

Human Ecology BS

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

Melinda Anderson

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).

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 1.3 ()-11.3 (M.3 (1(I)0 Tw 2m)2.3 (ia C)-0.6 (ri)10.o)-

PG2: Enrollment and Retention and Graduation Rates

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
Revised Exam		
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

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.

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.

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

1. Which nutrient provides the most calories 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

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

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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)

16.

- 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

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.

30. Community vitality measures how well basic human needs are met and focuses on providing an

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.

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