The enclosed self-study report has been reviewed by the faculty in the Consumer & Family Studies/Dietetics Department and is now submitted for external review.

Drafts have been read and deemed ready for external review by:

Don Taylor, Dean of College of Health & Human Services

Linda Buckley, Associate Vice President
Academic Planning and Educational Effectiveness

Ann Hallum, Dean of Graduate Studies
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1.0 EXECUTIVE SUMMARY

1.1 Brief History and Background of the Consumer & Family Studies/Dietetics Department
The CFS/D programs have been through many changes over the years. The following is a short history starting with our content first offered in 1901.

• Early years—In 1901 the first class of San Francisco Normal School graduated 36 young women. In 1901-1902 courses in sewing were offered. In 1917 the Household Arts Department consisted of courses in foods, elementary cooking, nutritive values of food, advanced cooking, rules of serving, elementary sewing, dressmaking, home decoration, and costume design. In 1921 the Department’s name changed to Household Economics, and then in 1923 to Home Economics with curricular areas of child development, clothing selection, foods & nutrition, home management, and consumer problems in the home.

• 1940-1960s—In 1948-49 Home Economics was first listed under School of Education. In the late 1950s the Department moved to Burk Hall. In 1966 specific emphases were developed: Clothing/Textiles, Child Development & Family Relations, Foods & Nutrition, Family Resource Management, and Housing/Interior Design. Dietetics began as a separate program; Plan III approved by American Dietetic Association (ADA).

• 1970-1980s—The MA in Home Economics began in 1970. The B.S. in Dietetics was approved. In 1981 the Department received accreditation from the American Home Economics Association, later changed to American Association of Family & Consumer Sciences (AAFCS), for the BA in Home Economics, and from the American Dietetic Association (ADA) for the BS in Dietetics; in 1984 the name of the Department changed from Home Economics to Consumer & Family Studies/Dietetics (CFS/D). Course prefixes changed from HEC to CFS; some changed to DIET; in 1986 official concentrations for Clothing & Textiles and Interior Design/Housing were approved within the BA.

• 1990s—BA and MA degree names were changed from Home Economics to Family & Consumer Sciences (FCS) to parallel the change of name by the professional association (all CSU Home Economics programs changed to FCS). DIET prefixes changed to DFM (Dietetics, Foodservice Management) to better represent the content. Crosslisted CFS/DFM/HM courses. BA in FCS received full 10-yr accreditation from AAFCS. ADA fully approved Plan V (BS Didactic Program in Dietetics); AP4 (Internship) was developed in 1991, converted to graduate certificate in Dietetics Focus on Older Adults, and granted ADA accreditation in 1994. In 1995 CFS/D moved to new facilities in remodeled Burk Hall Addition and the Vista Room (restaurant and teaching laboratory) opened in the new addition. Also in 1995 CFS/D joined other units in the development of the new College of Health and Human Services.
• 2000s—In 2002 new degrees were approved for BS in Apparel Design & Merchandising (ADM) and BS in Interior Design (ID). Fall 2003 ADM and ID prefixes started. In 2006 impaction for ADM and ID degrees was approved, and the minor in FCS was discontinued. In 2008 Graduate Certificate in Dietetics (Internship) was revised and moved from state supported to self-support in the College of Extended Learning. In 2008 CFS/MGMT 863 Social Entrepreneurship, crosslisted with Management Dept, was developed through Community Service Learning (CSL) Curriculum Development Award grant. In 2009 BS in Dietetics and Graduate Certificate in Dietetics were granted full re-accreditation by CADE (ADA) for 10 years.

• 2010—BS in Dietetics impaction began. Department continues to offer BA in Family & Consumer Sciences, BS in Apparel Design & Merchandising, BS in Dietetics, BS in Interior Design, MA in Family & Consumer Sciences, and Graduate Certificate in Dietetics.

1.2 Brief Synopsis of the Previous Program Review Recommendations

In 2004-05 during campus budget cuts, the CFS/D Department was cut by 3.9 FTEF and the MA in Family & Consumer Sciences was put on a list of five MA programs to be considered for possible discontinuance in the College of Health & Human Services. Ultimately none of the programs were discontinued; however, the MA in FCS was suspended for one year with all applicants turned away. At that time the Provost requested a review of the MA in FCS in relation to the department undergraduate programs. With a rapid increase in enrollment in two new undergraduate degrees, Apparel Design & Merchandising (ADM) and Interior Design (ID) and a reduction in resources, student demand was not being met. One strategy, which had already been undertaken, was to reduce the number of students coming to the Department. SFSU applied for and received approval from the Chancellor’s Office to declare impaction for the new ADM and ID undergraduate programs starting Fall 2006. Also in 2006 following the program review, changes were made and the MA in FCS was approved to admit students to the program again.

In 2007 a Memorandum of Understanding was developed with recommendations. A response from the Department was sent to APRC with statements regarding many of the recommendations already in progress; however, a finalized and signed MOU did not take place. The following recommendations and steps that the Department took before, during, and after this review follow:

a. Focus energy on burgeoning undergraduate program.
Since our numbers were not in accordance with our funding, we had some college augments to move current students through to graduation while the lowered impaction numbers took effect. In 2011, we now have 3 impacted undergraduate degree programs and our numbers are under control. Each fall we admit approximately 60 ADM, 40 ID, and 40 Dietetics students at the upper division level. We moved from 719 FTES in Fall 2006 to 429 FTES in Fall 2010. Our energy was focused on reducing FTES to match our resources and meeting all program needs.
b. Remove required major courses from the General Education program.
   We removed most major/GE classes from GE designation. Some courses required for
   the BA in Family & Consumer Sciences (FCS) (under the CFS prefix) are still GE
   designated classes. We removed 11 classes in the ADM, FCS, and ID programs from the
   GE program reducing course offering obligations. We are able to offer our remaining
   GE classes once or twice a year.

c. Monitor effects of impaction.
   This is ongoing. We have increased graduation rates, decreased the number of probation
   students, have smaller classes, and improved our relationships with students now that
   our numbers are in accord with resources. Prior to impaction, having no control over the
   number of students in our majors, we received many complaint emails and phone calls
   from students and parents indicating that students could not get into their major classes.
   These have ceased since impaction. Our more stringent admissions criteria have not
   negatively impacted student diversity we experience in our programs.

d. Move forward on discontinuing the minor.
   The minor was discontinued. Minors with high units and early registration dates were
   taking seats from majors. Currently, all majors are able to enroll in required classes.

e. Bank courses in its graduate program and focus on undergraduate program.
   We did not follow this recommendation to bank graduate courses. In fact at the time of
   this review a grant had been received to develop a new graduate Social Entrepreneurship
   course crosslisted with the Department of Management. Following the review,
   enrollment was opened in Fall 2006 and we began accepting students again to the MA in
   FCS.

1.3 Summary of How the MA Program Meets the Standards
We meet admission, program, and faculty requirements as summarized on Table 1 and
discussed throughout the document.

Table 1 Summary of Standards Met

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard</th>
<th>How standard is met</th>
<th>Page where discussed</th>
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<tbody>
<tr>
<td>University-wide Standards</td>
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<tr>
<td>3.0 ADMISSION REQUIREMENTS</td>
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<tr>
<td>3.1 Evidence of Prior Academic Success</td>
<td>2.75 GPA and Higher Met, FCS is 3.0</td>
<td>100 % of applicants meet this standard</td>
<td>p.13</td>
</tr>
<tr>
<td>3.2 Evidence of Competent Writing</td>
<td>FCS requires a score of 4.0 on the GRE writing component; if 3.5 is achieved, Dept remediation is done. Met</td>
<td>90% of applicants meet the GRE 4.0 standard, remaining 10% are remediated</td>
<td>p.13</td>
</tr>
<tr>
<td>3.3 English Preparation of Non-Native Speakers</td>
<td>TOEFL</td>
<td>We have not had non-native speaking students</td>
<td>p.14</td>
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<tr>
<td><strong>4.0 PROGRAM REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Number of course offerings</td>
<td>2 graduate courses/semester <strong>Met</strong></td>
<td>6.6 average over 5-yr period</td>
<td>p.16</td>
</tr>
<tr>
<td>4.2 Frequency of course offerings</td>
<td>At least once/2 yrs <strong>Met</strong></td>
<td>All CFS classes in the program meet this requirement</td>
<td>p.16</td>
</tr>
<tr>
<td>4.3 Path to graduation</td>
<td>Published map leading to graduation in 5 yrs @ ½ time attendance <strong>Met</strong></td>
<td>The path to graduation in 2 years for full-time is published on the CFS/D Web site and curriculum sheets.</td>
<td>p.17</td>
</tr>
<tr>
<td>4.4 Course distribution on GAP/ATC</td>
<td>Proper distribution of grad, paired and undergrad courses requirement <strong>Met</strong></td>
<td>Standard met: 70% (21 units) are 700-800 level with 20% of this (6 units) can be paired, 9 units can be 300-600 level. (30 units total)</td>
<td>p.17</td>
</tr>
<tr>
<td>4.5 Class size</td>
<td>Enroll 8-30 and 5-15 for seminars <strong>Met</strong></td>
<td>Yes, seminars have at least enrollment of 5; independent study do not.</td>
<td>p.17</td>
</tr>
<tr>
<td>4.6 Number of graduates</td>
<td>5 graduates per year average over 5 yr <strong>Met</strong></td>
<td>5.8 graduates average over a 5-year period.</td>
<td>p.18</td>
</tr>
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</table>

**5.0 FACULTY REQUIREMENTS**

| 5.1 Number of Faculty in Graduate Program(s) | Minimum of 2 **Met** | Yes, 4 tenure-track currently teach graduate students, 5 in 2011-12 | p.19 |
| 5.2 Number of Faculty per Concentration | Minimum of 1 **N/A** | N/A, no concentrations | p. 20 |

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Program-Specific Indicators and Standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard met?</th>
<th>Page where discussed</th>
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<tbody>
<tr>
<td><strong>6.0 PROGRAM PLANNING PROCESS</strong></td>
<td>yes</td>
<td>pp. 20-22</td>
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</tbody>
</table>
### 7.0 THE STUDENT EXPERIENCE
- 7.1 Assessment of Student Learning
- 7.2 Advising
- 7.3 Writing Proficiency
- 7.4 The Culminating Experience
- 7.5 Overview of Student Quality Indicators

### 8.0 THE PROGRAM AND THE COMMUNITY
- 8.1 Professional Engagement of Students and Alumni
- 8.2 Civic Engagement
- 8.3 Equity and Social Justice
- 8.4 Internationalization

### 9.0 THE FACULTY EXPERIENCE
- 9.1 Faculty Statistics
- 9.2 Research and Professional Engagement of the Faculty
- 9.3 Supervision of Culminating Experiences
- 9.4 Discipline-Specific Standards for Teaching Graduate Courses
- 9.5 Interdisciplinary
- 9.6 Overview of Faculty Quality Indicators

### 10.0 RESOURCE SUPPORT FOR THE PROGRAM
- 10.1 Internal Support
- 10.2 External Support

#### 1.4 Summary of Present Program Review Recommendations

**2.0 Recommendations:**
- Increase number of students in the program. Increase marketing of our program. One method being considered is developing additional information about our students’ research and service on the department Website so that prospective students know what is possible.
- Continue faculty discussion and refinement of details on program changes:
  - Substitute a new CFS 710 *Research in FCS Sub-disciplines*, which will be required by all students, for CFS 720, 740, 755, 760. This would become the second semester that students would take a class working towards their culminating experience. CFS 891 would be the third and CFS 890 would be the culminating experience class. Students would continue to maintain a committee of 2 for content advice.
  - Consider options for the research class requirement.
- Begin deliberations for a regional joint FCS master’s degree in California specifically working with CSU Long Beach and CSU Northridge. We have already joined forces with CSUN and CSULB on FCS curriculum courses required for the teacher credential.

**6.0 Recommendations:** Conduct focus groups with students on a regular basis to be sure we are meeting student needs and gain advice from students. Develop more informal
networking opportunities for students. Consider the development of an Advisory committee.

7.0 Recommendations: Develop general rubrics for culminating experiences which all committee members will use to evaluate students’ CEs. Infuse social consciousness and sustainability in all classes. Reword learning outcome to encompass sustainability.

8.0 Recommendations: To generate more rigor toward community engagement, we will consider including in the program a learning model that students can experiment with to consider alternative methods of scholarship while engaging with the community. In a similar vein, an international approach toward research methods can include requirements for discussion of research from international journals so that students could enhance their perspectives and understanding of culture and life.

2.0 PROFILE OF THE MA IN FAMILY & CONSUMER SCIENCES

2.1 Overview of the Program

The Department offers a 30-unit MA in Family & Consumer Sciences (FCS) and a 24-unit Graduate Certificate in Dietetics. Students who have taken the certificate, which qualifies them for the Registered Dietitian (RD) certification process, use course work from that program as units for the MA. These students take an additional three courses plus their Culminating Experience (total of 12 units). This procedure has been in place for many years. This academic certificate program moved from state-support to self-support through CEL in 2009 and with the Graduate Division’s approval, this practice continues. Many, but not all, of the certificate students either continue with the MA or come back in a year or two after employment to complete the MA. Both certificate and MA students apply through the Graduate Division. The Certificate in Dietetics, acting as an Internship with both graduate didactic coursework and practicum units, is accredited by the Commission on Accreditation for Dietetics Education (CADE), an arm of the American Dietetic Association (ADA). This program received continued full accreditation in 2009 and submitted its 6th Cycle program review document in February 2011. The MA in Family & Consumer Sciences does not have an accrediting body (The American Association of Family & Consumer Sciences accredits only undergraduate programs. The CFS/D undergraduate programs have full AAFCS accreditation).

Some of our students come to the MA with a baccalaureate in another field; these students take 30 units in Family & Consumer Science coursework as prerequisites to the major. Up to 6 units can be counted for past professional experience in the area of specialization. Generally students can complete the MA program in two years once prerequisite courses are completed. The program is custom tailored to students’ individual educational goals. The student’s goals and background are evaluated by a faculty advisor who works with the student to plan the 12 required graduate level units and to choose the 18 upper division and graduate level units that comprise the program (ATC, Advancement to Candidacy). See program requirements and recommended sequence of courses in this section; Appendix A shows student handout.
Three recent classes have been added to the options for students, all of which are a response to growing global societal needs:

- ID 543/CFS 743 Sustainable Textiles, Housing, & Food Industries (first offered Fall 2011)
- CFS/MGMT 863 Social Entrepreneurship
- CFS 728 Child & Family Violence/Abuse

Mission
The mission of the MA in Family & Consumer Sciences is to prepare professionals who engage in scholarly research and service in an effort to improve the quality of life for individuals, families, communities, and the institutions, industries, and businesses which serve them. The mission is aligned with the goals, mission, and strategic goals of SFSU.

General Program Goals
1. Graduates will exhibit professional skills and knowledge associated with their research area in Family & Consumer Sciences: Apparel, Interior Design, Dietetics/Nutrition, Family Studies.
2. Graduates will advance in their professional career path.
3. Students will link theory and practice in their program experiences.
4. Students will demonstrate a socially consciousness and sustainability to their studies and contribute to the community through service.
5. Graduates will exhibit competent research skills.
6. Students will exhibit professional writing and presentation skills.
7. Students will be satisfied with their program.

Current Course Requirements
CFS 700 Trends and Issues in Family & Consumer Sciences ................................................................. 3

CFS 720 Seminar in Child Development & Family Relations OR .................................................. 3
CFS 740 Seminar in Housing & Interior Design OR
CFS 760 Seminar in Clothing & Textiles OR
DFM 755 Seminar in Human Nutrition and Metabolism

*(plans are to replace CFS 720,740,755,760 with 710, and 755 to be listed below)*

CFS 794 Seminar in Research OR ................................................................................................................. 3
ISED 797 Seminar in Educational Research OR *(consider adding Coun 794 to options)*

Graduate (700-800 level) or Upper Division (300-600) courses in CFS/D appropriate..... 12-15 to your sub-discipline, selected upon advisor’s approval; 70% of the program (21 units) must be at 700 or above level, therefore at least 9 units should be selected from the following (only 6 units may be from paired courses):
- CFS 728 Child & Family Violence/Abuse (3)
- CFS 743 Sustainable Textiles, Housing, & Food Industries (3)
- CFS 761 Apparel Design Problems (3)
- CFS 769 Visual Merchandising & Promotion (3)
CFS 863 Social Entrepreneurship (3)
CFS 881 Internship (3)
CFS 899 Special Study (2-4)
CFS 891 Directed Readings in CFS/D (3)
DFM 751 Seminar in Nutritional Assessment Across the Lifespan (3)
DFM 758 Seminar in Foodservice and Nutrition Program Management (3)
DFM 785 Seminar in Medical Nutrition Therapy (3)
DFM 881 Internship in Dietetics (3-6)

Electives: Selected upon advisor's approval (inside or outside CFS/D Dept). .................. 3-6

CFS 895 Field Study OR CFS 898 Master’s Thesis (plans are to replace with CFS 890) ...... 3 total 30

Current Recommended Course Sequence

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<td>CFS 720/740/760</td>
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<tr>
<td>CFS 891 or elective</td>
<td>CFS 895/898</td>
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<td>CFS class or elective</td>
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Dietetic Internship completed
(using DFM 751, 755, 758, 785, 881/6 units=18 units)

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Proposed Recommended Course Sequence (see proposed bulletin changes in Appendix B)

(italicized sections are proposed)

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Dietetic Internship completed
(using DFM 751, 755, 758, 785, 881/3 units=15 units)

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<tr>
<td>CFS 891</td>
<td>CFS 890</td>
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Opportunities and Challenges Facing the Program
1. Relatively low enrollment is sometimes a challenge. Although our track record meets graduate division standards, we would like to increase enrollment.

2. Students often find it difficult to locate the program since they are used to looking for the sub-discipline titles of apparel, dietetics, family studies, or nutrition/dietetetics (since that is their baccalaureate degree), rather than family & consumer sciences, which is the umbrella discipline for these programs. Also our prefix is CFS (consumer & family studies following the name of the Department); however, the name of the degree, consistent with the rest of the country, is family & consumer sciences (FCS). The Graduate Division Web site lists CFS with a notation to go to the FCS listing. Therefore, this is only a problem if students are not aware of CFS/D designation.

3. We are challenged with finding a research class that meets student needs. CFS 794 is crosslisted with Nursing which met the needs of clinical dietetics students; however, Nursing is revising their program and this has not worked lately. Several students have taken COUN 794 with great success and we are in discussions to have this class as an option. ISED 797 does not meet the needs of some students who do not want an education focus and do want to take a research class in the Fall, but the Counseling class has not been offered in the Fall. We will continue to work on a solution.

4. There is an opportunity to develop a graduate consortium with CSU Northridge and CSU Long Beach. We have developed the first steps towards a prototype program with an agreement with colleagues at Long Beach to teach FCS curriculum classes which our undergraduate teacher preparation students enroll in and take through distance learning. We would like to develop a joint regional program so that any FCS graduate student in California could take a class at SFSU, CSULB, or CSUN to earn an FCS master’s degree. Further discussions and plans is a goal for next year.

Similar Programs in Other Institutions
Graduate programs in Family & Consumer Sciences are located at CSU Northridge and CSU Long Beach and at many universities across the country including Iowa State University, Ohio State University, Central Washington University, Colorado State University, Indiana State University, and many others. Some are MS degrees and some are MA degrees. Some have separate degrees in the FCS sub-disciplines (apparel, interiors, nutrition, family studies), while others have a generic FCS degree similar to ours.

Plans of the Next Phase of the Program
In addition to some program changes mentioned, plans are underway for dialog with chairs and graduate faculty at CSU Long Beach and CSU Northridge Family & Consumer Sciences departments for a possible regional consortium where students can earn a master’s degree in FCS by taking courses at any of the three CSU campuses. A successful model exists in the Great Plains Interactive Distance Education Alliance where students take courses at any of the cooperating institutions and earn an MS in FCS Education. The following is information about the program:

**Great Plains Interactive Distance Education Alliance (Great Plains IDEA)**
Great Plains IDEA is a consortium of state universities offering fully online graduate programs.
The Master’s program in Family and Consumer Sciences (FCS) Education is designed for individuals who have a bachelor’s degree in a family and consumer sciences content specialization or related area, and are seeking initial teacher certification/licensure in FCS. The program requires 38-41 semester credit hours and includes the professional development (pedagogy) courses needed for certification. Courses are offered over a three-year period with the participating universities (Central Washington University, Iowa State University, North Dakota State University, South Dakota State University, Texas Tech University, and University of Nebraska-Lincoln) sharing teaching responsibilities for each course. Students apply for admission to the university of their choice and receive the degree from that university. (www.aafcs.org)

2.2 The Program in the Context of the Academic Unit

The CFS/D Department is mainly an undergraduate department with four undergraduate programs, three of which are impacted, an MA in Family & Consumer Sciences (the program for this self-study), and an academic graduate certificate offered through the College of Extended Learning as follows:

- BA in Family & Consumer Sciences (BA FCS)
- BS in Apparel Design & Merchandising (ADM)
- BS in Dietetics (DFM)
- BS in Interior Design (ID)
- MA in Family & Consumer Sciences (MA FCS)
- Graduate Certificate in Dietetics (Dietetic Internship) (DI)

Resources Devoted to the Undergraduate and Graduate Programs

Table 2.2 illustrates FTES for Fall 2006-2010 for both undergraduate and graduate programs. In 2009, the graduate Certificate in Dietetics moved from general funds to self support in the College of Extended Learning. The university institutional data do not include FTES for this program; therefore, Table 2.2a shows separate lines for CFS graduate classes (general funds) and DFM graduate classes (CEL).

The CFS graduate classes are taught by tenured-tenure track faculty. In 2009 and 2010, DFM graduate classes were taught by MS/RD lecturers. Previous to that, both tenure-track and lecturers taught the DFM classes. Starting Fall 2011 at least one of the DFM classes each semester will be taught by the new tenure-track faculty while others will continue to be taught by MS RDs for the near future. Graduate FTEF and SFR are not calculated since CEL does not provide these data and the DI program is in CEL. Total allocated department FTEF has changed over the years with continued budget cuts and each semester is different depending on Academic Affairs (AA) increments which now come at the last minute. All augmentations are not included on Table 2.2; however, Fall 09 and Fall 10 AA GE augmentations are shown. For example in Fall 2009, .4 augment was received, but Spring 2010 we had more. Fall is not indicative of the full academic year. With impacting undergraduate classes FTES has been reduced and the Department-produced SFR is close to the funded SFR of 26.49.
Table 2.2 CFS/D Department FTES/FTEF/SFR for the Last Five Years

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>448.2</td>
<td>400.4</td>
<td>352.3</td>
<td>339.1</td>
<td>329</td>
</tr>
<tr>
<td>Graduate</td>
<td>10.2</td>
<td>9.8</td>
<td>7.1</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Dietetics Certificate DI (internship)*</td>
<td>9.6*</td>
<td>9.6*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Graduate FTES</td>
<td>10.2</td>
<td>9.8</td>
<td>7.1</td>
<td>14.4</td>
<td>14.5</td>
</tr>
<tr>
<td>Total Dept FTES produced</td>
<td>458.4</td>
<td>410.2</td>
<td>359.4</td>
<td>353.5</td>
<td>343.5</td>
</tr>
<tr>
<td>Dept FTEF</td>
<td>13.3</td>
<td>13.3</td>
<td>11.8</td>
<td>10.5+.4</td>
<td>11.1+.8</td>
</tr>
<tr>
<td>AA=10.9</td>
<td></td>
<td></td>
<td></td>
<td>AA=11.9</td>
<td></td>
</tr>
<tr>
<td>Dept SFR (funded)</td>
<td>25.79</td>
<td>26.17</td>
<td>28.73</td>
<td>26.48</td>
<td>26.49</td>
</tr>
<tr>
<td>SFR (produced)</td>
<td>34.46</td>
<td>30.84</td>
<td>30.45</td>
<td>32.43</td>
<td>28.86</td>
</tr>
</tbody>
</table>

*Note: Starting in 2009 the Dietetics Certificate with DFM 751, 758, 881 (in the fall) was moved from General Fund to CEL. (Three other courses are offered in the spring.) These courses are used in the MA by those opting to complete the MA degree. Thus, these classes are included in the calculation of FTES for 2009 and 2010 (the number of required DI units have changed slightly). Source: [https://www.sfsu.edu/online/enr_analysis.htm](https://www.sfsu.edu/online/enr_analysis.htm)

General Education Courses Offered by the Department
We have significantly fewer GE courses than in the past. However, we have retained the following 10 courses (1 lower division and 9 upper div) in GE Segment II and III:
- CFS 320 Adolescents and Families
- CFS 321 Children and Families
- CFS 323 Infant/Toddler Development
- CFS 352 Foods, Production, and Service (crosslisted DFM and HTM/cotaught HTM)
- CFS 355 Nutrition for Wellness
- CFS 356 Foods and World Culture
- CFS 426 Family Crises: Drug Dependency and Eating Disorders
- CFS 428 Children and Families with Violence, Abuse, and Neglect
- ID 240 Color and Design
- ID 341 Contemporary Design in Housing and Interiors

Some of these courses are offered once a year, some are offered every semester. Overall the Department offers 9 lower division and 58 upper division classes. The above 10 GE classes comprise approximately 15 percent of all classes in the Department.

Impacted Programs
The undergraduate programs of Apparel Design & Merchandising, Interior Design, and Dietetics are impacted. Supplemental applications are reviewed in the beginning of spring
semesters and the top students are admitted. This process keeps the number of undergraduate majors under control and within the department budget.

**Paired Upper Division/Graduate Courses.**
The CFS/D Department offers 4 paired courses, which were approved by the Graduate Council with course outlines showing clear differences between the graduate and undergraduate sections expectations:

- ADM 661/CFS 761 Apparel Design Problems
- ADM 569/CFS 769 Visual Merchandising & Promotion
- CFS 428/728 Children and Families with Violence, Abuse, and Neglect
- ID 543/CFS 743 Sustainability in Textiles, Housing & Food Industries

**Impact on Graduate Student Enrollment Numbers**

- **Thesis supervision.** Faculty happily work with graduate students on their culminating experiences as an overload. No WTUs accrued have been used as part of tenured/tenure-track faculty workload, which is generally 9 WTUs with 3 WTU assigned time for scholarship. Often the work done with graduate students becomes part of faculty’s scholarship. We may be proposing a change in this situation as discussions are planned for our next faculty retreat regarding the requirement of CFS 890 Culminating Experience as a class in the student’s last semester taught by a faculty member who will receive WTUs as discussed in Section 2.1.

- **Classroom space.** The Department has sufficient space for our graduate classes. Space does not affect student numbers.

- **Max and min numbers allowed in graduate classes.** Enrollment generally ranges from 5-20. We can accommodate all students in the program.

- **Number of faculty available to teach or supervise culminating experiences.** With the new tenure-track hire in dietetics, we will have sufficient faculty to work with our graduate students. Due to a failed search and SFSU cancellation of all searches in 2009-10, we did not have sufficient dietetics tenure-track faculty to work with nutrition/dietetics students. However, long-term MS/RD lecturers worked on graduate student committees along with other department tenured and tenure-track faculty. In 2011-12 our new dietetics TTR hire looks forward to leading these culminating experiences.

- **How do these impact deployment of lecturers and tenure track faculty among courses (grad vs undergrad)?** Three tenured faculty teach exclusively graduate courses (not paired), but also teach undergraduate courses, while lecturers in ADM, ID, and FCS teach only undergraduate courses. For dietetics, some MS/RD lecturers teach graduate didactic courses in the graduate certificate program. These faculty typically are working in clinical settings appropriate and required for class content.

- **Ideal number of graduate students for the program?** Probably the ideal number would be 25-30. We have 13 new admits for Fall 2011 in addition to 13 continuing students listed on Sims for a total of 26. With one graduating summer 2011, the total is 25.

- **Does the program have enough graduate students?** We meet the minimum for class enrollment, but more students in the program are welcomed and one goal is to increase the size of the program.
Recommendations:

- Increase number of students in the program. Increase marketing of our program. One method being considered is developing additional information about our students’ research and service on the department Website so that prospective students know what is possible.

- Continue faculty discussion and refinement of details on program changes:
  - Substitute a new CFS 710 Research in FCS Sub-disciplines, which will be required by all students, for CFS 720, 740, 755, 760. This would become the second semester that students would take a class working towards their culminating experience. CFS 891 would be the third and CFS 890 would be the culminating experience class. Students would continue to maintain a committee of 2 for content advice.
  - Consider options for the research class requirement.

- Begin deliberations for a regional joint FCS master’s degree in California specifically working with CSU Long Beach and CSU Northridge. We have already joined forces with CSUN and CSULB on FCS curriculum courses required for the teacher credential.

3.0 ADMISSION REQUIREMENTS

3.1 Evidence of Prior Academic Success

Students admitted to the FCS graduate program must have a minimum Grade Point Average (GPA) of at least 3.0 for the last 60 semester units. All but one entering student over the past five years have met this requirement. The one not meeting 3.0 was allowed by the Graduate Division to take 6 units of prerequisite work in CEL and upon achieving at least a B grade, the student was admitted to the program.

3.2 Evidence of Competent Writing

Prior to 2010, applicants to the MA in FCS took the GET (Graduate Essay Test) as the first level writing proficiency. If they did not pass or received a marginal pass, they were conditionally classified and were required to take a remedial writing class such as CA 514 through the College of Extended Learning. With the elimination of the GET, beginning in Fall 2010 our applicants were required to take the Analytical Writing Component of the GRE. Scores are submitted to the Graduate Admissions office at the time of application. Applicants with scores below 4.0 are admitted conditionally. In Fall 2010 two applicants did not achieve a 4.0 score and took a CEL class designed for those not passing the GET. Now that those classes are not available the Department will utilize the following remediation policy starting in Fall 2011 if needed.
Remediation Policy
Students receiving less than a 4.0 score on the GRE writing component must do the following to meet the first level writing proficiency requirement:

- The Department chair refers students to the Learning Assistance Center or students may seek an alternative remediation method prior to submitting a sample of writing to the CFS/D faculty. This should be a 3 page typed paper addressing a possible research topic of interest with a review of literature and justification for the research project.
- Three CFS/D faculty will independently evaluate the paper.
- The writing must meet 75% of the criteria (for the 1st level) for a Pass. (See Appendix C for criteria and grading sheet.)
- Two out of the three faculty evaluations must be a Pass.
- Students not passing must meet with their advisor to review the paper. Student must rewrite and resubmit the paper for a second evaluation.

3.3 English Preparation of Non-Native Speakers

Regardless of citizenship and language other than English, non-native graduates must meet the Graduate Division’s standards of obtaining one of the following scores to demonstrate English language proficiency: 550 on the written test, or 213 on the computer test, or 79-80 on the Internet Based Test (IBT) of English as a Foreign Language (TOEFL). They may also receive an equivalent score of 6.0 on the International English Language Test Scheme (IELTS). However, there have been no international/non-native students enrolled in the graduate program in the past five years.

3.4 Overview of Program Admissions Policy

Our admissions policy matches the Graduate Division’s policy. Once a student is accepted by the Graduate Division and the Department receives the Decision sheet, full-time faculty review candidate transcripts and written essay on his/her professional goals and the benefit of further education and indicate whether or not to accept applicants. An interview is conducted between the applicant and the department head and/or faculty generally before the application is submitted.

The program attracts and serves students with an undergraduate degree in one of the program areas of the Department of Consumer and Family Studies/Dietetics in addition to those who have earned a baccalaureate degree in another field. In the past five years we had 92 applicants to the FCS MA program with 69 of those accepted. See Table 3.4a. This indicates an acceptance rate of 75%.
Table 3.4a Number of Applicants, Students Accepted and Students that Actually Enrolled in the MA Program for the Last Five years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applicants</th>
<th>Number of Students accepted</th>
<th>Number of accepted students that enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>14</td>
<td>12</td>
<td>9 (75%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>19</td>
<td>14</td>
<td>11 (78.7%)</td>
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<tr>
<td>2008-09</td>
<td>26</td>
<td>19</td>
<td>17 (89.5%)</td>
</tr>
<tr>
<td>2009-10</td>
<td>17</td>
<td>13</td>
<td>5 (38.5%)</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>16</td>
<td>11</td>
<td>7 (63.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.4b illustrates the diversity in enrollment including Asian, Hispanic, African American, in addition to Caucasian students with a preponderance of Asian and Caucasian. Enrolled students are both genders; however, they are heavily female which is typical of the field.

Table 3.4b CFS/D Program Diversity: Numbers of Enrolled Graduate Students by Gender and Ethnicity for the Last Five years

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 05</th>
<th>Spring 06</th>
<th>Fall 06</th>
<th>Spring 07</th>
<th>Fall 07</th>
<th>Spring 08</th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 09</th>
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<tr>
<td>Female</td>
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<td>7</td>
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<td>8</td>
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<td>2</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 05</th>
<th>Spring 06</th>
<th>Fall 06</th>
<th>Spring 07</th>
<th>Fall 07</th>
<th>Spring 08</th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 09</th>
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<td>Caucasian</td>
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<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
4.0 PROGRAM REQUIREMENTS

4.1 Number of Course Offerings

The MA in FCS meets the standard of offering a minimum of two graduate level courses (exclusive of supervisory and independent study courses) each semester. See Table 4.2. Over the past five years, we have offered 66 total graduate course sections with 40 being seminar courses and 26 independent study/supervisory courses. Our program has offered between 4-11 sections of graduate courses per semester (including supervision classes), with 2-7 seminars offered each semester.

4.2 Frequency of Course Offerings

The program meets the requirement for offering courses required for graduation at least once every two years, except for one year, 2006-07, when CFS 760 that was not offered. Our program was on suspension in 2006 with new students not permitted admission. CFS 700, 760, 863, and paired classes 728, 761, 769 are now offered every year. Supervision classes, CFS 891, 881, 898, 895/898 are offered every semester. DFM 751, 755, 758, 785, 881, which are required for the graduate Certificate in Dietetic and used in the MA program for the students who enroll in it, are offered every year. See Table 4.2.

Table 4.2 Frequency of Course Offerings per Semester

<table>
<thead>
<tr>
<th></th>
<th>F06</th>
<th>S07</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
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<th>Total</th>
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<tbody>
<tr>
<td>S</td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>700</td>
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<td>700</td>
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<tr>
<td>S</td>
<td>728*</td>
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<td>S</td>
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<td>S</td>
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<td>751</td>
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<td>S</td>
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<td>10</td>
<td>6</td>
<td>11</td>
<td>6</td>
<td>8</td>
<td>66</td>
</tr>
</tbody>
</table>

S=seminar I= Independent study/supervisory d=DFM, c=CFS (c, if not identified)

* CFS 728, 761, 769 new paired courses added in 2009-2010
4.3 Path to Graduation

The CFS/D Website publicizes the MA program course requirements and the recommended sequence. Furthermore, students in our program are assigned a faculty advisor with whom they are required to meet each semester to complete and update the student path to graduation. See Appendix A & D for curriculum sheets and advising plans. As our increased graduation numbers show on Table 4.6, students are successfully completing our program in a timely manner, on the average of two years. From time-to-time students who are working full time come against the 7-year limit, not completing the culminating experience, but this is rare. With the proposed revision using a 4 course sequence concentrating on completing the culminating experience and completing it in a class, this situation should be alleviated.

4.4 Course distribution GAP/ATC

All FCS MA graduates meet the University requirements on all required elements of the ATC:

- 24-27 units are from the Department, which meets the requirement of at least 18 units (3-6 units can be from outside the Department).
- 70% of the program is from 700-800 level courses (21 units) with 50% from exclusive graduate courses (15 units). Four courses are paired with undergraduate courses (428/728, 543/743, 569/769, 661/761) from which students can choose two (6 units).
- 30% (9 units) can be from undergraduate courses (300-600 level).

4.5 Class Size

Combining independent and seminar courses, the average class size was 8.3 students for the five-year period; however, the mode was less than that. Considering only seminar courses, the average class size was 10 and 3.4 for independent study courses. This included several faculty working with 881, 891, and 895/898 students. See Table 4.5.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>F06</th>
<th>S07</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
<th>Total</th>
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</thead>
<tbody>
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<td>16</td>
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<td>47</td>
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<td>CFS 728 S</td>
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</tr>
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<td>CFS 769 S</td>
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<td>1</td>
<td></td>
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<td>CFS/MGMT 863 S</td>
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<td>22</td>
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<td></td>
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<td>77</td>
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<td>CFS 881 I</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
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<tr>
<td>CFS 891 I</td>
<td>1</td>
<td></td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>7</td>
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<tr>
<td>CFS 895/898 I</td>
<td>2</td>
<td></td>
<td>5</td>
<td>2</td>
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<td>2</td>
<td></td>
<td></td>
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<td>15</td>
</tr>
<tr>
<td>DFM 751 S</td>
<td>10</td>
<td></td>
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<td>12</td>
<td>12</td>
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<td>DFM 758 S</td>
<td>10</td>
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<td>12</td>
<td>12</td>
<td>12</td>
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<td></td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>DFM 785 S</td>
<td>10</td>
<td></td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>DFM 881 S</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
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<td>12</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td>49</td>
<td>37</td>
<td>52</td>
<td>56</td>
<td>78</td>
<td>49</td>
<td>72</td>
<td>56</td>
<td>66</td>
<td>555</td>
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</tbody>
</table>

S=seminar    I= Independent study/supervisory
4.6 Number of Graduates

Table 4.6 highlights the number of graduates for the years under review. In 2005-06 our graduate program was considered to be on suspension; therefore 2007-08 saw no graduates. When the suspension was removed and we marketed the program, our enrollment and graduation numbers increased. Therefore, we meet the University average requirement of an average of 5 students graduating from a degree program over a five-year period.

Table 4.6 Numbers of Graduates and Earned Degrees in Family and Consumer Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Ave 2006-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn degree</td>
<td>2</td>
<td>0</td>
<td>11</td>
<td>10</td>
<td>6*</td>
<td>5.8</td>
</tr>
</tbody>
</table>

* 2 from Fall 2010, 3 from Spring 2011, 1 from Summer 2011

4.7 Overview of Program Quality and Sustainability Indicators

The MA in Family and Consumer Sciences suffered from the suspension in 2005-06 as prospective students could not gain access to the program. In the past three years we have regained momentum and are back in a good position attracting students interested in pursuing our degree.

The program has adapted to trends in the field with faculty developing new classes. Our CFS/ERMGT 863 Social Entrepreneurship course was developed in 2006 from a Community Service Learning grant, with the two-fold objective of teaching business and FCS students in the same classroom and providing them a hands-on learning opportunity for service in the community as a course requirement. Social entrepreneurship fits the mission of the University to recognize and serve the greater community. In Fall 2011 a newly developed course, CFS 743 Sustainable Textiles, Housing & Food Industries, will be offered which addresses an important new trend in society.

The MA in FCS is recognized for being one where faculty and students work closely together to complete their culminating experiences. There is much one-on-one meeting time for students with their faculty advisor throughout the entire process. The program is small; however, when surveying alumni, the small size served as one of the advantages for students and the one-on-one communication was one of the most appreciated parts of their program. We expect to maintain the University requirement of graduating five students on average each year.

One method for assessing our reputation is through the responses from our graduates and from updates on success in their careers. We continue to graduate students who are well prepared to enter the workforce, particularly in the area of education. Many of our graduates are instructors at community colleges including Canada College, College of San Mateo, Santa Rosa Junior College, and the Fashion Institute of Design and Merchandising, in addition to San Francisco State. Students come to our MA program as we are the only FCS MA program...
in Northern California, because of the research faculty are engaged in, and because of faculty connections with industry.

5.0 FACULTY REQUIREMENTS

5.1 Number of Faculty in Graduate Program
The chair of the Department, Dr. Nancy Rabolt, is the graduate coordinator. We have never given assigned time for this task. She attends graduate coordinator meetings and approves graduate student applications and current student forms including waiver petitions, IRB, culminating experience proposals, ATCs, and graduation applications, after faculty advisors have reviewed and approved them. All applications for admission are reviewed and accepted by department faculty using departmental forms. Faculty agree to be an advisor for all students who are accepted. After that, students have the freedom to choose a culminating experience advisor.

All tenured and tenure-track faculty work with graduate students on culminating experiences (CFS 895/898) as either the first or second committee member; some lecturers work as second committee members or third reader for the oral defense. An oral defense of the culminating experience is required for all graduate students, which requires a third reader of the final draft only. Some faculty work with students on independent classes if students elect them including CFS 881 Internship, CFS 891 Readings, and CFS 899 Special Study. The following faculty work or have worked with graduate students, and have a terminal degree or have extensive experience in the field:

- Julie Charlson, PhD, committee member, expertise in computer-aided design
- Scott Cahn, MA, RD, teaches DFM 785, expertise in clinical dietetics
- Virginia Cantrell, MA, RD, taught DFM 758, committee member, expertise in dietetics research
- Joan Frank, MS, RD, taught DFM 755, committee member, expertise in food service
- Karen Johnson-Carroll, PhD, teaches CFS 700, committee chair/member, expertise in social aspects of housing and interior design
- Sarah Josef, MS, RD, teaches DFM 758, committee member, expertise in foodservice and dietetics research
- Ivana Markova, MS, PhD candidate, committee member, expertise in statistics, textiles, and historic costume
- Nancy Rabolt, PhD, teaches CFS 760, committee chair/member, expertise in consumer behavior and fashion research
- Billie Lou Sands, PhD, teaches CFS 728, committee chair/member, expertise in family studies and child development
- Yumi Satow, PhD, taught DFM 755, committee chair/member, expertise in cultural foods
- Susan Stark, PhD, taught CFS 761, committee chair/member expertise in apparel design
- Wanda Sui-Chan, MS, RD, teaches DFM 751, 881, committee member, expertise in community dietetics
- Connie Ulasewicz, PhD, teaches CFS/MGMT 863, CFS 769, committee chair/member, expertise in community based research and sustainable visual merchandising
- Gus Vouchilas, EdD, committee chair/member, expertise in computer-aided design and contemporary design
5.2 Number of Faculty per concentration
There are no concentrations in this program

6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS

Procedures to Plan for Continuing Improvement

Exit Survey and Survey of Graduates
Each year graduates from the program complete an exit survey (see Appendix E). Since we had recently instituted our current survey with 10 questions which expanded a shorter version, we sent a similar survey to graduates for whom we had email addresses (some were outside the 5 year period of this evaluation period). We developed a Survey Monkey instrument which asked for Likert-type responses (satisfied vs unsatisfied) and provided space for comments, which informed us of areas that could be improved. The survey asked the student to evaluate their satisfaction with the following areas of their program; percentages are below:

- Development of competent research skills .......................................................... 100%
- Development and knowledge associated with their sub-discipline in FCS .... 92%
- Overall satisfaction with program ........................................................................ 92%
- Ability to synthesize information and formulate a problem statement for their culminating experience ................................................................. 92%
- Development of creativity ........................................................................................ 92%
- Help from culminating experience committee ...................................................... 92%
- Development of professional skills associated with their sub-discipline in FCS .................................................. 84%
- Improvement in writing skills ............................................................................. 83%
- Advising from major advisor ............................................................................... 83%
- Appreciation for a socially conscious approach to industry and society .... 75%
- Social and networking opportunities ................................................................. 58%

The lowest rated item is social and networking opportunities, which we have started to work on the past few years. The next lowest satisfaction is appreciation for a socially conscious approach to industry. This area may have been rated lower because some respondents completed the program prior to the CFS 863 class being offered. Also, not all students are required to take CFS 863, although a large percentage do. This is content that should be infused into all required classes.

The following open-ended comments indicate areas to work on:
- Research skills (some students didn’t have expertise in statistics).
- A socially conscious approach to industry and society is not achieved for all students.
- Creativity was indicated as not pertaining to my program by one student.
- Social and networking opportunities
  - One student said it did not pertain since he/she was primarily off campus.
Another indicated he/she wasn’t on campus much so it was difficult to stay connected.

Another stated: I would have preferred more networking opportunities to improve my abilities with networking for the workplace.

Another stated: Networking needs improvement. There needs to be a connection with the industry, a focus on internships, and active solicitation of opportunities for employment following graduation. This is the most significant weakness of the department.

- Did not like being “lumped in” with education students in the research class.
- Having specific guidelines for the field study projects would have been helpful.
- Nutrition students needed more help.
- Needed more clarity as to how we would use skills in professional settings such as bringing in guest speakers who work for research firms.
- Need to go beyond quantitative approaches to include qualitative.
- I would like to have developed more computer and technological skills that would be helpful in the workplace.
- I suggest better communication between the CFS/D dept and various other depts on campus so the process would be less confusing for the students. I was told one thing from the dept and another from the Graduate division.

Faculty Retreats
The CFS/D faculty meet annually in January during Faculty Development days to work on curriculum and accreditation issues. For two years the entire retreat was dedicated to the evaluation of our MA program, with one outcome being a flyer with fifteen graduate students and faculty pictured. Many current students are not aware of our program and the posting of this flyer, both on bulletin boards and our Website, is helpful in advertising the program. This 6th cycle review was worked on during our January 20-21, 2011 retreat where this document was begun and a checklist for writing proficiency criteria at the 1st and 2nd levels was developed in addition to a procedure for remediation for those not achieving a 4.0 score on the analytical writing component of the GRE.

Faculty Meetings
The CFS/D tenured and tenure-track faculty meet twice a month for 1½ hours on Wednesday afternoons when no classes are scheduled for these faculty. Often lecturers attend, but attendance is generally not expected nor part of their workload. During these meetings we discuss all programs including the MA. One decision made at a faculty meeting was to choose one text which covers aspects of all the sub-disciplines in family & consumer sciences and have the students make connections in class discussions. In addition this text is used in other CFS graduate classes, providing a sense of continuity and reinforcement of the values incorporated in this text. For the past two years we choose World Changing - A User's Guide for the 21st Century, edited by Alex Steffen, Foreword by Al Gore.

Informally Gathering with Students
Each fall semester the faculty meet with new graduate students twice in the CFS 700 class to get acquainted and to listen to interests, requests, and suggestions from the students. In
September we meet to get acquainted and in December we meet for an end of the semester/holiday pot luck.

**Program Assessment**
The faculty conduct and submit program assessment reports to the Office of Academic Planning and Development. The latest assessment report, June 2011, is in Appendix F. Four learning outcomes were assessed this past year:
1. Graduates exhibit professional skills and knowledge.
2. Students appreciate a socially conscious approach to the discipline and contribute to the community through service.
3. Graduates exhibit competent research skills.
4. Students exhibit good writing skills.
For the next round of assessment further student learning outcomes will be assessed: Students will link theory and practice in their graduate experience, and Students will understand the interdisciplinary nature of family & consumer sciences.

Many methods are used to assess student learning in classes as described in Section 7.1 Results of assessment strategies are used for program improvement. For example CFS 863 will visit an additional organization as a field trip adding diversity to class experiences. Also faculty will encourage more submissions of culminating experiences for conference presentations and publications.

**Recommendations:** Conduct focus groups with students on a regular basis to be sure we are meeting student needs and gain advice from students. Develop more informal networking opportunities for students. Consider the development of an Advisory committee.

### 7.0 THE STUDENT EXPERIENCE

Table 7.0 shows the gender and ethnic composition of FCS MA students from the past five years. Our graduate students are likely to be female, white (lower percent than SFSU) and Asian (higher percent than SFSU).

#### 7.1 Assessment of Student Learning

The CFS/D Department has used several direct and indirect procedures by which each individual student is assessed. Such methods include written papers, oral presentations, literature critique of articles with opposing viewpoints using a critical thinking framework, analyses of cases studies, proposed public policy statements, reflection papers, analyses of service learning, sharing internship experiences, student poster presentations, etc. Writing assignments are begun immediately in CFS 700, and each assignment is not only assessed and graded in terms of class content and learning objectives, but also assessed for writing problems. Interventions in the case of possible problem areas are quickly discussed with both student and student’s advisor, and solutions are explored. Writing workshops, special tutoring, peer mentoring, adjustments in class requirements have been used with great success.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Program Student Demographics</th>
<th>SF State’s Graduate Student Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Native American</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>African American</td>
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<td></td>
</tr>
<tr>
<td>Chicano, Mexican American</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Other Latino</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Central American</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>South American</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cuban</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All Other Latino</td>
<td>6</td>
<td>8.45</td>
</tr>
<tr>
<td>Asian Indian</td>
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<tr>
<td>Chinese</td>
<td>-</td>
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<tr>
<td>Japanese</td>
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<td>-</td>
</tr>
<tr>
<td>Korean</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Asian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Laotian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cambodian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Thai</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other SE Asian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Asian</td>
<td>17</td>
<td>23.9</td>
</tr>
<tr>
<td>Filipino</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Guamanian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Samoan</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Pacific Islander</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White Non-Latino</td>
<td>27</td>
<td>38.0</td>
</tr>
<tr>
<td>All Other</td>
<td>10</td>
<td>14.0</td>
</tr>
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Because of the success of this procedure, CFS 700 was paired with another class, CFS 760, taken in the spring semester. Instructors of both classes, Dr. Karen Johnson-Carroll and Dr. Nancy Rabolt, utilize content in the same textbook, creating continuity of support and evaluation of students. Overall curriculum problem areas are brought to faculty meetings, where all faculty can discuss possible solutions and changes to improve the program.

Students complete a Thesis or Field Study that is of publishable quality. This Culminating Experience is defended in front of three faculty members, or two faculty members and one professional in the field in which the project was generated. These three professionals evaluate the research and the students’ presentation.

Students are asked to reflect on the quality of their education in and satisfaction with the program when they graduate through an exit survey as mentioned.

**Student Learning Outcomes of the Program**

2. Graduates understand the interdisciplinary nature of family & consumer sciences.
3. Students link theory and practice in their program experiences.
4. Students appreciate a socially conscience approach to the discipline and contribute to the community through service.
5. Graduates demonstrate the ability to design and conduct research.
6. Students exhibit professional writing and presentation skills.

**Assessment of Student Learning Outcomes**

1. *Graduates exhibit professional skills and knowledge associated with the sub-discipline in Family & Consumer Sciences.*

There are several seminars in which our students are expected to write extensive research papers on their area of specialty. The introduction of the idea of exhibiting professional skills and knowledge occurs in CFS 700, but the development of this occurs in CFS 728, 745, 761, 769, 863, 881, 891, and for the dietetics MA students in DFM 751, 755, 785, 881 and 891. By the time the students reach DFM 758, 785 and 881 and their Culminating Experiences, CFS 895/898, they are assessed for the mastery of their sub-discipline by way of their Culminating Experience defense.

2. *Graduates understand the interdisciplinary nature of family & consumer sciences.*

Students find in CFS 700, CFS 760, and CFS 863, that it is difficult if not impossible, to design research in one area without a distinct interdisciplinary overlap with another area. Each course requires a presentation of research and extensive class discussions evaluating and participating in the developing of research ideas. This allows for the instructors of all three classes to assign partners in research when it is noticed that much of the background literature or research methods of particular students is shared. In class discussions in these seminars students are encouraged to focus on enabling other students in their research, and in this manner, the students develop the understanding of how another discipline in the profession
relates to their discipline. By the time the students are conducting their thesis or field study, they have integrated more than one discipline in their research.

3. **Students link theory and practice in their program experiences.**

All students are introduced to designing research and the application of research results in their profession in CFS 700. In addition several classes take theory and apply it to actual problems. CFS 700 discusses how theory works in practice, CFS 760 and 728 develop this further by the proposition of use of theory in the field, and in CFS 769, 863, and 881 the students are out in the community engaging in hands-on practical experience as discussed in Section 8.0.

4. **Students appreciate a socially conscious approach to the discipline and contribute to the community through service.**

As an important concept that covers all areas of family and consumer sciences, special effort has been made to increase the profile of social consciousness in more classes. A textbook which addresses social conscious and sustainability concepts in every sub-discipline was chosen by the graduate faculty to be used by CFS 700 and CFS 760. Since this early placement in the program of this emphasis, it has been noticed that almost all research undertaken by the graduate students in the past two years (since this emphasis was generated and established by the faculty) has a social consciousness and/or sustainability component. A new course, ID CFS 743 Sustainability in Textiles, Housing & Food Industries, which encompasses social consciousness, will be offered for the first time Fall 2011. The entire content in CFS 863, Social Entrepreneurship, which includes community service learning, is important to help students meet this expected outcome.

5. **Graduates demonstrate the ability to design and conduct research.**

While it is noted in Table 7.1 that this objective is introduced in CFS 700 and ISED 797, developed in CFS 760, and mastered in the Culminating Experience classes, this objective can thought to be Introduced, re-Introduced, Developed, re-Developed and Mastered at almost every level and in every class. The students in our program come to us with varying degrees of research capabilities, and most of the beginning classes are a myriad of research skills. In these courses students with a higher cognitive ability to design and conduct research are paired with those who need mentoring. This pairing strengthens the program’s cohorting bonds (a program quality indicator), and encourages the observation of interdisciplinary overlap in topics (SLO #2). Every class in the program is designed to take a student’s research interest further toward the fulfillment of a culminating experience. However, it is being recommended that we make program changes whereby all students will take common classes each semester to ensure the culminating experience is worked on each of 4 semesters as discussed in Section 2.0. Students follow the Graduate Division’s format for a thesis and work with their advisor for format standards for a field study. Common rubrics for evaluating culminating experiences are targeted for development.

6. **Students exhibit professional writing and presentation skills.**

Writing is required in some format in every course in the program, with every seminar course requiring intensive term papers. In addition, every seminar course requires presentations of research individually and/or in groups. We very rarely have a student who is not comfortable speaking in class and giving presentations. This possible problem is usually spotted in CFS
700, and is addressed early in a student’s program. The graduate student must present the results of his/her culminating experience, and the presentation is evaluated by the oral defense committee. As mention, first and second level writing criteria have been developed and appear in Appendix C.

Table 7.1 outlines where outcomes are embedded into classes with the introduction, development, and mastery of each outcome.

Table 7.1 Curriculum Alignment Matrix/Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome 1. professional skills and knowledge</th>
<th>Outcome 2. interdisciplinary nature of Family &amp; Consumer Sciences</th>
<th>Outcome 3. link theory and practice in their program experiences</th>
<th>Outcome 4. social consciousness and sustainability</th>
<th>Outcome 5. design and conduct research</th>
<th>Outcome 6. professional writing and presentation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 700</td>
<td>I</td>
<td>I,D</td>
<td>I</td>
<td>I,D</td>
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<td>I,D</td>
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<td>CFS 760</td>
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<td>M</td>
<td>D,M</td>
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<tr>
<td>ISED 797</td>
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</tr>
</tbody>
</table>

I = Introduced,  D = Developed and Practiced with Feedback  
M = Demonstrated at the Mastery Level Appropriate for Graduate Students
7.2 Advising

Advising of graduate students is a strength of the CFS/D Department. Every effort is made to cohort, mentor, and support our students throughout the program. A potluck orientation meeting of new and continuing graduate students and all faculty members occurs at the beginning of every academic year, allowing for students further along in the program to meet and mentor the new students. The Department Chair offers a warm welcome and gives students a handout (see Appendix G), which gives an overview of the processes of the graduate program. Starting in Fall 2011 faculty will take a larger role in this meeting by presenting their research interests to the new students. At the end of the fall semester, a potluck dinner occurs, with students primed to talk about their research areas to the faculty members, and the faculty members interested in the progress the students have made.

Faculty meet with their advisees at mutually convenient times. Each graduate advisor assesses the needs of their students and arranges times in an effort to keep all students on the track to graduation. Faculty have made varied arrangements such as meeting students every week or every other week in their offices, on email, or even meeting off campus. In a recent survey of our graduates, 83% were satisfied with their major advisor. This should increase after Fall 2011 with the addition of a new tenure-track faculty in dietetics.

Each graduate student has a department file that contains a graduation plan to be used as a form for keeping students and their advisers coordinated (see Appendix D). Other forms placed in this file include copies of the Proposal for Culminating Experience, Advancement to Candidacy, IRB Protocol including Informed Consent Form, NIH & GRE Certificates, etc.

7.3 Writing Proficiency

The CFS/D Department is dedicated to the goal, in line with the 2005-2010 University Strategic Plan, that all graduates will write proficiently. The first level writing proficiency standard is a score of 4.0 on the GRE analytic writing component with remediation for those not achieving this. Most classes in the MA program taught by the Department have major writing and presentation skills. These classes are: CFS 700, 760, 761, 769, 863, 761, 728, DFM 751, 755, 758, 785. All writing assignments have the express purpose of increasing student writing proficiency. As mentioned the second level writing criteria, which are applied to the culminating experience, have been developed and are in Appendix C.

It has been noted that there are some students who need help in increasing their writing skill over and above what is offered by faculty. We recommend that a university writing workshop be available for graduate students, perhaps with a diagnostic component. This would help students and the faculty members who are guiding their writing development.

7.4 The Culminating Experience

Each student works with their advisor to decide which of the following culminating experience (CE) class best fits their needs:
CFS 895 Field Study: This is a research project or an applied creative work that takes place in the area of the student’s area of specialty. Included is a written component that describes the field study’s significance to the general body of knowledge, objectives of the project, synthesis of background literature and information, methodology, results, a discussion or evaluation of the results, and documentation of the project in an appropriate form.

Or

CFS 898 Master’s Thesis: This is an original qualitative or quantitative research paper, which culminates in a document which includes an Introduction, Literature Review, Methodology, Results, and Conclusion chapter, and generally includes statistical analysis of data.

Students choose 2 or 3 committee members to work with throughout the CE process. As the Graduate Division has guidelines for thesis, there are no specific ones for field study. Over the past five years, an effort has been made to make our two options have a more comparable written component. The practical part of the field study may each have a different form. Examples of field studies are curriculum development, creative apparel design line development, display development, and in the case of Jesus Santos, winner of the 2011 CSU Research Competition in his division, plans and construction for a green expandable house. Both forms of Culminating Experiences are presented and defended in front of three faculty members, or two faculty members and one professional in the field. The public is invited to attend and ask questions, although the audience members tend to be other graduate students and faculty. Following the student’s presentation and all questions answered, the three oral defense members discuss the presentation privately and then call the student in for a consultation of the presentation. The student is either passed with no changes to the document to be submitted, passed with changes to be made, or not passed. The oral defense presentation is documented by each of the three members, who indicate they accept or do not accept the oral defense, and evaluate it on three criteria. Typically students pass their oral defense and have further recommendations for changes to be made to the document which is completed by the semester deadline. See Appendix H for Oral Defense Evaluation sheet. See Section 9.3 for titles of student CEs and faculty committee chairs and members.

7.5 Overview of program Quality Indicators

The Department knows that many of the changes implemented in the last five years have resulted in a more successful program and a more rigorous degree. The changes made to keep students in the program and on track have resulted in very pleasant and practical changes for both faculty and students. For example, we now admit students only in the fall semester and cohort them through the program. Also the coordination of two classes at the beginning of the program, covering one academic year, has allowed for the feeling of continuity that the students indicated they needed, and increased the cohorting of each year’s group of incoming graduate students. The recommended changes will include dietetics/nutrition students into the spring class which in the past was not required. This will complete the cohorting of all students.

Our faculty are engaged with the community and the profession and present their scholarship at professional meetings. They encourage our graduate students to do the same and more students are publishing and presenting their work. Student awards also indicate the quality of
our program. We have several graduates who have been accepted into doctoral programs. See Section 8.1 for examples of these indicators. Several of our graduate students have been given the opportunity to teach laboratory or beginning classes as Graduate Associates. This gives them excellent experience as many want to teach at 2 or 4 year level institutions.

What are our graduates doing now? Information from students who have graduated is incomplete, but information from the survey discussed in Section 6.0 indicates our graduates are practicing in their field: (17) self-employed, (5) teaching, (6) working for a specialty firm in their field (examples: Interior Design firm, Registered Dietician, Senior Merchandise Planner at Bebe, Kindred Health Care, etc), some working in more than one of these categories, and one still “looking for the right position.”

**Recommendations:** Develop general rubrics for culminating experiences which all committee members will use to evaluate students’ CE. Infuse social consciousness and sustainability in all classes. Reword learning outcome to encompass sustainability.

### 8.0 THE PROGRAM AND THE COMMUNITY

#### 8.1 Professional Engagement of Students and Alumni

Our graduate students actively engage in professional activities with faculty and demonstrate professional growth through their experiences. Students are encouraged to present their research, either individually, or with faculty at national, regional, and local conferences. Their exposure to professional growth opportunities through presentation is highly recommended, as illustrated through team work with faculty members. Participation exposes them to new opportunities as well as networking and the development of professional relationships. At the annual meeting for incoming graduate students, current students, alumni, and faculty share their current research projects. This process helps students with development of their own topics and provides a platform for spring boarding collaboration among individuals. Over the last five years, students have presented research individually or in collaboration with faculty. Examples follow:


AAFCS-CA & Western conference, Sacramento.


In addition to the above presentations, Gail Baugh has authored the following:


Student Advancement
Some of our graduate students move on to doctoral studies after completing their culminating experiences. Currently, Ivana Markova, M.A., who also teaches in the CFS/D Department, is nearing the completion of her doctoral work in International and Multicultural Education at the University of San Francisco. Recently, Peggy Hanke, an MA graduate and lecturer in interior design, was accepted into a doctoral program at the University of Georgia; Joyce Falsken, an MA graduate and apparel design lecturer, received her Ph.D. at Ohio State University; and Lynn Barnes, MA graduate received her Ph.D. at Ohio State University.

Student Achievement and Department Contributions
Our students are encouraged to participate in the CSU sponsored competitions. Most recently, Jesus Santos was selected as the San Francisco State University winner in the Creative Arts and Design category for the CSU Research Competition. He went on to take the first place prize in the same category for the entire CSU research competition. His project is titled: The Desert Xpandalble House: Closing the Gap on Social Accessibility and Affordability in Green Housing. In addition, Jesus was also selected as the Graduate Hood Recipient for the College of Health and Human Services for 2011. Sarah Koszyk’s thesis, titled Evaluation of the Efficacy of a Registered Dietitian’s Weight Management Program, placed in the 2010
Western Association of Graduate Schools/UMI Distinguished Thesis Competition which recognizes distinguished scholarly achievement and is listed on our Graduate Studies Website. Sarah Koszyk also received the Recognized Young Dietitian Award from the California Dietetic Association in 2011. She also has taken on the role of preceptor for our dietetic internship program. Michael Murphy was awarded the Office of Community Student Service Learning Award in 2008, which recognized his contributions to the field through his development of a “Clothing Closet” (a place for women reentering the workforce) at New Door Ventures, Martinez, California.

Family & Consumer Sciences MA graduates provide the Department with a valuable service through their teaching of laboratory and introductory courses. They include: Ivana Markova, Michael Murphy, Alexis George, Peggy Perruccio, Susan Ospital, Gail Baugh, Jennifer Dye, Abby Yang, Chi-Yuan Chang, and Jason Allen-Rouman. In addition, some teach at local community colleges including Elsa Torres, who was recently hired on as a full-time interior design instructor at Canada College, Jennifer Dye who teaches at Skyline and Ohlone community colleges, and Gail Baugh who teaches at the Fashion Institute of Design and Merchandising.

San Francisco State University Graduate Showcase
The majority of our students participate in the annual SFSU Graduate Showcase, which is comprised of poster presentation sessions where students from throughout the university share their proposals or research results with colleagues and university faculty. This event offers students an opportunity to engage with other students and faculty on campus in an effort to expound on their proposals and gain valuable input. See Appendix I for a list of graduate students and their research topics presented at the Showcase for 2008-2011. The diversity and complexity of these studies highlight the rigor as well as the creative endeavors our students engage in. Some students present their preliminary ideas during their first year of participation and present final research during the following year.

Internships
An internship component of graduate study is completed by some of our students which place the individual in a position to learn and engage in professional development through contact with an outside supervisor or faculty member in the case of graduate teaching assistants. Internships include supervisor and student evaluation which is shared with the major advisor for reflection and student growth and development. These internships offer significant opportunity for engaging with a large network of professionals during graduate studies. This networking is invaluable for our students as it offers them connections in their fields that may not otherwise have developed. Some of the recent internship locations include: Full Spectrum Incorporated, Ed Fernandez Architects, Asian Women’s Shelter in San Francisco, Oakland Aviation Charter High School, City College of San Francisco, Canada College San Francisco State University-Design and Industry Department, San Francisco State University-Consumer & Family Studies/Dietetics Department.

Our graduate Certificate in Dietetics includes 1200 hours of supervised practice experience in the field in hospitals, clinics, agencies, and other organizations throughout the San Francisco Bay Area. MA students use DFM 881 as part of their ATC. Supervised practice experiences
are completed under the direction of a Registered Dietitian (RD) or manager with expertise in
dietetics, nutrition, management, or public health in a facility or program serving children,
adults, and/or older adults in a healthcare or community setting. The following are examples
of organizations used for supervised practice experience:

**Hospitals:** Alta Bates Summit Medical Center, San Francisco General Hospital, Marin
    General Hospital, Children’s Hospital Oakland, Kaiser San Francisco, St. Mary’s
    Medical Center, San Francisco Veterans Administration Medical Center

**Skilled Nursing Facilities:** Tunnell Center for Rehabilitation and Healthcare, The Jewish
    Home, Care Center of Rossmoor, San Francisco Towers, Water’s Edge of Alameda

**Public Health Agencies:** San Mateo County Health Systems, Alameda County Department
    of Public Health, County of Marin Department of Health & Human Services

**Other Misc:** Women, Infants, and Children (WIC), American Heart Association, Child
    Health and Disability Prevention (CHDP) Childhood Obesity Prevention Workgroup,
    Mission Neighborhood Health Center, Satellite Dialysis, SuperKids Nutrition

In hospitals and skilled nursing facilities, interns provide nutrition assessment, care planning,
and care to patients and resident. They can conduct nutrition education and counseling, make
recommendations to physicians and others on the healthcare team regarding a patient’s
nutritional needs, and work collaboratively with the healthcare team to provide the best care
possible for patients. In public health agencies, interns provide nutrition education and
services to at-risk and to low income communities and individuals. This can include writing
newsletters, developing and conducting educational events and programs, doing nutrition
presentations, writing lesson plans, training staff, and developing and implementing policies
that benefit the nutritional status of individuals and/or communities.

### 8.2 Civic Engagement

Family and Consumer Sciences is rooted in community based engagement through the
underlying principle of support in disciplines which address our fundamental needs as
individuals and as families. Our professional association, the American Association of Family
and Consumer Sciences, seeks to bring people together to “improve the lives of individuals,
families, and communities” (www.aafcs.org). In addition to the internships in the community
mentioned in Section 8.1, examples of student civic engagement are described below.

**Social Entrepreneurship**

Dr. Ulasewicz teaches a graduate course titled Social Entrepreneurship in which students
participate in community engaged research by seeking out solutions which address issues and
problems within their local communities. Students in this course locate organizations that can
use graduate student assistance to meet specific needs and get involved in developing
solutions. Students are credited with Community Service Learning on their transcripts upon
successful completion of this course and to date over 1500 hours of community service have
been logged. Some of the places and projects of engaged scholarship for our students include:

- **Global Action Through Fashion:** Assisted in Website design, created blogs related to sustain-
  able fashion, wrote about sustainable business practices, assisted with fundraising event.
- **Girl Scouts of America:** Developed a new badge for social entrepreneurship and implemented
  several of the projects with a local troop.
The Princess Project: Assisted with the planning, organization and implementation of the S. F. site prom dress giveaways and end of the session inventory and re-storage.

New Horizons: Redesigned, painted and created a space for a “Clothing Closet” for women re-entering the work force. Facilitated local retailer donations and clothing drives.

PeopleWear SF: Organized events to support the local apparel and sewn products industries.

Dress for Success: Assisted clients as they shopped for their clothing for job interviews.

New Door Ventures: Worked with design clients at Ashbury Images, a screen-printing facility that trains and employs at-risk teens.

Habitat for Humanity: Construction work at homes in the San Francisco area and assisted with Spanish to English translation for families at job sites.

Kimochi Inc: Assisted in serving food and assisting seniors at this multi-service Japanese senior home and activity center.

Massage Therapist: Redesigned home office space for therapy for cancer patients.

Centro de Servicios: Designed and constructed window displays to help merchandise products and services of this thrift store and community organization.

Community Related Culminating Experiences and Other Student Projects

Our graduate program in FCS encourages community engaged research as evidenced in some examples of recent culminating experiences and work as outlined below:

Teresa Adrianto: A university-wide clothing drive to aid the St. Vincent de Paul and Goodwill organizations was held as a reuse opportunity for 2nd-hand clothing. Her findings were presented to the Provost and Controller at the University Sustainability meeting.

Elsa Torres: Developed green design curriculum taught at Santa Rosa Junior College, worked on developing a Green Certificate, and is now teaching at Canada College.

Jesus Santos: Designed and built the first phase of an affordable house in the Montana Vista colonia of El Paso, Texas. Building methods incorporated green standards and specifications for materials which are consistent with healthy environments. The home will be made open (at certain times) to the entire community in the region in an effort to bring education on green concepts to local residents and builders.

Josette Neal-De-Stanton: Developed an FCS after school program for Oakland Aviation Charter High School. The curriculum is guided by the mission of Family & Consumer Sciences, which is aimed at teaching students in an urban location about adult roles and responsibilities in their personal lives.

Peggy Perruccio: Developed curriculum on repurposing apparel materials and field tested at Canada College.

Faculty Community Engaged Scholarship

Our faculty are engaged with local communities. Dr. Connie Ulasewicz and Dr. Gus Vouchilas have recently designed a model for engaging graduate students in the community. Their manuscript entitled A Holistic View of Sustainability and Community Engagement in a Masters Program Culminating Experience, was recently published in the International Journal of Environmental, Cultural, Economic and Social Sustainability. Dr. Julie Charlson developed a partnership with SFO for retail design education working with their design review committee and guidelines for terminal remodels with student involvement.
Dr. Charlson also worked with Hearth Homes, a non-profit organization, as part of their educational outreach for universal design. Dr. Johnson-Carroll has helped bring students to their local communities through developing partnerships in which students provide pro bono designs for non-profit organizations serving the San Francisco community. Locations include among many others, Edgewood Center for Children and Families, Habitat for Humanity, HuckleBerry Youth Clinic, Compass Family Services, and Creativity Explored.

8.3 Equity and Social Justice

Equity and social justice are imbedded in the Family and Consumer Sciences as evidenced through professional commitment to policy and procedure which are aimed at meeting societal and cultural needs. Our faculty have engaged in research that address issues of equity, such as the work of Dr. Connie Ulasewicz who published her doctoral work addressing the semiotics of girls’ juvenile justice uniforms. Recent student work illustrate their commitment to equity and social justice as evidenced below.

Culminating Experiences Related to Health, Diverse and Underserved Populations, and Sustainability

Health Issues
Karen Ha: The accuracy of Asian food products sold in San Francisco
Chandy Kim: Popularity of foods in Asian diet used as folk remedies
Patty Lee: Popularity of foods in Asian diet used as folk remedies
Greta Macaire: Healthy & mindful eating program for cancer survivors
Hilda Moscoso: Herbal and dietary supplements for treating HIV infection and AIDS: Myth or fact?
Nicole Quinto: Visual media’s influence on the body image of women 40-60 years of age
Stratis Rozakeas: Assessing the well-being of patients participating in a horticultural therapy program on a rooftop garden

Diverse and Underserved Populations
Andree Langlois: Universal design guide and checklist for interior designers
Jen Lee: Evaluative criteria of clothing and body esteem of plus size women.
Cherryl Ligsay: A comparison of career choices of U.S. born Filipinos and Filipino immigrants
Mary Murray: The financial effect of cumulative trauma injury claims on experience rated employees
Josette Neal-De-Stanton: FCS after school program curriculum development for Oakland Aviation High School
Jesus Santos: The desert xpendable house: Closing the gap on green inequity & affordability

Sustainability
Gail Baugh: Exploring San Francisco/Bay Area consumers’ apparel purchasing and discarding choices
Peggy Perruccio: Curriculum: Designing with repurposed materials
Amanda Villalobos: The relationship between materials (sustainable vs non-sustainable) used in window displays and consumer purchasing intentions
Dietetic Student Field Placements
As mentioned, MA students who have completed the Certificate in Dietetics have worked in the community with at risk children, adults, and/or older adults. Examples of placements include WIC serving low income families, Laguna Honda, a skilled nursing facility which serves low-income and elderly residents, and Loma Verde elementary school in Novato and schools in Alameda County in low-income school districts. Two examples of recent MA students’ rotations for their internship include:

Stratis Rozakias: UC Cooperative Extension (nutrition curriculum development and education in low income schools), Berkeley Seniors Program (nutrition screening and education with older adults), Medical Hill Rehab (nutrition care in a skilled nursing and rehab facility), and Alta Bates Medical Center (foodservice management and clinical rotation).

Sarah Koszyk: Meals on Wheels S.F. (nutrition services for home-bound seniors and disabled), Berkeley Unified School District (foodservice management and nutrition education in school), Alameda Hospital (nutrition care in a rehab and sub-acute facility), and San Francisco General (clinical rotation).

8.4 Internationalization
Our graduate student body is representative of the diversity of the university which strengthens the exchange of culture, backgrounds, and approaches to graduate study. The following immigrant California residents have worked on multi-cultural, diverse, and international topics for their culminating experiences as follows:

Chi-Yuan Chang: Using color and graphic designs in teaching Mandarin
Karen Ha: The accuracy of Asian food products sold in San Francisco
Praveena Kumar: Prevalence of ayurvedic medicine use among Asian Indians in California
Patty Lee: Popularity of foods in Asian diet used as folk remedies
Sylvia Lieu: Prevalence of traditional Chinese medicine use in the San Francisco Bay Area
Cherryl Ligsay: A comparison of career choices of U.S. born Filipinos and Filipino immigrants
Ivana Markova: Consumer quality perceptions by country of origin
Abby Yang: Comparing the flooring choices between Taiching, Taiwan, and the San Francisco Bay Area based on consumer perception (data collected in Taiwan.).

Faculty engage in the integration of an international approach to course curriculum and learning. Dr. Julie Charlson and Dr. Gus Vouchilas developed a teaching model for FCS and other disciplines that uses an integrated and international approach to studies. They received an SFSU minigrant for this project. Faculty and graduates have presented their scholarship at international conferences in Manchester England, Montreal Canada, and Copenhagen Denmark (see Section 9.0). Faculty have published in international journals. Dr. Nancy Rabolt’s book has been recognized internationally by being translated into Korean and Chinese. Recent faculty publications and related to internationalization and international presentations follow:


Ulasewicz, C. (2011, April). Yes we can! Sustainable practices created through the collaboration of students, faculty and industry partnerships, presented at International Conference on Sustainability in Fashion and Textile Industry, Copenhagen, Denmark.


**Recommendations:** To generate more rigor toward community engagement, we will consider including in the program a learning model that students can experiment with to consider alternative methods of scholarship while engaging with the community. In a similar vein, an international approach toward research methods can include requirements for discussion of research from international journals so that students could enhance their perspectives and understanding of culture and life.

9.0 THE FACULTY EXPERIENCE

The Family & Consumer Sciences MA program is vital to the communities of Northern California, the success of our Department, and the preparation of professionals in this field of study. Graduate students are an essential part of the research conducted by our faculty. The data presented in the following sections reflect the accomplishments and contributions made by our graduate program and faculty. VITA for our faculty will be available during the site visit.

9.1 Faculty Statistics

This section presents data on characteristics of faculty teaching in the CFS/D Department. Faculty are mainly white female; however, in recent years the Department has become more diverse in terms of ethnicity and gender as indicated in Tables 9.1a and 9.1c. The faculty age range is widely distributed, with four in the 30-44 age range, seven in the 45-59 age range, and five in the 60 and over age range as indicted in Table 9.1b.
Table 9.1a Faculty distribution by Rank and Gender (Fall 2005-2010)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>3 Female, 1 Part time Male (emeritus)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2 Female</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3 Female, 1 Male</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5 Female, 1 Male</td>
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</tbody>
</table>

Table 9.1b Faculty Distribution by Age (Fall 2005-2010)

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-34</td>
<td>1</td>
</tr>
<tr>
<td>35-39</td>
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<tr>
<td>40-44</td>
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<td>50-54</td>
<td>3</td>
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<tr>
<td>55-59</td>
<td>2</td>
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<tr>
<td>60+</td>
<td>5</td>
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</tbody>
</table>

Table 9.1c Faculty Distribution by Ethnicity (Fall 2005-2010)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
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</tr>
<tr>
<td>African American</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>European (Non Latino)</td>
<td>11</td>
</tr>
<tr>
<td>All Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Below are the names and rank of faculty members who have worked with students in the MA program during the five-year review period. Some have been in the Department for many years.

Tenure-track Faculty

- Karen Johnson-Carroll, Associate Professor
- Julie Charlson, Assistant Professor
- Kenneth Fehrman, Professor Emeritus
- Nancy Rabolt, Professor and Department Chair
- Billie Lou Sands, Professor
- Yumi Satow, Assistant Professor
- Susan Stark, Professor
- Connie Ulasewicz, Associate Professor
- Gus Vouchilas, Assistant Professor
- Sharonda Wallace, Assistant Professor
Lecturers
- Virginia Cantrell, MS, RD
- Scott Cahn, MA, RD
- Sherrill Halbe, PhD
- Joan Frank MS, RD
- Sarah Josef MS, RD
- Ivana Markova MA, PhD candidate
- Wanda Siu-Chan MS, RD

The courses taught by department faculty are presented in Table 9.1d.

**Table 9.1d Faculty Workload Matrix**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cahn</th>
<th>Cantrell</th>
<th>Frank</th>
<th>Johnson-Carroll</th>
<th>Josef</th>
<th>Rabolt</th>
<th>Sands</th>
<th>Siu-Chan</th>
<th>Stark</th>
<th>Ulasewicz</th>
<th>Wallace</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 700</td>
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<td></td>
<td>F 06, Sp 08, F 08, F09, F10</td>
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<td>Sp09- Sp11</td>
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<td>Sp10</td>
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<td>CFS 769</td>
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<td>Sp09- Sp11</td>
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<td>CFS 863</td>
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<td>DFM 751</td>
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<td>F 06</td>
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<td>DFM 755</td>
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<td>DFM 758</td>
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<td>F 07- Sp11</td>
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9.2 Research and Professional Engagement of the Faculty

This section provides a detailed summary of research and professional engagement of the Family and Consumer Sciences MA faculty including publications, conference presentations, and campus, community, and professional service.

**Charlson** (n=22)
One peer reviewed journal article (co-authored), 2010; Three paper conference presentations (two co-authored), 2008, 2009, 2011; One conference poster presentation (co-authored), 2009; Two Consultation Presentations to community organizations, 2007, 2009; Facilitated Six Campus and Community Service Learning Projects for Students, Spring 2008, 2009, 2010, Fall 2009; Service for seven campus events and organizations, 2006-2010; One college committee membership, 2008-2010; One department committee membership, 2008-2010

**Frank** (n=9)
Department hiring committee, 2010-2011; Faculty advisor for two student organizations, 2005-2011; Member of three outside college advisory boards, 2007-2011; Member of two local secondary education committees, 2005-2011; Girl Scout Troup Leader for Girl Scouts of the San Francisco Bay Area, 2005-2011

**Rabolt** (n=45)
Two published textbooks (co-authored), 2009; Five peer reviewed journal articles (co-authored), 2007-2010; Eleven paper conference presentations (co-authored), 2005-2010; Member of review board for two research journals and one professional journal, review book manuscripts for publishers, 2005-2009; Member of five university committees and one council, 2005-2011; Presenter for international community college counselors (2), community college; counselors (3), and new department chairs (2), 2008-2010; Member of four outside professional committees, 2005-2011; Member of one national professional council, 2005 External tenure promotion evaluator of professors from six universities, 2005-2010

**Sands** (n=16)
One professional newsletter article, 2008; Reviewer for one textbook, 2007; Member of two college committees and two councils, 2005-2008; Chair of three department committees, 2005-2009; Member of three department committees, 2006-2011; Faculty advisor of Student Chapter, 2005-2009; Member of one local secondary education advisory board, 2005-2011; Member of one local county council, 2005-2011; Member of one scholarship committee of outside professional organization, 2010-2011

**Satow** [employed until 2009] (n=19)
One chapter in a published book, 2007; Three peer reviewed journal articles, 2007-2008; Twelve paper presentations (two co-authored), 2005-2009; Member of one outside college advisory board, 2005-2009; Consultant for one food related television program and one chef association, 2005-2009

**Stark** [employed through Spring 2009] (n=16)
Thirteen solo juried shows and galleries, 2005-2010; Three two-person juried shows and galleries, 2005-2010

**Siu-Chan** (n=5)
Selected to participate in the American Dietetic Association Summit on Dietetics Practice, Credentialing, and Education, 2011; Committee member for mini-conference co-sponsored by a regional professional; organization and the department dietetics program, 2011
Mentoring chair of a regional professional organization, 2009-2011; Co-chair of one mini-conference and one workshop sponsored by a regional; professional organization and the department dietetics program, 2008, 2009

Ulasewicz (n=69)
One published book (co-authored), 2008; Two chapters in published books, 2007; Four case studies in published books, 2005, 2008, 2009; Four peer reviewed journal articles (three co-authored), 2006, 2007, 2008, 2011; Sixteen peer reviewed paper conference presentations (ten co-authored), 2005-2011; Fourteen invited presentations (one co-authored), 2005-2010; Reviewer for five publications and one conference, 2005-2011; Chair of one university committee, 2007-2008; Member of five university committees, 2005-2011; SFSU Academic Senator, 2006-2009; Member of three college committees, 2005-2006; Chair of one department committee, 2009-2010; Member of one department committee, 2005-2006; Advisor of two student organizations, 2005-2011; Facilitated four community service events (three involving students), 2005, 2007; Board member of four professional organizations, 2005-2011; International committee chair and education committee chair of one professional organization, 2005-2011

Vouchilas (n=33)
Three peer reviewed professional journal articles (co-authored), 2008, 2011; Published in three conference proceedings (two co-authored), 2008-2010; Six paper conference presentations (three co-authored), 2005-2010; One invited local professional presentation, 2007; Member of two university committees, 2008, 2010; Chair of two college committees, 2006, 2008; Member of three college committees, 2007-2010; Member of two department committees, 2008-2010; Coordinator of departmental pre-commencement event, 2006-2011 Reviewer for two professional peer reviewed journals, 2010-2011; Jury member of philanthropic local charity event, 2009-2010; Panel moderator for student career forum, 2008 Member of outside college advisory committee, 2005-2011; Support staff of professional conference, 2007; Advisor for FCS community college planning retreat, 2008; Facilitated three design projects on campus, 2006-2011; Applicant evaluator for CSU International Programs, 2007; Panel moderator, 2006; Chair of Student Career Forum for regional chapter of a professional organization, 2007

A summary of faculty honors, grants and awards is presented in Table 9.2, followed by brief descriptions.

Table 9.2 Faculty Honors, Grants and Awards

<table>
<thead>
<tr>
<th></th>
<th>Grants</th>
<th>Fellowships</th>
<th>Awards</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local/Regional</td>
<td>8</td>
<td>1*</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>National/International</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

*CSU Doctoral Forgivable Loan

Julie Charlson: (3 grants, 1 award)
Autodesk software grant; Ideate Educational Grant; SFSU Curriculum Internationalization Incentive Mini-grant for ID 440 Housing Structure and Component Parts; Hearth Homes Universal Design Award; Top 10 paper award, Interior Design Educator’s Council conference
Joan Frank: (1 award)
Health Strategies Heart Partner award received on behalf of the SFSU Dietetics Program from San Francisco American Heart Association

Ivana Markova: (1 fellowship/forgivable loan)
CSU doctoral forgivable loan; International Industry donation

Nancy Rabolt: (1 award)
Sabbatical Leave Award, Consumer Behavior In Fashion, SFSU, 2006

Wanda Sui-Chan: (2 awards)
Outstanding Dietetics Educator award, American Dietetic Association, 2011; Outstanding Dietitian award, Bay Area District, CA Dietetic Association, 2010

Connie Ulasewicz: (4 grants, 3 awards)
San Francisco Fashion Industries Foundation donation; Office of Community Service Learning (OCSL) Community Service Award for course development; OCSL Participatory Action Mini-grant; OCSL Mini-grant; Office of Student Programs and Development—outside advisor for SFSU student organizations; Institute for Civic and Community Engagement—Community Service Learning Faculty Award; CHHS Dean’s award for interdepartmental research

Gus Vouchilas: (1 grant, 3 awards)
SFSU Curriculum Internationalization Incentive Mini-grant for ID 440 Housing Structure and Component Parts; American Society of Interior Designers (ASID) outstanding service as Student Career forum chairman; ASID outstanding student career forum board member; Top 10 paper award, Interior Design Educator’s Council conference

9.3 Supervision of Culminating Experiences (CFS 895/CFS 898)

This section describes supervision of culminating experiences by faculty advising and teaching in the MA program.

Julie Charlson, Committee member for: Cherrill Ligsay, Andree Langlois, Jennifer Dye, Mary Teresa Murray, Elsa Torres

Virgina Cantrell, Committee member for: Greta Macaire, Cheryl Woo, Alyssa Wilson

Kenneth Fehrmann, Committee chair
- Brian Millard, Color and Memory: A Study to Determine the Effects of Color on Memory Retention, 2006
- Jason Allen-Rouman, Color Bias and Its Influence on Flavor, 2005
- Committee member for: Abby Yang

Joan Frank, Committee member for: Sumiyo Brennan, Elizabeth Hernandez-Spina, Praveena Kumar

Sherrill Halbe, Committee member for Annabelle Herrera-Ross

Karen Johnson-Carroll, Committee chair
- Stratis Rozakeas, Assessing the Well-being of Patients participating in a Horticultural Therapy Program on a Rooftop Garden, 2011
- Chandy Kim, Popularity of Foods in Asian Diet Used as Folk Remedies, 2011
- Josette Neal-de-Stanton, FCS After School Program Curriculum Development for Oakland Aviation High School, 2011
- Karen Ha, The Accuracy of Asian Food Products sold in San Francisco, 2011
• Andree Langlois, Universal Design Guide and Checklist for Interior Designers, 2010
• Brigitte Popenoe, Nature’s Fractal Geometry: A Physiological Response, 2010
• Katherine O’Keeffe, A Comparison of San Francisco’s Building Industry Before and After April 1906, 2009
• Cheryl Woo, Healthy Cooking on a Limited Budget: Nutrition Curriculum for Low-Income Veterans, 2009
• Mary Teresa Murray, The Financial Effect of Cumulative Trauma Injury Claims on Experience Rated Employees, 2009
• Alexis George, Influence of College Student’s Attire on Instructor’s Perceptions of Their Students, 2008
• Elsa Torres, Study of Comfort, Aesthetics, and Functionality in Green Libraries as Compared to Non-Green Libraries, 2008
• Abby Yang, Comparing the Flooring Choices Between Taiching, Taiwan and The San Francisco Bay Area Based on Consumer Perceptions, 2005
• Committee member for: Teresia Adrianto, Gail Baugh, Jennifer Dye, Diana Wong, Annabelle Herrera-Ross, Michael J. Murphy, Chi-Yuan Chang

Sarah Josef, Committee member for: Lauren Mills, Stratis Rozakeas, Kim Chandy, Karen Ha, Sarah Koszyk, Silvia Lieu, Shahla Cano, Hilda Moscoso

Ivana Markova, Committee member for: Sumiyo Brennan, Amanda Villalobos, Teresia Adrianto, Gail Baugh, Alexis George

Nancy Rabolt, Committee chair
• Lauren Mills, Vitamin D Deficiency, Supplementation and Type II Diabetes, 2011
• Romnia Bakkar, Complexity of Online Customization of Apparel and Furniture, 2011
• Sarah Koszyk, Evaluation of the efficacy of a registered dietitian’s weight management program, submitted to Journal of American Dietetic Association, 2010
• Silvia Lieu, Prevalence of Traditional Chinese Medicine Use in the San Francisco Bay Area, 2010
• Alyssa Wilson, Nutrition in the Garden: a Nutrition Curriculum for a Garden-Based Class, 2009
• Greta Macaire, Healthy & Mindful Eating Program for Cancer Survivors, 2009
• Shahla Cano, Acceptance and Analysis of Fiber in Common Foods, 2009
• Jennifer Lee, Evaluative Criteria of Clothing and Body Esteem of Plus Size Women, 2007
• Ivana Markova, Consumer Quality Perceptions by Country of Origin, 2005
• Monica Schenk, Household Resource Conservation from American Progressive, Depression and World War II Eras, 2005
• Cora Yuen, Consumer Satisfaction with Internet Fashion Purchases, 2005
• Committee member for: Josette Neal-de-Stanton, Peggy Perruccio, Nicole Quinto, Johanna Dong

Allison Rigby, Committee chair
• Johanna Dong, Multidisciplinary Documentation of Total Parenteral Nutrition in Bone Marrow and Stem Cell Transplant Patients, 2007

Billie Lou Sands, Committee chair
• Cherrill Ligsay, A Comparison of Career Choices of U.S. Born Filipinos and Filipino Immigrants, 2011
• Patty Lee, A Comparative Study of Adult Happiness and Life Satisfaction with Childhood Discipline, 2011
• Chi-Yuan Chang, Using Colored Graphic Designs in Teaching Mandarin, 2005
• Committee member for: Laura Brockwehl

Yumi Satow, Committee chair
• Elizabeth Hernandez-Spina, Are They Misleading: Evaluation of Food Advertisements and Nutritional Claims in Women’s Magazines, 2009
• Hilda Moscoso, Herbal and Dietary Supplements for Treating HIV Infections and AIDS: Myth of Fact? 2009
• Praveena Kumar, Prevalence of Ayurvedic Medicine Use Among Asian Indians in California, 2006

Wanda Siu-Chan, Committee member for: Sarah Koszyk, Silvia Lieu, Cheryl Woo

Susan Stark, Committee chair
• Diana Wong, Transition: A Professional Business Clothing Line for Mid 20 Year Old Women in San Francisco, 2009

Connie Ulasewicz, Committee chair
• Amanda Villalobos, The Relationship Between Materials Used in Window Displays and Consumer Purchasing Intentions, 2011
• Nicole Quinto, Visual Media’s Influence on the Body Image of Women 40-60 Years of Age, 2011
• Peggy Perruccio, Curriculum: Designing with Repurposed Materials, 2011
• Teresia Adrianto, Assessing a Campus Clothing Drive as Reusing Opportunity for Second-Hand Clothing, 2010
• Gail Baugh, Exploring San Francisco/Bay Area Consumers’ Apparel Purchasing and Discarding Choices, 2010
• Susan Ospital, The Design of an Integrated Curriculum for the Teaching of Apparel Grading, 2009
• Alexis George, Influence of College Students’ Attire on Instructor’s Perceptions of Their Students, 2008
• Michael J. Murphy, The Influence of World War II on Women’s Fashion in San Francisco 2008
• Committee member for: Jesus Santos, Jennifer Lee, Ivana Markova, Monica Schenk, Brian Millard, Jason Allen-Rouman, Diana Wong,

Gus Vouchilas, Committee chair
• Marilena Williams, Design for Asperger Syndrome, 2011
• Jesus Santos, The Desert Xpandable House: Closing the Gap on Green Inequity and Affordability (DxH), 2011
• Jennifer Dye, Dental Anxiety and Preference for Complexity Level in Dental Operatory Design, 2009
• Annabelle Herrera-Ross, Personalization of Personal Living Space and Perceptions of Relationships: A Gender Comparison, 2009
• Committee member for: Susan Krieg, Romnia Bakkar, Amanda Villalobos, Brigitte Popenoe, Katherine O’Keeffe, Susan Ospital, Elsa Torres
9.4 Discipline-Specific Standards for Teaching Graduate Courses

There are no accreditation standards for graduate Family and Consumer Sciences programs; however, our graduate program builds upon our accredited undergraduate programs.

Most faculty teaching graduate classes have a PhD or EdD and all have experience in their teaching area. As mentioned, some long-term lecturers teach in the MA program. In the dietetics/nutrition area lecturers teach some of the 700 level classes through the dietetics certificate program. They are required to have an RD certification and a minimum of a master’s degree. Other lecturers have been committee members on graduate student culminating experiences lending specific expertise to the topic.

9.5 Interdisciplinarity

The family & consumer sciences field of study is inherently interdisciplinary as the sub-disciplines of apparel, interior design, nutrition, and family studies work together towards the goal of the well-being of individuals, families, and the communities in which they work and live. Also students may take 3-6 units of classwork in their program outside the Department to support their culminating experience. Often students take classes in business, environmental studies, health education, education, etc. This section describes examples of interdisciplinarity by CFS/D faculty participating in the graduate program and some student projects.

CFS/MGMT 863 Social Entrepreneurship
CFS 863 is cross listed with MGMT 863 Seminar in Social Entrepreneurship. The course explores how entrepreneurial individuals and companies find innovative methods to leverage scarce resources in the pursuit of social values. Our students gain a new perspective from the business students and course content. Our students have indicated it is a new experience to be in a class with graduate business students. For example, business writing is more precise and analytical. This provides a new way of thinking for our students and is a positive addition to our graduate program.

CFS 700 Trends and Issues in Family and Consumer Sciences
CFS 700 focuses on the synergistic relationship of the subject matter areas of this field (apparel, interiors, families, nutrition) to its primary mission of enhancing the lives of families, individuals, and communities.

Culminating Experiences using an interdisciplinary focus follow:
Sumiyo Brennan’s hotel lobby project entails hospitality management content.
Chi-Yuan Chang consulted with language educators in developing a method of using colored graphic designs to teach Mandarin to elementary school children.
Patty Lee is consulting with Psychology faculty in her comparative study of discipline used in childhood and its effects on adult life satisfaction and happiness.
Ave Moore is currently studying the gerontological housing needs of African American baby boomers.
Brigette Popenoe worked with Holistic Health faculty on her study which examined physical responses to various fractal dimensions in art.

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Nicole Quinto is working with Psychology faculty while studying the effects of media on women’s self-esteem.
Annabelle Ross explored the psychological perceptions of relationships, gender and residential design of teenagers’ rooms.
Stratis Rozakeas’ study focuses on the effects of a horticulture therapy program on patients’ well-being.
Marilena Williams is working with Special Education faculty on the exploration of Asperger Syndrome and residential design.

9.6 Overview of Faculty Quality Indicators

This section summarizes sections 9.0 through 9.5 and shows how the faculty serve and activate the mission and directives of the University.

a) Qualifications and competence of graduate program coordinator: Dr. Nancy Rabolt is an active academic publisher, researcher, and department chair from 1998 to present, with experience as an interim associate dean. She has served as the department’s graduate program coordinator for over twenty years and has knowledge of all policies and procedures.

b) Percent of academic unit’s faculty who participate in the graduate program: All tenured and tenure-track faculty work with graduate students on their culminating experiences and most teach a graduate class. Four lecturers, who have Master’s degrees and RDs, with teaching and professional work experience, are currently teaching graduate classes.

c) Faculty teaching in the MA program credentials and disciplinary affiliations: Tenured and tenure-track faculty all have a doctoral degree and belong to professional organizations including the American Association of Family & Consumer Sciences (AAFCS), American Dietetic Association (ADA), American Society of Interior Designers (ASID), California Affiliate of the American Association of Family & Consumer Sciences (CAFCS), California Affiliate of the American Dietetic Association (CDA), Council of Administrators of Family & Consumer Sciences (CAFCS), Family & Consumer Sciences Education Association (FCSEA), Peoplewear SF, Fashion Group International, Global Action Through Fashion, Housing Education and Research Association (HERA), Interior Design Educators Council (IDEC), International Textile & Apparel Association (ITAA), and honor societies including Omicron Nu, Phi Nu, Delta Kappa Gamma, Kappa Delta Phi.

d) Qualifications of adjuncts teaching in the program: Master’s degree or greater and professionally qualified (e.g., worked as a professional in the area related to the course content). All have prior teaching experience.

e) Faculty capacity to respond to student needs:

- Provide advice and guidance.
- Facilitate student development of their professional knowledge, and technical skills by providing appropriate information and networks.
- Provide current and futuristic class content, and discussions.
- Provide informal graduate student events with graduate faculty.
- Guide students in their research design for their theses or field studies.
- Inform students of opportunities to participate in community projects, research, teaching, and professional associations.
• Assist students in preparing for professional presentations.
• Provide students with professional exposure through presentations at professional mtgs.
• Introduce them to appropriate resources.
• Provide letters of recommendation and assistance in preparing for a career.
• Use Center for Teaching/Faculty Development and incorporate technology into teaching.

f) Diversity of faculty: During this review period, the graduate faculty has increased from one male to three, with a greater variety of ethnic backgrounds. Ages range from the early 30s through over 60. The ecological backgrounds are diversified in terms of geography, socio-economic status, culture and educational experiences. Professional expertise consists of a wide variety of professional experiences within the United States and some internationally.

g) FTE and FSR for the graduate program: Section 4.2, Table 4.2, section 4.5, Table 4.5, and section 5.1 indicate a low ratio of faculty to students, which our current students and alumni believe to be one of the advantages of our program.

h) Faculty teaching load: Refer to Table 9.1d for information on graduate classes taught by each faculty, who teach no more than one graduate level class per semester. The data indicate that faculty teaching loads are within a reasonable range and permits consistent graduate student feedback and guidance.

i) Faculty thesis supervision load, advising, committee work and chairing: See Section 9.3 for faculty supervision of culminating experience detail. Students choose their committee, which usually consists of two, sometimes three, faculty. Culminating experience supervision varies by semester. Advising and serving on graduate committees do not overload the faculty.

j) Faculty research, funding, scholarship, publications, service and outreach: Section 9.2 specifies graduate faculty research, funding, research, scholarly activities, service and outreach. The faculty has made many significant contributions in these areas.

k) How the program recognizes and honors faculty contributions: Faculty achievements are recognized in the department’s newsletter which is distributed to all majors, within the college, and to many alumni, former faculty, and colleagues. The Department Chair announces faculty contributions through e-mail announcements and during faculty meetings where the information is entered into the meeting minutes. The Department provides supplemental funds for faculty who are presenting at professional conferences.

10.0 RESOURCE SUPPORT FOR PROGRAM

10.1 Internal Support

Faculty
As mentioned all of the tenure-track faculty are either an advisor or committee member for graduate students. Occasionally lecturers are members on committees as approved by the Graduate Division. Three tenured faculty (Dr. Karen Johnson-Carroll, Dr. Nancy Rabolt, and Dr. Connie Ulasewicz) teach exclusive graduate classes. One new dietetics tenure-track faculty is joining the Department in Fall 2011 and will teach one graduate class and work with nutrition graduate students. Some long-term MS/RD (registered dietitian) lecturers teach dietetics graduate classes with salaries paid through College of Extended Learning, not from
department funds. The department chair serves as the graduate coordinator for the MA program. There is sufficient faculty support for the program.

Staff
The Department has one AOC and one half-time ISAII in addition to several student workers who are available during all open office hours (8-12, 1-5). All department activity including the MA is supported by our staff. This is sufficient for our needs.

Admitted Students
Our program is small. We can handle the number of students entering the program relative to the number of faculty. We are able to offer the required 700 level classes once a year to meet the needs of the students.

Faculty and Administrative Space and Equipment
In 1995 a new addition was added to Burk Hall with the current building space renovated. The interior design laboratory space is on the third floor and the apparel and dietetics programs (including the Vista Room) use the entire fourth floor. All faculty offices and our conference room are located on the third floor of Burk Hall, close to the CFS/D Department office complex. Tenured and tenure-track faculty and two long-time lecturers have private offices, which meet or surpass the state square footage requirements for single occupancy offices (75 to 110 square feet). Several lecturers share other offices. Within the past few years, faculty offices have been refurnished with new desks with sliding shelves for computer keyboards, new filing cabinets, shelving and desk chairs. All faculty offices contain current Dell computers and have hard wire and wireless Internet connections.

The Department Office suite houses the Department chair and staff (BH 329 AOC and reception area; 329A Department chair office; and 329B, ISAII/faculty workspace). It utilizes basic office equipment including a large photocopy/scanner machine, fax machine, Dterm phones, and two networked laser printers. The Conference room (BH 332) is a space used by faculty and students where copies of MA theses are located. Field studies are located in the department office. These are borrowed and used by current students.

Laboratory Space and Equipment
All offices and classrooms have hard wire and wireless Internet connections and current Dell computers. The following is a list of specialized laboratory space. (See Appendix J for square footage and descriptions).

- Lighting/Space Laboratory (BH 334);
- Interior Design Drafting Room (BH 336);
- Locker Room (BH 335);
- Vista Room Fine Dining Restaurant Laboratory (BH 401);
- Quantity Food Production Laboratory (BH 403);
- Miele Food Study Laboratory (BH 406);
- Nutrition Assessment Classroom (BH 407);
- Nutrition Assessment Laboratory/Storage (BH 407A);
- Child Development Laboratory/Storage (BH 408A);
- Textile Laboratory (BH 409);
- Display windows outside BH 408 and 410;
- Design/Merchandising Laboratory (BH 410);
- Storage Room (BH 410A);
- Dry Storage Room, Walk-in Cooler, Walk-in Deep Freeze (BH 2);
- Apparel/Interior Design Storage Room (BH 3).
10.2 External Support

We have no monetary external support for our program other than relatively small faculty grants and donations but students and faculty work with community resources in their studies and culminating experiences. The interior design classes use an off-campus facility at The San Francisco Design Center, 1 Henry Adams St., for ID 540, Materials for Interior Design. The Design Center houses professional interior showrooms. Lobby space on three floors of this facility is donated for the interior design student showcase during one week in the spring semester. Both undergraduate and graduate students show their work. The Design Trade Resource Association, a professional organization connected to the SF Design Center, gives a scholarship (generally $1000 and $500) to two students each year who have worked with them and show career promise. They give this in appreciation for our students’ participation in internships and volunteer work at the Center. This is very welcomed by our program.

This venue is also the site for the Fashion Network Association, in conjunction with ADM 569/769 Visual Merchandising & Promotion class, to produce an annual fashion event showcasing ADM student design work, especially ADM 661/761 Apparel Design Problems student designed apparel lines. Graduate students work with the undergraduates to plan and produce the event. In 2010, Amanda Villalobos, our graduate student, was overall coordinator for the show.

The SFSU Bookstore also works with the ADM 569/769 class and a recent graduate student’s culminating experience, where students develop and install visual displays. We also have used window space at the nearby Stonestown Galleria for student experience.

The CFS 863 Social Entrepreneurship class utilizes many community agencies and companies in the San Francisco Bay Area as described in Section 8.2. Other community agencies, such as St. Vincent de Paul, Princess Project, and all of our dietetic internship sites, work with faculty, classes, and student groups.
Appendix A: Curriculum Sheet Distributed to Students

CONSUMER AND FAMILY STUDIES/DIETETICS DEPT
San Francisco State University
329 Burk Hall, 1600 Holloway Ave.
San Francisco, CA 94132–4161
415.338.1219 http://cfsd.sfsu.edu

All students are required to establish a file in the Department office (BH 329) which should include: a) Program of Study; b) Checklist for recording progress; c) Past and up-to-date transcripts See the Office Coordinator in BH 329.

MASTER OF ARTS IN FAMILY & CONSUMER SCIENCES
(30 Units)

Students should refer to the University Bulletin and the Graduate Division Web site for policies (http://www.sfsu.edu/~gradstdy/) related to graduate programs. There is no separate departmental application for the MA in Family & Consumer Sciences. Students apply through CSU Mentor only; however, please contact the CFS/D Department chair before applying. Students follow requirements in effect the semester they begin the program.

Prerequisites: All students whose baccalaureate degrees are not in Family & Consumer Sciences or one of its sub-discipline specializations (apparel, child/family, interior design, nutrition/dietetics) must complete:

- **30 units of prerequisite course work** in Consumer & Family Studies/Dietetics. Within these 30 units
  - 3 units must be from outside the student's area of specialization
  - 3 units must include CFS 312, Individual Families & the Environment
  - up to 6 units may be counted for past professional experience in area of specialization
  
  *The 30 unit prerequisite requirement must be approved by an advisor and the Department Chair.*

- **The first level writing proficiency**: The GRE (writing component) must be completed prior to application and scores are required to be submitted as part of the application. Admitted students with scores below 4.0 will be conditionally classified and must complete department remediation plan within the first two semesters in the program to satisfy the university requirement.

Classified standing: The first level writing proficiency and prerequisite coursework must be completed to be advanced to **classified standing**.

**MA Requirements**

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>CFS 700</td>
<td>Trends and Issues in Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td>3</td>
<td>CFS 720</td>
<td>Seminar in Child Development &amp; Family Relations OR</td>
</tr>
<tr>
<td></td>
<td>CFS 740</td>
<td>Seminar in Housing &amp; Interior Design OR</td>
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<td></td>
<td>CFS 760</td>
<td>Seminar in Clothing &amp; Textiles OR</td>
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<tr>
<td></td>
<td>DFM 755</td>
<td>Seminar in Human Nutrition and Metabolism</td>
</tr>
<tr>
<td>3</td>
<td>CFS 794</td>
<td>Seminar in Research OR</td>
</tr>
<tr>
<td></td>
<td>ISED 797</td>
<td>Seminar in Educational Research</td>
</tr>
<tr>
<td>12-15</td>
<td></td>
<td>Graduate (700-800 level) or Upper Division (300-600) courses in CFS/D appropriate to your subdiscipline, selected upon advisor's approval; 70% of the program (21 units) must be at 700 or above level; therefore 9 units should be selected from the following:</td>
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<tr>
<td></td>
<td>CFS 728</td>
<td>Child &amp; Fam Violence/Abuse (3)</td>
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<td>CFS 743</td>
<td>Sust Tex, Hous, &amp; Food Indus (3)</td>
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<td>CFS 761</td>
<td>Apparel Design Problems (3)</td>
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<td></td>
<td>CFS 769</td>
<td>Visual Merch &amp; Promotion (3)</td>
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<tr>
<td></td>
<td>CFS 863</td>
<td>Social Entrepreneurship (3)</td>
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<tr>
<td></td>
<td>CFS 881</td>
<td>Internship (3)</td>
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<td></td>
<td>CFS 891</td>
<td>Directed Readings in CFS/D (3)</td>
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<td></td>
<td>CFS 899</td>
<td>Special Study (2-4)</td>
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<tr>
<td></td>
<td>DFM 751</td>
<td>Sem Nutr Assessmt Lifespan (3)</td>
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<tr>
<td></td>
<td>DFM 758</td>
<td>Sem Foodservice Prg Mgmt (3)</td>
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<tr>
<td></td>
<td>DFM 785</td>
<td>Sem Medical Nutr Therapy (3)</td>
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<tr>
<td></td>
<td>DFM 881</td>
<td>Internship in Dietetics (3-6)</td>
</tr>
</tbody>
</table>

| 3-6   |             | Electives: Selected upon advisor's approval (inside or outside CFS/D Dept). Normally these units support CE. |

| 3     | CFS 895     | Field Study OR |
|       | CFS 898     | Master’s Thesis |
| 30    | Minimum Total |

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Culminating Experience (CE) and SFSU Continuous Enrollment Policy: Students should view SFSU Graduate Division policies (http://www.sfsu.edu/~gradstdy/). Proposal for culminating experience, Human Subjects Protocol, and GAP are due the semester prior to enrolling in CFS 895/898. Students have one semester grace period after enrolling in CFS 895/898 to complete their CE. If it is not completed during the semester following enrollment, they must then continually enroll in CEL class until CFS 895/898 is completed.

MA in FCS Recommended Course Sequence

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
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<tbody>
<tr>
<td>CFS 700</td>
<td>CFS 720/740/760 (prereq CFS700, and</td>
</tr>
<tr>
<td></td>
<td>CFS 794/ISED 797)</td>
</tr>
<tr>
<td>CFS 794/ISED 797</td>
<td>CFS class or elective</td>
</tr>
<tr>
<td>CFS class or elective</td>
<td>CFS class or elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall II</th>
<th>Spring II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 891 or elective</td>
<td>CFS 895/898*</td>
</tr>
<tr>
<td>CFS class or elective</td>
<td>CFS class or elective</td>
</tr>
</tbody>
</table>

MA in FCS Recommended Course Sequence
Dietetic Internship completed
(using DFM 751,755,758,785, 881-6 units=18 units)

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I **</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 700</td>
<td>CFS 891 or elective</td>
</tr>
<tr>
<td>CFS 794/ISED 797</td>
<td>CFS 895/898*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 895/898*</td>
</tr>
</tbody>
</table>

*Note: GAP, Culminating Experience proposal, and Human Subjects Protocol (IRB) must be submitted to Graduate Division by deadline in previous semester; consult Graduate Division’s Web site (http://www.sfsu.edu/~gradstdy).

**CFS 895/898 could be completed Spring I if student is ready
### Appendix B: Bulletin Copy for Suggested Curriculum Changes

<table>
<thead>
<tr>
<th>Current Program in SFSU Bulletin</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA in Family &amp; Consumer Sciences (30 units)</strong></td>
<td><strong>MA in Family &amp; Consumer Sciences (30 units)</strong></td>
</tr>
<tr>
<td>CFS 794 Seminar in Research (3) or ISED 797 Seminar in Educational Research (3)</td>
<td>CFS 794 Seminar in Research (3) or ISED 797 Seminar in Educational Research (3) or COUN 794 Research in Counseling (3)</td>
</tr>
<tr>
<td>CFS 700 Seminar: Trends and Issues in Family and Consumer Sciences (3)</td>
<td>CFS 700 Seminar: Trends and Issues in Family and Consumer Sciences (3)</td>
</tr>
<tr>
<td>Graduate seminar in area of concentration: CFS 720, 740, 760, DFM 755 (3)</td>
<td>CFS 710 Seminar: Research in FCS Sub-disciplines (3)</td>
</tr>
<tr>
<td>Graduate/upper division courses in family and consumer sciences selected upon approval of graduate major adviser (12-15)</td>
<td>CFS 891 Readings (3)</td>
</tr>
</tbody>
</table>
| Graduate/upper division courses in family and consumer sciences selected upon approval of graduate major adviser (9-12) At least 9 units chosen from the following:  
CFS 728 Child & Family Violence/Abuse (3)  
CFS 743 Sustainable Textiles, Housing, & Food Industries (3)  
CFS 761 Apparel Design Problems (3)  
CFS 769 Visual Merchandising & Promotion (3)  
CFS 863 Social Entrepreneurship (3)  
CFS 881 Internship (3)  
CFS 899 Special Study (2-4)  
DFM 751 Seminar in Nutritional Assessment Across the Lifespan (3)  
DFM 758 Seminar in Foodservice and Nutrition Program Management (3)  
DFM 785 Seminar in Medical Nutrition Therapy (3)  
DFM 881 Internship in Dietetics (3) | CFS 890 Culminating Experience (3) |
| Minimum total: 30 units | Electives selected upon approval of graduate major adviser (3-6) |

Minimum total: 30 units
### Appendix C

#### CFS/D Writing Proficiency Criteria

Yes=meets criteria, No=does not meet criteria

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing (1st and 2nd level)</strong></td>
<td></td>
</tr>
<tr>
<td>Content has relevancy to topic and is focused</td>
<td></td>
</tr>
<tr>
<td>Displays critical and independent thinking</td>
<td></td>
</tr>
<tr>
<td>Organization: introduction (thesis statement made), body, summary/conclusion</td>
<td></td>
</tr>
<tr>
<td>(recaps thesis statement and main points) (2nd level)</td>
<td></td>
</tr>
<tr>
<td>Concise and precise</td>
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</tr>
<tr>
<td>Logical progression of ideas</td>
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<tr>
<td>Provides sufficient evidence to support the argument</td>
<td></td>
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<tr>
<td>Main points discussed without too much repetition</td>
<td></td>
</tr>
<tr>
<td>Formal writing, free of jargon/clichés</td>
<td></td>
</tr>
<tr>
<td>Title is descriptive of content</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics (1st and 2nd level)</strong></td>
<td></td>
</tr>
<tr>
<td>Sentence structure: complete sentences, subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>Correct use of pronouns</td>
<td></td>
</tr>
<tr>
<td>Paragraph structure; use of topic sentences and transitional sentences</td>
<td></td>
</tr>
<tr>
<td>Free of misspellings</td>
<td></td>
</tr>
<tr>
<td>Free of grammatical mistakes</td>
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</tr>
<tr>
<td>Correct punctuation</td>
<td></td>
</tr>
</tbody>
</table>

#### Format (Note: use CFS/D Quick Guide to APA)

APA (citations within text, Reference List, headings) (2nd level)

Consistency in all formats (margins, spacing, indents, tables, figures, etc.) (2nd level)

Pagination (bottom center) (1st level)

Font (Times New Roman), 12 pts (1st level)

One inch margins (top, bottom, right, left) (1st level)

Double spaced (1st level)

Headings correct (2nd level)

Title page (2nd level)

List of References (1st level)

Chapters start of separate pages (2nd level)
Appendix D: Check/Information Sheet in Student Folder

MA in Family & Consumer Sciences
PROGRAM PLANNING CHECKLIST/GRADUATE PERSONAL DATA
ADVISER and COMMITTEE CONSENT

<table>
<thead>
<tr>
<th>NAME ____________________________</th>
<th>ADVISER CONSENT ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>(include all names at SFSU)</td>
<td>Signature date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Address: Street</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Address: Street</td>
<td>City</td>
<td>State</td>
<td>ZIP</td>
</tr>
</tbody>
</table>

| SFSU ID # ___________ | phone (__)__________ | email: ____________________ |

RECORD of COURSEWORK FOR MASTER’S PROGRAM (ATC)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Semester Completed</th>
<th>Approved Course #</th>
<th>Substitute Institution (if applicable)</th>
<th>Faculty Signature Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISED 797 (3) or CFS 794 (3)</td>
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<tr>
<td>CFS 700 (3)</td>
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<tr>
<td>CFS Seminar in Content area (3)</td>
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<tr>
<td>CFS 700 or 800 Level courses (9)</td>
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<tr>
<td>CFS 895 or 898 (3)</td>
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<td></td>
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<tr>
<td>Graduate or upper division courses (3-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Studies (3-6)</td>
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</tr>
</tbody>
</table>

TOTAL UNITS = 30 (minimum)

FIRST Course on ATC ___________ MUST COMPLETE M.A. by: ___________ Semester, year

First Level Writing Proficiency Completed:
GRE score __________________ Remediation method if approp) ______________________

COMMITTEE MEMBERS for CULMINATING WORK

1. ____________________________ 2. ____________________________

Signature date Signature date

Oral Defense of Culminating Work Scheduled for: Day Date Time

See next page for Prerequisites for Advancement to Candidacy (ATC)
### PREREQUISITES TO MA for those with a BA/BS outside FCS field

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Semester Completed</th>
<th>Title of Course/experience (prefix, number, units, institution/employer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One class outside area of specialization (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFS 312 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses taken or prerequisites needed (18-24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Experience (0-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total=30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval for prerequisites:

Advisor’s Signature  date

Chair’s Signature  date
Appendix E: Exit Survey given to MA FCS students upon completion of their oral defense of culminating experience.

PROGRAM EVALUATION BY GRADUATING FAMILY & CONSUMER SCIENCES MA STUDENTS (exit survey)

1. Indicate which sub-discipline in Family & Consumer Sciences you concentrated your MA in.
   A. Apparel
   B. Interior Design
   C. Nutrition/Dietetics
   D. Family & Consumer Sciences/General or Teacher Preparation

DIRECTIONS: Items 2-11 will help you reflect on your graduate program at San Francisco State University. Please mark the response key on the scanform the ranking that best represents how satisfied you are with aspects of your program.
   A. Satisfied or very satisfied
   B. Sometimes or moderately satisfied
   C. Neutral
   D. Sometimes or moderately dissatisfied
   E. Dissatisfied or very dissatisfied

2. Development of professional skills and knowledge associated with my sub-discipline in Family & Consumer Sciences.
   Comments:

3. Appreciation for a socially conscious approach to industry and society.
   Comments:

4. Development of competent research skills associated with my sub-discipline.
   Comments:

5. Ability to synthesize information and formulate a problem statement for my culminating experience.
   Comments:

   Comments:

7. Improvement in writing skills.
   Comments:
8. Advising from my major advisor.  
   *Comments:*

9. Help from my culminating experience committee.  
   *Comments:*

10. Social and networking opportunities.  
    *Comments:*

11. Overall satisfaction with my M.A. program.  
    *Comments:*
Appendix F: Assessment Report: June 2011

Program: MA Family & Consumer Sciences    Dept: CFS/D    College: CHHS    Date: June 2011

Program Mission: 1. To provide advanced work in family and consumer sciences sub-disciplines; and 2. develop competencies requisite for employment in sub-disciplines of dietetics, apparel, interiors or family and consumer sciences, secondary, adults or community college level education. Note: 6th cycle Program Review was completed June 2011.

<table>
<thead>
<tr>
<th>Measurable learning outcome</th>
<th>Place in curriculum where outcome is addressed</th>
<th>Academic year outcome was/will be assessed</th>
<th>Assessment/procedures/Methods/strategies</th>
<th>Summary of findings about student learning</th>
<th>Use of findings for program improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will exhibit professional skills and knowledge associated with their sub-discipline in Family &amp; Consumer Sciences: • Apparel • Interior Design • Dietetics • Family Studies</td>
<td>CFS 700 Trends and Issues in Family &amp; Consumer Sciences (taken by all students)</td>
<td>Fall 2009 Fall 2010 Fall 2011</td>
<td>CFS 700 Oral presentations on trends and issues in specific sub-disciplines</td>
<td>CFS 700, All 14 students in this class did excellent presentations. The knowledge base of the students overlapped considerably.</td>
<td>No change necessary for this assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Starting Fall 2009, it was decided to have the faculty choose one text which discussed aspects of all areas of FCS sub-disciplines, and have the students make connections between their areas in class discussions. In addition, this text was used in the other CFS graduate classes, providing a sense of continuity. The text chosen</td>
<td>This text has proven to be a wonderful way to have the students experience how their sub-disciplines interact with each other on the professional level. This text has a Website that constantly changes and updates research and world opinion on topics, so the students became extremely engaged and</td>
<td>It was noted that not only did students keep up to date with their own research topics, they also brought in updated information for others in the class, as they became enthused with similarities between topics or research frameworks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This will be continued.</td>
</tr>
</tbody>
</table>

57
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Description</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 760 Seminar in Clothing &amp; Textiles</td>
<td>Spring 2011</td>
<td>CFS 760 Students (n=5) presented the 1st three chapters as a proposal for their culminating experience. Oral presentations and discussions throughout the semester. CFS 760 Preparation and presentation of a poster at the Graduate Showcase. Classmates and instructor gave constructive comments for change prior to preparing final poster.</td>
<td>CFS 760 All students in the class prepared a satisfactory proposal for CE. Discussions throughout the semester helped students refine their topics. CFS 760 All students in the class prepared poster for Graduate Showcase and all were positively received.</td>
</tr>
<tr>
<td>DFM 751 Seminar in Nutritional Assessment Across the Lifespan</td>
<td>Fall 2010</td>
<td>DFM 751 Professional Paper and Presentation – standard to be met – 75% of students will receive a grade of ≥ B</td>
<td>DFM 751 Fall 2010 – 100% of students received ≥ B on the Professional Paper and Presentation – standard met</td>
</tr>
</tbody>
</table>

DFM 751 Topics covered were diverse (an improvement over last assessment, current, and informative. Examples of topics included public policy, cultural food...
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Description</th>
<th>Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFM 785 Seminar in Medical Nutrition Therapy</td>
<td>Spring 2011</td>
<td>DFM 785 Major Case Study Paper and Presentation: standard to be met – 75% of students will receive a grade of ≥ B. Students are also to present their major case study to preceptors at their hospital and be evaluated.</td>
<td>DFM 785 Next year, major case studies and presentations were overall excellent and demonstrated strong presentation and writing skills. Continue with current format and evaluation.</td>
</tr>
<tr>
<td>CFS 863 Social Entrepreneurship</td>
<td>Spring 2011</td>
<td>CFS 863 This paired course (with Management Dept) is offered annually at the Downtown campus. Each student was required to participate for 20+ hours with a social enterprise, but over 70% completed 30-60 hours. Reflective analysis papers and oral presentations on community service projects. Class field trip to one organization.</td>
<td>CFS 863 Next year, we will visit another organization and will discuss as a written case study and reflective analysis project. This will provide students with a clearer understanding of instructor’s expectations for their final reports. This will also add to the diversity of class presentations.</td>
</tr>
</tbody>
</table>

2. Students will appreciate a socially conscious approach to sub-disciplines; contribute to the community through service.

CFS 863 Social Entrepreneurship

CFS 863 Enrollment continues to grow with 22 enrolled Spr11. Locations for service were throughout the Bay Area; all students participated in socially responsible activities including clothing drives, care giving, recycling events, developing profit and loss statements and sustainable fashion events. All students performed satisfactorily.

As suggested last year, the class had a organized tour of Goodwill that was very insightful to the social good of this organization and
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFM 751</td>
<td>Seminar in Nutritional Assessment Across the Lifespan</td>
<td>Fall 2011</td>
<td>DFM 751 For Fall 2011, several students did paper/presentation on a current or proposed public policy or legislative proposal that impacts the community or the profession of dietetics. Additionally, guest speakers covered topics such as Community Mapping and Public Health Policy, Intervention, and Funding. Students are required to share their experiences from their internship rotations such as working in WIC serving at risk and low-income women, infants, and children, senior nutrition programs which serve older adults, and school lunch and food stamp programs which serve those in poverty/at risk for poverty.</td>
<td>DFM 751 Continue with current course format, guest speakers, and discussions.</td>
</tr>
<tr>
<td>CFS 700</td>
<td>Trends and Issues in Family &amp; Consumer Sciences</td>
<td>2010-2011</td>
<td>CFS 700 Faculty and peer evaluation of 10 abstracts of current research. All students did satisfactory work.</td>
<td>CFS 700 We will continue these strategies.</td>
</tr>
<tr>
<td>Course/Field Study</td>
<td>Year</td>
<td>Presentation</td>
<td>Satisfactory Work</td>
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</tr>
<tr>
<td>CFS 898 Thesis/ CFS 895 Field Study (culminating experience, CE)</td>
<td>2010-2011</td>
<td>CE: M.A. students engage in research or other culminating experiences with an oral defense of their work. A committee is formed with two department faculty and a possible third member who evaluates the student’s work and makes recommendations. Oral defense consists of three faculty members evaluating the presentation. An evaluation form is completed by oral defense committee on 3 points: presentation of work, future implications, professional grasp of field.</td>
<td>CE: Six graduate students (Brennan, Kim, Neal, Perruccio, Santos, Villalobos) completed their M.A. in 2010-2011. The students fulfilled all course and research requirements for the program. Oral defenses were accepted by three committee members for each student and judged as the following (on a scale of 1-10 with 10 being the highest): Ave scores out of 10 pts: Presentation: 9.3 Expression of future implications: 8.8 Professional grasp of field: 9.7 Oral defenses are beginning to be attended by new graduate students to understand faculty expectations.</td>
<td></td>
</tr>
<tr>
<td>DFM 785 Seminar in Medical</td>
<td>Spring 2011</td>
<td>DFM 785, DFM 785, Mini and major case studies are satisfactory work.</td>
<td>CE: Faculty continue to maintain high standards for culminating experience projects and oral defense. The oral defenses give good closure for their comprehensive projects and give opportunities for faculty to share concerns, give recommendations for last minute changes and offer encouragement. This is time-consuming for the faculty, but it is worth it. More effort needs to go into the next step of publishing results. However several students have presented at conferences. More work is needed on helping students recognize the implications of their research.</td>
<td>DFM 785, Instructor maintains high standards</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Semester</td>
<td>Description</td>
<td>Outcome/Comment</td>
</tr>
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<td>--------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nutrition Therapy</td>
<td>DFM 755 Seminar in Human Nutrition and Metabolism</td>
<td>Spring 2011</td>
<td>Completed by dietetic interns using real patients from clinical internship rotations and references must include relevant journal articles. DFM 755 Research paper – all students must write and present a paper on current research in the field of dietetics. Instructor and students ask questions of the presenter - standard to be met – 75% of students will receive a grade of ≥ B studies and 1 major case study. Three of these are presented in class and the instructor and fellow students ask questions of the presenter. DFM 755 Research paper – all students must write and present a paper on current research in the field of dietetics. Instructor and students ask questions of the presenter - standard to be met – 75% of students will receive a grade of ≥ B studies and 1 major case study. Three of these are presented in class and the instructor and fellow students ask questions of the presenter.</td>
<td>DFM 755 92% of students received ≥ B on the Research Paper – standard met. (improvement over last year) DFM 755 Students analyzed and evaluated research studies and presented both in a paper and orally; must answer student and instructor questions. Plan: Continue assignment.</td>
</tr>
<tr>
<td>4. Students will exhibit professional presentation and writing skills.</td>
<td>CFS 700 (D) Trends and Issues in Family &amp; Consumer Sciences</td>
<td>Fall 2009/Fall 2010/Fall 2011</td>
<td>CFS 700 Papers are written specific to each student’s specialization (abstracts, beginning research proposal). Papers were critiqued by instructor and peers and rewritten by student two–three times. Instructors and peer review of papers. Reviewers wrote comments and signed their name for trend paper; these were discussed. Students handed in draft and rewrite of CE proposal three times for instructor review. Each CFS 700 This was generally successful; however, the instructor also found mistakes in peer comments. Writing improved. APA format still a challenge for most students. CFS 700 All students did satisfactory work.</td>
<td>CFS 700 No change necessary for this assignment. The strategy was successful and will be used again.</td>
</tr>
<tr>
<td></td>
<td>CFS 760 (D) Seminar in Clothing &amp;Textiles</td>
<td>Spring 2010/Spring 2011</td>
<td>Instructor and peer review of papers. Reviewers wrote comments and signed their name for trend paper; these were discussed. Students handed in draft and rewrite of CE proposal three times for instructor review. Each CFS 700 This was generally successful; however, the instructor also found mistakes in peer comments. Writing improved. APA format still a challenge for most students. CFS 700 All students did satisfactory work.</td>
<td>CFS 700 No change necessary for this assignment. The strategy was successful and will be used again.</td>
</tr>
<tr>
<td>CFS 898 Thesis/ CFS 895 Field Study (culminating experience, CE)</td>
<td>2010-2011</td>
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<tr>
<td>turn-in adds further work. APA Quick Guide used. A thesis or field study is written by each student as a culminating experience (CE). The faculty developed a Quick Guide to APA format for citations, references, and headings for all student use. Criteria for first and second level graduate writing proficiency were developed this year. Criteria for writing will be used for those not achieving a 4.0 GRE score on the analytical writing component. A plan for remediation was also developed. Committee members review each chapter several times with comments which are incorporated in subsequent drafts of the thesis. APA style is used in culminating experience and the Quick Guide has been successful in helping students with format. Guidelines are distributed to current students. Remediation has not yet been needed.</td>
<td>CFS 895/898 Continual attention will be given to correction of writing in all theses/field studies. Continue to use writing guidelines.</td>
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Continue to use
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</thead>
<tbody>
<tr>
<td>5. Students will be satisfied with their program (Program goal)</td>
<td>Exit survey taken at time of graduation application</td>
<td>2011-2012</td>
<td>Exit survey</td>
</tr>
<tr>
<td>6. Students will link theory and practice in their program experiences.</td>
<td></td>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>7. Graduates will understand the interdisciplinary nature of family &amp; consumer sciences.</td>
<td></td>
<td>2012-2013</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G

M.A. IN FAMILY & CONSUMER SCIENCES
PROCEDURES FOR NEW STUDENTS
2010-2011

I. Application: Check the SFSU Graduate Division for application procedures and policies (www.sfsu.edu/gradstdy).
   a. Students should make an appointment with the Department Chair or faculty in the area of study during the application process.
   b. Once approved by the Graduate Division, decision (acceptance) documents are sent to CFS/D Department for approval. All faculty in the identified area of emphasis evaluate the application, recommend approval, identify advisor, and forward to department chair. The Decision form is signed by the chair and forwarded to the Graduate Division for final processing.

II. Notification of Acceptance: the Graduate Division notifies the student. A copy is sent to the Department for their records.

III. M.A. Advisor/Prerequisites: a student must ask a full-time tenured or tenure-track faculty with expertise in the proposed area to be his/her advisor. The faculty member will indicate acceptance by signing the “Report of Advisor & Committee Consent/Prerequisites to GAP” (department form). Officially this is reported to the Graduate Division on the “Proposal for Culminating Experience” form (Grad Div form). Copies are kept in the student’s file in the Department office.
   a. Level One Written English Proficiency: The GRE (writing component) must be completed prior to application and scores are required to be submitted as part of the application. Admitted students with scores below 4.0 need to follow the following procedures to meet the first level writing proficiency requirement:
      • Dept chair refers students to the Learning Assistance Center or students may seek an alternative remediation method prior to submitting a sample of writing to the CFS/D faculty. This should be a 3 page typed paper addressing a possible research topic of interest with a review of literature and justification for the research project.
      • Three CFS/D faculty will independently evaluate the paper.
      • The writing must meet 75% of the above criteria (indicated by 1st level) for a Pass.
      • Two out of the three faculty evaluations must be a Pass.
      • Students not passing must meet with their advisor to review the paper. Student must rewrite and resubmit the paper for a second evaluation.
   b. Those with a baccalaureate other than Family & Consumer Sciences or one of its sub-disciplines (apparel, dietetics/nutrition, interior design, child and family sciences) must take 30 units of CFS/D coursework including one course outside the sub-discipline and CFS 312 Families, Individuals, and
Environment. The advisor’s signature for approval of prerequisites is required on the “Report of Advisor & Committee Consent/Prerequisites to GAP.”

IV. **ATC (GAP):** Advancement to Candidacy (30 units are required). The ATC (Graduate Approved Program) form is due to the Graduate Division the semester before graduating. Use the CFS/D template on the Grad Division’s Web site (see worksheet and policies/procedures for completing the GAP).
   a. 6 units may be transferred from outside SFSU (includes Extended Learning courses; but not Special Session CEL courses which Dietetic Interns take).
   b. 70% of GAP courses must be 700 level and above (30% can be from 300-600 level)
   c. The ATC is signed by the advisor and department chair.
   d. 9 units can be graded CR/NC option (Culminating Experience is CR only)

V. **Committee:** Two faculty from the CFS/D Department must be on your committee. You may ask a third person outside the Department if you feel that expertise is needed.
   a. Names and signatures of committee member appear on your Proposal for Culminating Experience form which is sent to the Grad Division.
   b. A long-term lecturer may be on the committee with approval from the Grad Division.
   c. A change in your committee is allowed through a petition form.
   d. Faculty are on 10-month appointments (Fall and Spring) and not obligated to be on campus during breaks and summer. Students should not expect faculty to be available for advising during breaks.

VI. **Graduate Student Showcase (spring)**
   a. All grad students are encouraged to participate in the graduate showcase by developing a poster of your ideas for culminating experience, progress, or final results. Participation may be part of a class (CFS 760) requirement.

VII. **Culminating Experience:** CFS 895 (field study) or CFS 898 (thesis).
   a. Committee members should approve the student’s culminating experience and be a part of the process from the beginning of the topic and methodology decision.
   b. Committee members should be involved with the project through the duration.
   c. A panel of three faculty is required to evaluate the student’s oral defense. If there are two faculty on the committee, this means one additional faculty is required (this can be anyone on or off campus).
   d. The committee should receive a final draft of the culminating experience one week before the oral defense.
   e. The committee signs yes or no to accept the oral defense and evaluates the defense. These forms are forwarded to the Department chair.
   f. Normally students will have recommended changes to make to the draft of the culminating experience document. It is expected that changes are made prior to requesting the advisor to sign the approval sheet which appears in the document.
g. For CFS 898 (thesis), faculty sign approval page and abstract page. Students should obtain further Grad Division’s requirements. Two copies of the bound thesis are required by the dept (one for the advisor and one for the dept). These are submitted to the Grad Division and is evidence of the completion of CFS 898 (no other grade is submitted).

h. For CFS 895 Field Study, faculty sign approval page and abstract page. Copies stay in the department. Advisor submits a grade of CR on Webgrades.

i. Students are required to submit two copies of their Culminating Experience to the Department: one to the advisor and one to the Dept (for thesis it should be bound).

j. Work with your advisor and/or committee to write an article for publication or submit an abstract for presentation at a professional meeting. Generally there are funds for student travel to the conference. Travel forms are approved by the Dept chair and are submitted to the CHHS Associate Dean.

VIII. Continuous Enrollment:

a. Prior to Enrolling in the Culminating Experience: Students who leave the University for two or more consecutive semesters (not including winter or summer sessions), or who have attended another college or university during their absence, must reapply for admission to the University through CSU Mentor, pay the application fee and reapply to the program in which they were enrolled. Any student who loses continuing enrollment status in the University must meet curriculum requirements in effect at the time of reentering classified status or the semester in which a new GAP/Advancement to Candidacy (ATC) form is filed. Readmission to the degree program is not guaranteed.

b. Following Enrollment in the Culminating Experience: Students who have registered for the Culminating Experience Course (CFS 895 or 898) through the regular university will not be required to enroll in the University during the following semester in which they are completing their Culminating Experience. After the semester of enrollment in the Culminating Experience and the subsequent semester, all graduate students are required to maintain continuous enrollment through the College of Extended Learning (CEL) until the degree is earned (HHS 499, $300 fee). Students in the CEL course will have access to library and discipline specific laboratories. The seven year “time to degree” is in force. Students in the Culminating Experience continuous enrollment program should maintain frequent contact each semester with their faculty member and meet all timelines set forth in the Culminating Experience proposal document (see policy on Graduate Studies website).

IX. Deadlines

a. Be familiar with Graduate Studies’ deadlines

http://www.sfsu.edu/~gradstdy/degree-completion-deadline.htm
Appendix H: Oral Defense Evaluation Instrument

Consumer and Family Studies/Dietetics Department  
San Francisco State University

EVALUATION: ORAL DEFENSE OF THESIS/FIELD STUDY

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Date</th>
</tr>
</thead>
</table>

Evaluate the presentation on the following questions on a scale of 1 – 10 (10 being the highest and 1 being the lowest)

<table>
<thead>
<tr>
<th>Presentation of work</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expression of future implications of research</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A professional grasp of knowledge of the field</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

I accept this oral defense:

Yes

No

____________________________________
Signature, Committee Member
Appendix I: Graduate Showcase Entries and May 2011 CFS/D Student Newsletter segment

May 2011
Sumiyo Brennan, Positive Physical Environment in Hotel Lobby Design
Susan Krieg, The Prevalence of Sustainable/Green Residential Interior Design in the San Francisco Bay Area
Laura Kuras, Gender Stereotypes in Family & Consumer Sciences
Ave Moore, Baby Boomers Turn 65: Aging in Place
Peggy Perruccio, Curriculum: Designing with Repurposed Materials
Jesus Santos, The Desert Xpandable House: Closing the Gap on Social Accessibility and Affordability in Green Housing
Michelle Valde, Baby Boomer Housing Preferences
Marilena Williams, Residential Design for Families with Asperger Children

May 2010
Teresia Adrianto, Campus clothing drive as a reusing opportunity for 2nd-hand clothing
Romnia Baker, Lighting and color in window displays: Effects on consumer behavior
Karen Ha, The accuracy of Asian food labels in San Francisco
Chandy Kim, Investigation of foods consumed as folk remedies among Asians
Susan Krieg, Environmentally responsible interior design in the San Francisco Bay Area
Josette Neal-De-Stanton, Curriculum development of Family & Consumer Sciences after school service learning program
Peggy Perruccio, Sustainable fashion design: Educating the next generation of designers
Brigitte Popenoe, Nature’s fractals in art: A physiological response
Nicole Quinto, Media’s influence on female body image
Sarah Koszyk, Evaluation of the efficacy of a registered dietitian’s weight management program

May 2009
Gail Baugh, New apparel manufactured from discarded denim jeans
Karen Ha, Accuracy of food labels of ethnic foods sold in San Francisco
Chandy Kim, Investigation of foods consumed as folk remedies among Asians
Patty Lee, Bicultural identity
Cherryl Ligsay, Career choices of U.S. born Filipinos and Filipino immigrants
Brigitte Popenoe, Using nature's fractal geometry in interior design
Jesus Santos, Evolution of the desert idea house (DiH)
Amanda Villalobos, Flexible learning spaces

May 2008
Jennifer Dye, Perceptions of complexity levels in dental office design related to anxiety of perceived dental procedures
Annabelle Herrera-Ross, Identity and bedroom design
Alexis George, Influence of college student’s attire on instructor’s perceptions of their students
Michael Murphy, The influence of World War II on women’s fashion in San Francisco
Elsa Torres, Green vs. non-green libraries: Comfort, aesthetics, and functionality
Diana R. Wong, Transition: Ready for professional wear and clothing fit that gives you confidence
Teresia Adrianto, Consumers’ clothing disposal behavior
Susan Ospital, Technology, fashion, and the re-entry student
Katherine O’Keeffe, A comparison of San Francisco’s building industry before and after April 1906
MA Students Show Their Work

On May 5, eight Family & Consumer Sciences MA students displayed their research results and ideas at the 2011 Graduate Research and Creative Works Showcase on campus:

Sumiyo Brennan, Positive Physical Environment in Hotel Lobby Design
Susan Krieg, The Prevalence of Sustainable/Green Residential Interior Design in the San Francisco Bay Area
Laura Kuras, Gender Stereotypes in Family & Consumer Sciences
Ave Moore, Baby Boomers Turn 65: Aging in Place
Peggy Perruccio, Curriculum: Designing with Repurposed Materials
Jesus Santos, The Desert Xpandable House: Closing the Gap on Social Accessibility and Affordability in Green Housing
Michelle Valde, Baby Boomer Housing Preferences
Marilena Williams, Residential Design for Families with Asperger Children
Appendix J: CFS/D Laboratory Space

The Lighting/Space Laboratory (BH 334-610 sq. ft.) for interior design classes consists of storage areas, V-track lighting with 20 cans, assorted tools, and a collapsible wall. This space is used when students are planning spaces in their interior problem solving classes and serves as a gallery for student work. This space was completely renovated in Summer 2010.

The Interior Design Drafting Room (BH 336-915 sq. ft.) houses 20 drafting tables and ergonomic chairs, lockers, storage, digital reader, and smart classroom technology.

The Locker Room (BH 335-170 sq. ft) houses 132 lockers for students who take courses in foods, foodservice, quantity food production, restaurant and catering management. At the beginning of each semester, each student is assigned a locker and takes responsibility for using it properly.

The Vista Room Fine Dining Restaurant Laboratory (BH 401-1563 sq. ft.) for foodservice and production classes, restaurant and catering management classes, and field experience/internship courses consists of a variety of equipment that is necessary for managing a fine dining facility including a coffee maker, coffee grinder, tea maker, refrigerator, vacuum cleaner, podium, 25 dining tables and 100 chairs. The equipment in this laboratory is used by students learning fine dining foodservice, customer service, and restaurant management. A PA system and recently installed in-ceiling automatic screen are used for presentations. Smart technology will be added summer 2011.

The Quantity Food Production Laboratory (BH 403-893 sq. ft.) for quantity food production classes, restaurant and catering management classes, and field experience/internship courses consists of a variety of equipment that is necessary for restaurant quantity food production including a freezer, refrigerators, ice machine, cooking ranges, grills, a steamer, fryers, a tilted kettle, a braizer, a salamander, ovens, a slicer, a dishwasher, a washer and dryer, and computer and printer. The equipment in this laboratory is used by students learning quantity food production, culinary skills, and foodservice management.

The Miele Food Study Laboratory (BH 406-1002 sq. ft.) for food study and experimental food classes consists of storage cabinets, overhead demonstration mirrors, 12 food production stations that include six hot/cold water supply sinks, 12 sets of two electronic and two open-fire cooking ranges, six garbage disposers, six dishwashers, and 12 Miele convention ovens, two refrigerators, one freezer, two microwave ovens, one hand-washing sink, one Miele washer and dryer, assorted tools and furnishings. The equipment in this laboratory is used by students learning food preparation skills and conducting food experiments. Specialized equipment used for research includes a penetrometor, volumeter, electronic scales, candy thermometers, graduated cylinders, and test tubes.

The Nutrition Assessment Classroom (BH 407-927 sq. ft.) for clinical nutrition and assessment classes consists of smart classroom technology, digital reader, microwave, and overhead demonstration mirrors.
The Nutrition Assessment Laboratory/Storage (BH 407A-119 sq. ft.) has a hot/cold water supply sink and extensive cabinet storage for assessment equipment and supplies including 2 glucose meters, 2 blood pressure cuffs, 3 sets of calipers, 2 balance beam scales, and 4 food model kits.

The Child Development Laboratory/Storage (BH 408A-199 sq. ft.) is equipped with demonstration equipment for curriculum planning and assessment such as soft unit block, sorting box combo for color counting, pegboards and hold-tight pegs, toddler discovery set, classic puzzles, wood table and chair set, toddler chair, discovery table, puppets (hand and finger) town center rug and wooden stop signs cars and people, toddler discovery set, nursery set wooden unit blocks, toddler wall mirror, books, and assessment instruments. The adjoining Burk Hall 408 seminar/lecture room is 773 sq. ft. with smart room technology. Burk Hall 408 is not a CFS/D designated classroom; i.e., other university classes are scheduled in this room when CFS/D is not using it. However, CFS child and family classes are given top priority in scheduling this classroom because of its access to the 408A child development laboratory demonstration equipment and supplies.

Textile Laboratory (BH 409-547 sq. ft.) serves a class size of 16. The textile laboratory includes textile testing equipment such as an Instron Tester with computerized output, a computer and printer, laundrometer, Elmendorf Tear Tester, Taber abrasion tester, crockmeter, perspiration tester, wrinkle recovery tester, fabric scale, alcohol lamps microscopes, washing machine and dryer, chemical resistant laboratory tables, chemical alcove, safety hood for chemical usage, chemicals, fabrics, yarns, fibers, storage units, stools and fabric charts.

Burk Hall 409A-99 sq. ft. is a work/storage area connecting the textile and design/ merchandising laboratories that holds a Miele washer and dryer, fabric, sustainable and non-sustainable fibers, yarns, clothing construction samples and materials used in the textile testing laboratory.

Display windows outside Burk Hall 408 and 410 and two small shadow boxes are utilized by the visual merchandising and promotion classes for visual displays as well as for displaying the designs of interior design students.

The Design/Merchandising Laboratory (BH 410-1082 sq. ft.) is used by the apparel design students to develop their design ideas and fashion merchandising students to prepare displays. It contains both industrial and home sewing machines, mannequins, and storage areas. This room is used for laboratory classes of 20, and activity classes of 25. It houses 22 home sewing machines, 5 industrial machines, 3 overlock/sergers, 2 cork tables, 25 full scale dress forms including women, men and child, two half-scale dress forms, irons, and four rolling racks used in apparel design and production courses, and smart classroom technology. This room also houses a variety of clothing examples used to demonstrate different construction techniques. It also houses our Designer Collection that currently consists of twenty-three garments donated to the program from renowned U.S. and international apparel designers such as Yves St. Laurent (French), Comme des Garçonnès
(Japanese), Donna Karan (American), Romeo Gigli (Italian), and James Galanos (American).

The Storage Room (BH 410A-82 sq. ft.), adjacent to Burk Hall 410, holds mannequins, display fixtures, fabrics, and an assortment of props used in displaying items for the display cases used by merchandising students.

Dry Storage Room, Walk-in Cooler, Walk-in Deep Freeze (BH 2) is fully equipped with stainless steel shelving for dry food and Vista Room supply storage.

The Apparel/Interior Design Storage Room (BH 3) is a storage area for historic costumes and other ADM materials. The Interior Design program also stores large items in this space occasionally. Also CFS/D alumni files are housed in this space.