

**Institutional Effectiveness
2019-2020**

Program: Human Ecology BS

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

Contact: Melinda Anderson

Mission:

The School of Human Ecology provides education, research, service, resources, and leadership in order to foster creativity, tenacity and analytical problem solving in our students as well as facilitating career ready graduates to empower individuals, families and communities to achieve optimal quality of life.

These statements were approved by all faculty and 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 Sciences Education concentration
National Council on Family Relations (NCFR)	Child Development and Family Relations concentration
Association of Child Life Professionals	Child Life concentration

Program Goals:

PG 1: The School of Human Ecology will maintain program quality sufficient to meet and/or exceed accreditation standards from the American Association of Family and Consumer Sciences (AAFCS), the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and the Council for Accreditation of Educator Preparation (CAEP).

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

PG 2: The School of Human Ecology will maintain sufficient student enrollment at the undergraduate and graduate levels to ensure the viability of the program and course offerings.

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

The external accreditations provide guidelines for number of faculty and qualifications of faculty in specific concentrations. These requirements will be maintained by all faculty teaching in the School of Human Ecology. Adjunct and temporary faculty members will have the appropriate credentials for the content area in which they are teaching.

Students have the opportunity to rate teacher excellence on the IDEA evaluations. HEC faculty benchmark for Teaching excellence will be 3.75/5.0 (cumulative average score across two semesters).

Student Learning Outcomes:

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

HEC students will score a minimum of 70% on an internal 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

The School of Human Ecology holds three external accreditations. The School completed a 10-year site visit with the American Association of Family and Consumer Sciences in February 2018. The results of this site visit were received in 2018 and the School received full accreditation until 2028 from AAFCS. The ACEND (dietetics) annual report was submitted in December 2019. The teacher education statistics for our students were reported to the Office Teacher Education at TTU for compliance with CAEP. The

College of Education completed a CAEP site visit in April 2018 and those results were very positive. The Child Life program is an Endorsed program from the Association of Child Life Professionals; we are in the second year of maintaining that Endorsement status. All accreditation compliance data and reports have been submitted on time to the appropriate professional organizations in 2019-2020.

PG 2: Enrollment and Retention and Graduation Rates

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.

Table 1. Fall Enrollment by Unit 2008-2019

2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
194	175	201	205	266	263	252	259	257	242	240	261

Enrollment decreased 9% between 2018 and 2019. The benchmark of 3% was not achieved. University enrollment overall has declined/remained level during the past 3 years as a result of Tennessee Promise; 2 years of free community college has had an impact on enrollment for all departments.

Table 2. Retention Rates: Fall to Fall Freshmen

Fall 2018 Cohort Univ.	Fall 2018 Cohort HEC	Fall 2019 Cohort Univ.	Fall 2019 Cohort HEC
76.5%	86.21%	77.0%	82.1%

Our rates of 86% in Fall 2018 and 82% in Fall 2019 exceeds the university rate and we have met this expectation.

Regarding the graduate concentration, Family and Consumer Sciences Education within the College of Education, 2 new students enrolled in this program in the Fall 2019; and 2 students graduated from this concentration in May 2019.

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

Univ Cohort 2014	2014 Cohort HEC	2015 Cohort HEC
54.4%	70.97%	72%
Weighted Avg 52.2%		

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

Table 4. Degrees Conferred

2016-2017	2017-2018	2018-2019
69	71	72

The School of Human Ecology shows a trending increase in number of degrees conferred since 2016.

PG 3: Adequate Faculty

The external accreditations provide guidelines for number of faculty and qualifications of faculty in specific concentrations. These requirements will be maintained by all faculty teaching in the School of Human Ecology. Adjunct and temporary faculty members will have the appropriate credentials for the content area in which they are teaching.

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).

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

New Faculty Member Allison Barlow, RD, LDN was hired in March 2020 and began employment August 1, 2020 to teach Nutrition and Dietetics courses.

Benchmark: 3.75/5.0 Average across all faculty (n=9) =4.57

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

SLO 1: Student Competence

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

Table 5: 2014-2020 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
<i>Revised Exam</i>		
2016-17	51	76.2
2017-18 ¹	33	78.8
2018-19	72	71.3
Fall 2019	44	69.8
Spring 2020 ²		
Average ³		73.5
	Benchmark	70

¹ Exam given but results were invalid.

² Due to COVID, only Core portion of exam was administered.

³ Does not include Spring 2020.

The four-year average is now 73.5%; meeting the benchmark of 70%.

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

Site Supervisor Scores - During Fall 2019, 2 students completed experiential learning hours. The site supervisor evaluations averaged 4.21 on a 5.0 scale to equal 84%. During Spring 2020, 3 students completed experiential learning hours with average supervisor score of 4.35 or 87% on a 5.0 scale. During Summer 2020, 20 students completed experiential learning hours with average supervisor score of 4.81 or 86% on a 5.0 scale.

Site Supervisor scores come from the evaluation form used in the internship/field experiences classes. Each curriculum in Human Ecology requires a service learning course in the senior year, except Housing and Design; but students have the option and most choose to complete the internship. The Site Supervisor evaluation form is based on a 5-point scale. Site Supervisor scores for fall 2019 were 4.21/5.0 (84%) and in spring 2020 were 4.35/5.0 (87%). A total of 20 students completed summer internship hours for an average score of 4.81/5.0 (86%). The benchmark of 80% was well exceeded all semesters, as site supervisors consistently rank HEC students as "above average" or "excellent" in the categories of professional attitude, communication skills, willingness to solve problems, and respect for co-workers.

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

Year	N	Mean
2019-2020	33	14.4
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 2019-2020 = 16.1

National Norm = 15.4

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

IDEA Progress on Relevant Objectives

Benchmark is 3.75/5.0 scale (75%) – the average mean score for all HEC faculty (n=9) is 4.37.

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

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.

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

Faculty members Sisk and Chitiyo received a QEP grant to revise the HEC 1005 class in Spring 2019, utilizing best practice teaching methods for a freshmen level class and incorporating a peer mentor model. They will teach the course again in Spring 2020 and will compare results from two teaching methods for purposes of retention in the major, and competence in the Body of Knowledge. Those results will be reported in next year's IE report.

During Spring 2020; only the Core portion of the Exit Exam was given due to Covid 19 and the campus converted to 100% online. There was not enough time to put in all the concentration exam portions into iLearn.

The faculty have implemented adding the body of knowledge statements to all syllabi; and a new Body of Knowledge exam has been added to the HEC 1005 class as a "pretest" for the exit exam. This exam is administered in the HEC 1005 class each semester.

For CAEP compliance, Dr. Elizabeth Ramsey has full responsibility for aligning HEC education courses with Office of Teacher Education requirements. All HEC education courses comply with CAEP requirements and all have TK20 compliance embedded in course assignments.

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 2019) included the university Preview Day; Homecoming events; and several high school visits. Enrollment overall at the university has been steady or slightly lower than projections during the past 3 years. One preview day was held in early 2020; but then no recruiting events were held due to Covid-19 restrictions.

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

Student Success Director Mr. Chris Kohl was hired in August 2017; and began supervising the College Ambassadors in January 2018. These ambassadors attended high school career fairs to represent both the School of Agriculture and Human Ecology; additionally, the Ambassadors were involved in each prospective student visit and followed up with each prospective student. Mr. Kohl has been promoted to the Launchpad Student Success Center; and the College no longer has its own student success center effective Fall 2020.

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

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

New action: 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

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

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

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

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

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

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

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

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

Appendices

1. Human Ecology BS Core Curriculum Map
2. Core Exit Exam

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?
- public health department campaign to promote breast feeding
 - elementary school offers free breakfast to all students regardless of need
 - social service agency provides resume workshop for low-income job seekers
 - only a and b
 - 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?

- understanding of requirement for psychological human needs to be met, before other actions take place
- realizing the interdependence of individuals, families and communities in a global environment
- the appropriate use of technology in a business setting
- the use of professional ethical behavior in a family setting

32. Guidelines for completing a professional college resume include:
- Keeping the resume to one page
 - Listing work experiences first
 - Listing education last
 - Including high school information
 - 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:
- Inadequate health and nutrition
 - Social capital
 - Fewer resources for learning
 - Poor-quality neighborhoods
34. Which agent of socialization has the greatest impact on socializing children?
- Parents and family members
 - Peers
 - The media
 - Teachers

35. What may be the effects of childcare on child well-being?
- The results are positive; children in child care are more independent, do better in school, have better work habits, and have better social skills
 - The results are negative: children in childcare have greater anxiety, are more dependent on caregivers, have lower math skills, and are more aggressive.
 - 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.
 - There have been no research studies done on this issue.
36. The main cause of food insecurity in the United States is:
- Limited access to transportation
 - Poverty
 - Lack of education
 - Lack of cooking facilities
37. During which trimester is it safe for a woman to drink alcohol socially?
- 1st
 - 2nd
 - 3rd
 - Complete abstinence is recommended