg)	4.93 (4 course avg)	4.87
Sung Yi	Food, Nutrition & Dietetics	PhD	Full time	4.0 (3 course avg)	3.94 (2 course avg)	3.97

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)

SLO 1: Student Competence

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

Year	# of Students	Mean Score
2013-14	87	68.4
2014-15	61	62.5
2015-16	65	60.6
Average		64.3
Revised Exam		
2016-17	51	76.2
2017-18 (Fall only)	33	78.8
2018-19	72	71.3
Average		74.5
	Benchmark	70

[1]Exam given but results were invalid.

The HEC exit exam is administered each semester in the Senior Seminar class. Since Fall 2016 when the exam was extensively revised, the average score have exceeded the benchmark or 70%. The three-year average is 74.5.

SLO 2: Student Critical Thinking and Communication Skills, and Ability to work Effectively with Others

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 completed 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:

Year	N	Mean
2018-2019	73	13.5
2017-2018	45	14.3
2016-2017	34	17.0
2015-2016	53	16.2
2014-2015	67	19.0

TTU Mean 2017= 17.6

National mean 2017 = 16.

IDEA Progress on critical thinking skills

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)
Shipley	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.

Modifications for Improvement:

PG 1: Maintain program quality

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.

Prior to the AAFCS site was held in February 2018. the HEC faculty carefully reviewed all core classes against AAFCS content requirements and decided to adopt a new CORE set of classes. These classes are: HEC 1005, HEC 1010, HEC 2065, HEC 3011 and HEC 4005 (now AGHE 4500) and were approved by the University Curriculum Committee at their February 15, 2018 meeting. The new curriculum will be

implemented in Fall 2018. The impact of these changes will be assessed over the next four years as students' progress through the program.

PG 2: Enrollment and Retention and Graduation Rates

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.

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; 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.

PG 3: Adequate Faculty

Dr. Sungpo 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 Food system Administration class.

The average IDEA scores have continued to exceed the benchmark and increased over the previous year. We will continue mentoring of new faculty and observations of teaching practices; continue to provide financial assistance to faculty to attend professional development events

SLO 1: Student Competence

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.

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 revised version of this course in Spring 2020 and will compare results from two teaching methods on retention in the major, and competence in the Body of Knowledge.

SLO 2: Student Critical Thinking and Communication Skills, and Ability to work Effectively with Others

Efforts to convert site supervisor evaluations to an online version using 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.

Appendices

1. Human Ecology BS Core Curriculum Map
2. Core Exit Exam Fall 2018
3. HEC Strategic Plan Revised 2019

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 Development	Human Ecosystem	Appropriate Use of Technology	Capacity Building	Global Interdependence	Resource Development & Sustainability	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?**										

Appendix 2: Human Ecology Exit Exam – Core Questions

HEC 1030 and 2020 Nutrition Questions

1. Which nutrient provides the most kcalories per gram?

a. protein

b. fat

c. carbohydrates

d. alcohol

2. When you eat a taco, the tortilla, meat, cheese, lettuce, and tomato are broken apart, releasing the nutrients and other food components they contain. This process is called:

a. transit

b. neutralization

c. digestion

d. absorption

3. Using the ChooseMyPlate food guide, the correct classification for a baked potato with sour cream is:

a. Grain and Dairy b. Grain group and Fats/Sweets

c. Vegetable and Dairy d. Vegetable Group and Fats/Sweets.

4. In order to lose about 1 pound per week, how many calories would Alex need to decrease from his intake each day?

a. 200 b. 1,000 kcals

c. 500 d. not enough information given to calculate

5. The main function of carbohydrates in the body is to:

a. provide energy
b. enhance immune cell functioning
c. stimulate genetic productivity in cells
d. conduct nerve impulses

6. Which of the following foods is lowest in cholesterol?

a. peanut butter
b. whole milk
c. chicken
d. Salmon

7. Jamie is a vegetarian who is trying to plan a healthy diet according to the USDA Food Patterns. Which of the following protein foods would provide the most nutrient dense choices for one day?

a. 2 pieces bacon, 1/2 can tuna, 2 pieces bread

b. 1/2 cup pinto beans, 1/2 cup tofu, 2 tbsp peanut butter

c. 1/2 cup black beans, 2 tbsp peanut butter, 1 c spinach

d. 1 skinless chicken breast, 2 egg whites, meal replacement bar

HEC 2065 Families in Society

8. Social sciences defines this relationship as being through blood, marriage, or affection, in which members may cooperate economically, may care for children, and may consider their identity to be intimately connected to the larger group.

a) domestic partner
b) fictive kin
c) empirical approach
d) family

9. Social class is usually based on _____.

a) income, sex, age, and occupational conditions.

b) income, education, and occupation.

c) sex and income.

d) income.

10. Population statistics reflect two important trends. These are _____.

a) fertility rate; mortality rate
b) sex ratio; average age of population
c) fertility rates; fecundity rate
d) sex ratio; percentage of elderly in population
e)

11. Some people have difficult lives, yet overcome adversity and are successful and well-adjusted. In the face of life's many challenges, they have overcome many, if not all, of them. These individuals show:

a) protective factors.

b) resilience.

c) SCHIP.

d) cumulative advantage and disadvantage.

12. _____ is/are the recruitment, transportation, transfer, harboring, or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud or deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments to achieve the consent of a person having control over another person, for the purpose of exploitation.

a) Battered Women's Syndrome
b) Child abuse
c) Trafficking
d) Intergenerational transmission of violence

HEC 1010 Lifespan Development

13. Change and stability in mental abilities, such as learning, memory, language, thinking, reasoning, etc., would constitute which type of development?
    A. Physical
    B. Cognitive
    C. Psychosocial
    D. Physiological

14. Which type of development is most involved in the growth of body and brain, sensory capacities, motor skills, and health?
    A. Cognitive
    B. Neurological
    C. Physical
    D. Psychosocial

15. Each of Erikson's stages involved a major developmental issue that is particularly important at that time. Erikson referred to these issues as _____ in personality.
    A. traumas

    B. crises

    C. stages

    D. phases

16. According to social learning theory, the most important element in how children learn a language, deal with aggression, develop a sense of morality, and learn gender-appropriate behavior is

A. classical conditioning.

B. observation and imitation.

C. punishment of inappropriate behavior.

D. shaping of appropriate behavior.

HEC 3011 Consumer Economics questions

17. ____ Advertising companies will play on _____ to sell a product.

A. your psychological weaknesses

B. your emotions

C. your impending crisis

D. your demographics and educational background

E. all of the above (Caveat Emptor!)

18. _____ Smart shoppers know to be assertive, investigate the seller, do your homework and then

A. be willing to finance as necessary.

B. be willing to 'walk away' from the purchase.

C. be willing to allow the seller to 'control the conversation' by teaching you about the product, or service because they know their stuff and will help you get the best deal.

D. seek the advice of several, plan ahead and wait until you are ready, and then 'strike when the price is right'.

E. answers B & D are correct

19. _____We know there is a difference between psychological needs and real needs. Which of the following statements would be best perceived as a real need?

A. I really need to purchase a new car to impress my friends and family.

B. I need to build up my self-esteem, so I'll spend some money to make me feel good about myself.

C. I may need to limit the times I eat out with friends so I can pay the electric bill.

D. I need to pay the cable "right away" bill so I can watch football and have a "p-a-r-t-y" at my place.

20. _____ Rational consumer decision making requires the use of

A. time.

B. money.

C. thought.

D. opportunity cost.

E. all of the above

21. _____ Currently, the greatest financial benefit from completing higher levels of education can be expected by those who:

A. complete high school.

B. complete at least one year of college.

C. complete a two-year college program.

D. complete a bachelor's degree

22. _____ As you recall examples of advertising that show happy people using a particular brand of product are examples of:

A. persuasive / emotional advertising.

B. informative / facts advertising.

C. comparative / product advertising.

D. defensive advertising.

23. _____ The Truth in Lending Law requires creditors to

A. refund an unwise purchase.

B. fully disclose the APR% and actual long term cost on all credit transactions.

C. protect unauthorized use of credit cards & limit liability.

D. prohibits creditors from sending a "no application" credit card in the mail.

24. _____ Inflation is best described as:

A. a temporary increase in the average price of all products.

B. a sustained increase in the weighted average price of some products.

C. a temporary increase in the weighted average price of all products.

25. ____ Web identity theft are most interested in obtaining your:

A. date of birth.

B. social security number.

C. employer's name and address.

D. telephone number.

26. ____The greatest advantage of using Small Claims Court to settle a consumer complaint is:

A. improved probability that you will win.

B. ability to have a trial by jury.

C. relatively low cost.

D. certainty that awards will be paid and the court will act as collections on your behalf.

27. ___ Filing personal bankruptcy under Chapter 7 will remain on a person's credit history for _____ _____.

A 10 years

B. 5 years

C. 3 years

D. 1 year

HEC 1005 Intro to Human Ecology Questions

28. Which statement is most descriptive of the mission for the profession of Human Ecology?

a. Organizing the environment

b. Enhancing the quality of life of individuals, families, and communities

c. Preserving resources of individuals, families, and communities

d. Applying positive philosophies in our daily life

29. The prominent organizational leader and first president of the American Association of Home Economics (the former name of the American Association of Family and Consumer Sciences, the national association for the profession).

a. W.O. Atwater b. Ellen Swallows Richards

c. Caroline Hunt d. Catherine Beecher

HEC 4005/AGHE 4500 Senior Seminar Questions

30. Community vitality measures how well basic human needs are met and focuses on providing an environment conducive to individual and family well being. Which of the following activities would promote community vitality?
    a. public health department campaign to promote breast feeding
    b. elementary school offers free breakfast to all students regardless of need
    c. social service agency provides resume workshop for low-income job seekers
    d. only a and b
    e. all of the above

31. Family and consumer science graduates should reflect an integrative, synergistic, *holistic* focus in addressing societal issues. Which of the following actions would reflect this holistic focus?

    a.understanding of requirement for psychological human needs to be met, before other actions take place

    b. realizing the interdependence of individuals, families and communities in a global environment

    c. the appropriate use of technology in a business setting

    d. the use of professional ethical behavior in a family setting

32. Guidelines for completing a professional college resume include:
    a. Keeping the resume to one page
    b. Listing work experiences first
    c. Listing education last
    d. Including high school information
    e. All of the above are correct

Additional Core questions from Life Span and Nutrition

33. Which of the following is NOT one of the pathways from poverty to adverse child outcomes:
    a. Inadequate health and nutrition
    b. Social capital
    c. Fewer resources for learning
    d. Poor-quality neighborhoods

34. Which agent of socialization has the greatest impact on socializing children?
    a. Parents and family members
    b. Peers
    c. The media
    d. Teachers

35. What may be the effects of childcare on child well-being?
    a. The results are positive; children in child care are more independent, do better in school, have better work habits, and have better social skills
    b. The results are negative: children in childcare have greater anxiety, are more dependent on caregivers, have lower math skills, and are more aggressive.
    c. The results are somewhat mixed and contradictory because the effects of childcare on child well-being are dependent on many other factors, most importantly, the quality of care that the child experiences.
    d. There have been no research studies done on this issue.

36. The main cause of food insecurity in the United States is:
    a. Limited access to transportation
    b. Poverty
    c. Lack of education
    d. Lack of cooking facilities

37. During which trimester is it safe for a woman to drink alcohol socially?
    a. 1st. b. 2nd. C. 3rd D. Complete abstinence is recommended

Tech Tomorrow Plan

School of Human Ecology

Tennessee Tech University

2020-2025

Strategic Goal ONE Education for Life

- Incorporate multiple experiential learning opportunities in all undergraduate programs.
- Create a Tech-unique general education curriculum to provide the foundation for technologically adept, analytically capable, career-ready graduates.
- Increase student diversity.
- Develop and expand experiences that emphasize diversity and build global awareness, such as international travel, study abroad, and other high impact practices.
- Develop innovative, stackable credentials, and associated pathways responsive to stakeholder needs and entrepreneurial opportunities.

Strategic Goal TWO Innovation in All We Do

- Every college will develop and implement technologically infused programs.
- Increase research, scholarly activities, and intellectual and creative contributions aligned with university, college, and departmental strategic priorities.
- Implement specific strategies, structures, and resources to serve adult learners and offer online/hybrid delivery systems to increase accessibility, expand our reach, and enhance our impact and reputation.
- Recruit, hire, retain, and reward a diverse faculty/staff with a demonstrated commitment to collaboration, external engagement, and lifelong learning.

Strategic Goal THREE Exceptional Stewardship

- Improve efficiency and effectiveness of operational/administrative processes and procedures.
- Increase the size and effectiveness of scholarship endowments.
- Continue to develop, implement and evaluate a dynamic long-term budget model that informs effective financial management and consistent strategic investment.

Strategic Goal FOUR Engagement for Impact

- Develop new strategically driven sustainable partnerships.
- Modernize, adapt, and create academic programs, continuing education certificates, and training activities responsive to impactful engagement.
- Create and support a network of scholars to evaluate community engagement topics and opportunities.
- Increase alumni and friend engagement and impact.
- Support economic development to transform and sustain a thriving hub for innovation, creativity, and employment opportunities.

Strategic Planning at Tennessee Tech University:
Supporting Faculty, Students, and the Structures that Foster their Success

It is time for Tennessee Tech University to stake claim to the value and vision faculty, staff, students, and alumni know from experience: Tech is Tennessee's best university for a real education for real people who seek real careers.

VISION

Tennessee Tech will achieve national prominence and impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving.

MISSION

Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service.

CORE PRINCIPLES

These **six** institution principles are fundamental to Tennessee Tech's vision, mission and future success:

Academic Excellence: We expect and produce high academic achievement, foster collaboration, exemplify integrity, and inspire creativity and realized potential for the entire campus community.

Community Engagement: We collaborate with community members and organizations to advance positive societal and economic change.

Meaningful Innovation: We are purposefully innovative in all we do.

Student Success: We empower students to realize their potential, craft individualized experiences, and discover their passions.

Supportive Environment: We are committed to a diverse and welcoming community and provide a campus size and atmosphere that fosters personal attention and fit.

Value Creation: We provide a high return on investment from our state, tuition, and

Strategic Mission and Vision of the School of Human Ecology

Vision:

The School of Human Ecology will 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.

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.

Shared Core Principles

Academic Excellence: The School of Human Ecology utilizes accreditation and program standards to achieve and maintain the highest levels of academic excellence within our curriculums.

Student Success: The School of Human Ecology focuses on high quality teaching instruction and mentorship- fostering a learning environment which empowers students to achieve their potential and discover their strengths.

Community Engagement: The School of Human Ecology seeks and maintains strong community partnerships in order to advance positive societal change and provide experiential learning opportunities for our students.

Meaningful Innovation: The School of Human Ecology creates opportunities for meaningful innovations, scholarly research, and service learning among our students, faculty and staff.

Supportive Environment: The School of Human Ecology provides a collaborative, collegial, engaging learning environment which welcomes diversity and inclusion.

Value Creation: The School of Human Ecology embraces an organizational culture which adheres to ethical and responsible behavior while creating a high return on investment for all stakeholders.

School of Human Ecology SWOT Analysis February 2019

<u>Strengths</u>

Accreditations/endorsements

FACS ED MS Concentration with College of Education

High Retention Rate

TECTA Grant

Sports Nutrition program

Diversity of faculty

Collaborations with other units

Required experiential learning in all concentrations

1 of 3 public FACS ED undergraduate programs in TN

Only UG Child Life program in TN

Credentials/dedication of faculty and staff

Student Focused

Holistic focus with Family and Consumer Sciences content

Friday Café

AGHE Core/College Core classes

Lab Space/Facilities

International and domestic study tours

Student Success Center/SSC Advisor

Weaknesses

Name of School

High teaching load – more classes than current faculty load can handle – use of adjuncts

No accreditation in housing curriculum

Job opportunities/intern placements

Visibility

Alumni relations

Donor relations

Development efforts

Competitive salaries (faculty & Staff)

Opportunities

Compare faculty load to other peer universities

MS Degree proposals/More graduate offerings

College Recruiter position

Increasing online options

Redesign the Design concentrations

Visibility/Name/branding

Tartan Plaid

Sports Nutrition – every athlete take nutrition class

Collaboration with interdisciplinary studies

Threats

Not enough faculty, qualified adjuncts

University budget cuts/loss of lapse salary

Not having full time recruiter

Visibility

Competitive salaries

Declining donations/not having full time development officer for the college

Provide a description of the strategies your college will implement based on the areas identified by the SWOT analysis. Identify 2-4 areas of focus from each quadrant and provide a brief description of the actions and strategies your college will implement to enhance the reputation of your programs and increase the university's visibility. Your strategies should be limited in number and aligned to the university's core principles. Include a bulleted list of initiatives that you plan to implement.

Academic Excellence: The School of Human Ecology utilizes accreditation and program standards to achieve and maintain the highest levels of academic excellence within our curriculums.

This section could include strategies on:

- Interdisciplinary efforts
- Opportunities for creative efforts #StrategicGoal-ONE
- Technology-enhanced curriculum
- Critical thinking and problem solving

Strategic effort: Maintain accreditations and endorsements

1. Monitor curriculum compliance and update courses/curriculums as needed
2. Ensure adequate amount of highly qualified faculty
3. Ensure high quality experiential learning experiences in all curriculums

Strategic effort: Increase visibility

1. Follow through with name change for School
2. Employ full time college recruiter
3. Offer new courses in university core; promote HEC Minor

Community Engagement: The School of Human Ecology seeks and maintains strong community partnerships in order to advance positive societal change and provide experiential learning opportunities for our students.

This section could include strategies on:

- Online/Distance learning opportunities
- Sharing resources with communities #StrategicGoal-THREE
- Career placement and planning
- Embedded internships

Strategic effort: Increase strategic community partnerships

1. Seek stronger partnerships with alumni and other stakeholders
2. Increase number and diversity of experiential learning opportunities
3. Capitalize on resources within TECTA Grant and Sports Nutrition program

Strategic effort: Offer online MS Degrees

1. Complete pilot program for new Future Education model dietetic curriculum
2. Offer online MS Degree in Community Health and Nutrition
2. Maintain collaboration with College of Education to offer MS Concentration
3. Explore new online degree options

Meaningful Innovation: The School of Human Ecology creates opportunities for meaningful innovations, scholarly research, and service learning among our students, faculty and staff.

This section could include strategies on:

- Interdisciplinary efforts
- Community partnerships
- Distance, eLearning, & EdTech opportunities #StrategicGoal -TWO
- Campus technology utilization

Strategic effort: Increase opportunities for innovations, scholarly research and service learning

1. Add research component to at least one upper division course in every concentration- require all HEC students to participate in TTU Student Research Day
2. Offer college research core class every year
3. Foster innovative and collaborative efforts among faculty; especially interdisciplinary activities

Strategic effort: Capitalize on lab spaces/facilities to connect students with community partners

1. Provide content-based workshops, host camps and competitive events to foster service learning and community partnerships
2. Offer new certifications

Student Success: The School of Human Ecology focuses on high quality teaching instruction and mentorship- fostering a learning environment which empowers students to achieve their potential and discover their strengths.

This section could include strategies on:

- Advising
- International opportunities
- Career planning and preparation
- Technology embedded curriculum #StrategicGoal - TWO
- Online/Distance, eLearning opportunities
- Enrollment planning

Strategic effort: Provide individualized, high quality mentorship to all HEC students

1. Faculty and Student Success Director engage in advising best practices
2. Exceed university rate for retention and graduation
3. Utilize mentoring model with HEC 1005 class (freshmen and upper classmen)

Strategic effort: Increase number and type of domestic and international field trips and study tours

1. Foster frequent study tours across all concentrations
2. Increase number and type of field trips across all concentrations

Supportive Environment: The School of Human Ecology provides a collaborative, collegial, engaging learning environment which welcomes diversity and inclusion.

This section could include strategies on:

- Service learning opportunities
- Student life services
- Technology-enhanced learning
- Campus culture #StrategicGoal-FOUR

Strategic effort: Foster a collaborative, collegial and engaging learning environment

1. Increase number and type of interdisciplinary collaborations across campus
2. Purposefully attract and hire diverse faculty
3. Purposefully attract and retain diverse students
4. Offer Maymester, Holiday, and 8 week courses to expand School offerings

Value Creation: The School of Human Ecology embraces an organizational culture which adheres to ethical and responsible behavior while creating a high return on investment for all stakeholders.

This section could include strategies on:

- Diversity
- Leadership/Succession Planning
- Predictive analytics
- Software task automation #StrategicGoal-THREE

Strategic effort: Increase amount and type of donations from alumni and other stakeholders

1. Foster new alumni and stakeholder partnerships
2. Create and monitor Friends of Human Ecology development group
3. Capitalize on Tartan Plaid contract

Strategic effort: Promote and maintain fiscal responsibility

1. Promote equity across all faculty and staff salaries
2. Utilize fiscal resources in a responsible and ethical manner

Strategic Effort: Provide state, regional and national leadership to professional organizations

1. Encourage faculty and students to engage in leadership opportunities within professional organizations