

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2012-2013**

Program/Degree: **B.S. Apparel Design and Merchandising**

Department: CFS/D

College: CHSS

Date: June 2013

PROGRAM MISSION: The ADM program prepares students for a career in the fashion industry including apparel and retail companies. Students develop a consumer and socially conscious approach to the industry and a basic knowledge of the field including professional practices. They integrate knowledge from a variety of academic disciplines that play a role in intellectual inquiry related to the designing and merchandising of apparel.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/ procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
<p>1. Students will understand apparel industry processes and exhibit technical and professional garment design and merchandising skills depending on their program emphasis. *2.1(3)</p>	<p>ADM 569 Visual Merchandising and Promotion and ADM 661 Apparel Design Problems</p>	<p>Sp 2013 Sp 2013</p>	<p>A) ADM faculty’s qualitative assessment of the promotional materials, merchandising and actual projects shown at Runway 2013: Ignite fashion show presented to the campus community and the public May 2013 at the Galleria SF Design Center in San Francisco. B) Audience enthusiasm, ticket sales. C) Student verbal and written reflective analysis.</p>	<p>For the 2nd year the show was produced in conjunction with students in BECA 657 Advanced Video Production. This collaboration allows for individual student designer videos, show videos, and other special effects that enhance the learning, and contribute to ADM student portfolios. Over 180 garment designs meeting the criteria were accepted for the show including student designer lines (n=19) and individual looks (n=84), of which over 15 were recreated from Goodwill donated items. Merchandising students (n=42)</p>	<p>For 2014, greater communication through mandatory class visits and group emails will increase communication between all show participants and creators. As the production costs increase, the justification for expenses continue to be evaluated, and the possibilities for bringing the Runway to the revamped library bubble will be considered.</p>

	ADM 600 Professional Development	Sp 2013	ADM 600: Faculty critique of student portfolios.	<p>planned, promoted and merchandised the show. Attended by over 680 guests, including University and Industry professionals, family and friends, all enjoyed the opportunity to observe our students create a highly professional Runway show representative of the diversity of SFSU. Student (n =85) written and verbal assessments revealed the need for more communication among all show participants particularly models (n=110), and backstage crew.</p> <p>ADM 600: Portfolios: 39 students submitted excellent (85%) to above average (10%) work with (5%) below average. For the first time all ADM students used e-folio software for creation of their portfolios, linking to YouTube videos or website locations of their work created on and off campus.</p>	ADM 600: The assessment rubrics must be reviewed and updated for critique of online vs. notebook/paper portfolios.
2. Students will apply theories of appearance and human behavior to societal problems and well-being across the lifespan and in diverse	ADM 360GW Fashion, Clothing and Society ADM 362 Apparel Design II Draping	Fall 2013 Fall 2012	362: Faculty assessment of two original and creative ideas in fashion fabric for a specific target market,	362: Draped designs were for a specific target market yet projected their personal design aesthetic at the same time. Students (n=19)	362: This procedure was new, and after reflection a higher percentage of the grade and more review will

communities. *2.1(1), 2.1.(2), 2.1(3)			developed throughout the semester through a series of detail inspirational drawing projects.	presented their two looks for class and faculty critique and the results were 33% excellent, 17% very good, 25% average, and 25% below average. This assignment reflects 30% of the final grade.	be given to the initial drawings to assess their viability as a finished project.
3. Students will apply knowledge of historical, socio-cultural, and ecological factors in aesthetic expression to dress and quality of life. *2.1(1), 2.1(2)	ADM 265 Introduction to Fashion Industry ADM 360GW Fashion, Clothing and Society	Sp 2014 Sp 2013	360: Student and faculty review of 2 drafts and faculty review of final cultural dress paper.	360: Students (n=42) submitted 2 drafts [excellent (50%), very good (17%), average (21%), below average (12%)], and one final paper [excellent (62%), very good (38%)] of this 6-7 page written assignment where students explore their cultural dress practices and compare and contrast with a person of their choosing.	360: With continued peer and faculty review, students' work greatly improves. A relook at the grading rubric to realign points to the learning objective is suggested.
4. Students will gain foundational knowledge in the area of textiles and apparel both historically, culturally and scientifically to understand the global interdependence of the apparel and	ADM 260 Textiles ADM 365 Textile Laboratory	Fall 2012 Fall 2013	260: Students research and write a 5-7 page paper to present how innovative chemical processes in fiber innovation will sustain the fiber and textile supply industry.	260: Student (n=80) papers were excellent (28%), very good (36%), average (26%), and below average (10%).	260: Spend more time on the chemistry of fiber and finishing innovations and their influences on final products. Further, update the project requirements to emphasize understanding of the role of chemistry in the innovation.

textile industries. *2.1(1), 2.1(3)	ADM 561 Cultural and Historical Costume	Fall 2012	561: Student paper investigating how various aspects of culture and their technological, ideological, aesthetic and economic progress have affected dress. Peer evaluations.	561: Student (n=58) papers were evaluated as excellent (15%), good (26%), average (41%), and poor (14%).	561: More time will be given for creating apparel designs based on students' written cultural research analyses. Group work for peer evaluation of papers will be stressed and more structured with students receiving credit for the peer evaluations.
	ADM 560 Textile and Apparel in the World Marketplace	Sp 2013	560: Assessment through qualitative (written papers – topic of students choice) and quantitative analysis (2 tests).	560: The written assessment involves students investigating an issue related to global trade such as outsourcing of production, treatment of factory workers/ human rights, environmental impact of textile and apparel production, etc. Submitted papers were excellent (50%), good (45%), average (1%). The midterm exam covered the structure of international/multinational global apparel retailers and manufacturers. Midterm scores resulted in excellent (19%), very good (55%), average (24%), and poor (1%). The final exam covered the U.S. apparel import program including domestic policies and international agreements. Final Exam scores resulted in excellent (31%), good (41%), average (22%) and poor (1%).	560: More time will be allotted for group discussions and individual research of global apparel and textile trade next year. Both papers and tests are important in this class to assess learning as much information is covered throughout the semester.

<p>5. Students will identify and evaluate issues of social responsibility, professional behavior, and ethics related to local and global apparel and textile industries. *2.1(2), 2.1(3)</p>	<p>ADM 361 Apparel Design I: Flat Pattern</p> <p>ADM 665 Product Development for Apparel</p> <p>CFS 600 Professional Development</p>	<p>Sp 2014</p> <p>Fall 2013</p> <p>Sp 2014</p>	<p>Evaluations of supervisors of student field experiences</p> <p>Paper on ethics related to students' sub-discipline.</p>		
<p>6. Students will exhibit the ability to research, investigate, synthesize and apply findings to the study of textiles and apparel in the consumer market. *2.1(1), 1.2(3)</p>	<p>ADM 369 Fashion Merchandising and Buying</p> <p>ADM 466 Computer Applications in Apparel Research</p> <p>ADM 566 Fashion and the Consumer</p>	<p>Sp 2013</p> <p>Sp 2014</p> <p>Fall 2013</p>	<p>369: Students develop a 6 month seasonal sales plan for a store of their choosing, including a SWOT (strengths, opportunities, weaknesses, threats) analysis to interpret and justify the business plan.</p>	<p>369: Student (n=44) written sales plans were excellent (61%), very good (38%), and average (1%). The main reason for a reduction in grade was due to lack of points in the SWOT analysis, lowering the grade of 60% of the students.</p>	<p>369: Spend more time on the SWOT analysis and more in class examples.</p>
<p>7. Students will develop an appreciation for, and be responsive to,</p>	<p>ADM 569 Visual Merchandising and Promotion</p>	<p>Sp 2014</p>			

individual and community needs through participation in service learning opportunities. *2.1(1), 2.1(3)					
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*AAFCS Accreditation criteria

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2012-2013**

Program/Degree: **B.S in Dietetics**

Department: CFS/D

College: CHSS

Date: June 2013

PROGRAM MISSION: To provide quality dietetics education and training in the areas of foods, nutrition, medical nutrition therapy and foodservice management. Graduates of the program will be prepared to work with a culturally diverse population and to serve the present and future nutrition needs of individuals, families, consumers and the institutions, industries, and businesses serving them.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/ procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Students will gain foundational knowledge in food and food systems, physical and biological science, as well as behavioral and social science as it applies to the field	DFM 451 Community Nutrition and Assessment	Sp 2013	Students complete a community assessment and program development project. They work in small groups and target a specific population, diverse in age, ethnicity, and nutritional needs. The first part of the project requires students to	100% of students received a grade of 80% (B-) or better on the community research project Spring 2013. Students were exposed to grant writing techniques for community research applications by writing a mock grant proposal. One group that targeted prevention of childhood obesity by teaching	Students will be encouraged to finalize a proposal and submit to an agency after the class is complete. An example of this is the Super Foods group which did an excellent job. Their poster was put into the CFS/D

<p>of nutrition and dietetics; knowledge will be utilized to enhance the vitality, well-being and global needs of diverse populations within communities. *2.1(1), 2.1(3)</p>			<p>write a grant proposal based on their population needs assessment data (first year for this component). The second part of the project involves a food-based, nutritionally appropriate lesson plan with a pre- and post-assessment of learning outcomes. Students present their project data to their peers to broaden the learning experience. Standard: 90% will successfully complete the project with a grade of C- or better.</p>	<p>2nd graders how to prepare nutrient dense, healthy snacks, was encouraged by their pre- and post-data and is seeking funding to continue their community education for post-graduation employment.</p>	<p>senior showcase. We will move the schedule up one week so that posters of these projects can go into the showcase. This will give visibility to the program and integration of sub-disciplines within the Department.</p>
<p>2. Students will develop attitudes, values and behaviors for entry into a pre-professional practice such as a dietetic internship. *2.1(3)</p>	<p>DFM 353GW Foodservice Systems Management</p>	<p>Sp 2013</p>	<p>353: One of the GVAR writing assignments requires students to write a professional paper in response to a food processing treatment that is regarded safe by the USDA and the FDA but is often seen as undesirable. The topic this semester was the addition of “pink slime” to ground meat. Students were required to research the food processing method and report scientific findings in a professional, ethical manner. Standard: 90% will complete</p>	<p>353: 94% of students (30 out of 32) completed the assignment with a grade of C or better.</p>	<p>353: No changes needed for this assignment</p>

	DFM 458 Management of Quantity Food Purchasing & Production	Fall 2013	this paper with a grade of C or better. 458: Sanitation/safety requirements for foodservice facilities are a foundation of the course, resulting in completion of the National Restaurant Foundation ServSafe Exam. Standard: 90% of students will pass the national exam.		
	DFM 655 Nutrition Education and Communication	Fall 2013	655: Students will write a letter to their legislator regarding an important issue in dietetics. Standard: 90% of students will write the letter and receive a grade of C or better.		
3. Students will use scientific research to support evidence- based practices in the field of nutrition and dietetics. *2.1(1), 2.1(3)	DFM 253 Nutrition in Health and Disease	Fall 2013	Students will write a nutritional assessment research paper based on a 3- day record of their diet and computerized data analysis. Research from peer reviewed journals and the textbook will be applied to address any potential health issues due to excess or deficiencies of nutrients. Standard: 90% of students will receive a letter grade of C or better on the analysis paper.		

<p>4. Students will engage in professional communication skills such as counseling techniques, oral presentations and written documentation to effectively meet the needs of families and individuals throughout the lifespan. *2.1(1), 2.1(2)</p>	<p>DFM 451 Nutritional Assessment in the Community</p> <p>CFS 453 Nutrition in the Life Cycle</p>	<p>Sp 2013</p> <p>Fall 2013</p>	<p>451: Students conducted presentations in the community targeting the nutritional needs of specific populations of various age groups, cultural backgrounds, and individual or family needs. Standard: 90% of students will successfully complete the project.</p> <p>453: A group paper and presentation will be added in Fall 2013 to CFS 453 to increase synthesis of information.</p>	<p>451: 100% of students received 80% or B- on the community project and presentation. A pre- and post- evaluation of their audience indicates effectiveness of communication skills. The final project results are presented to peers at the end of the semester.</p>	<p>451: No changes are needed for this assignment</p>
<p>5. Students use methods to assess, diagnose and implement interventions to enhance nutritional status and quality of life of individuals, groups and populations over the lifecycle, thus strengthening the wellness of communities. *2.1(2), 2.1(3)</p>	<p>DFM 253 Nutrition in Health and Disease</p> <p>DFM 451 Nutritional Assessment in the Community</p>	<p>Fall 2013</p> <p>Sp 2013</p>	<p>253: Demonstrate basic skills using available online consumer nutrition assessment tools. Standard: 90% complete nutrition assessment project with a grade of C- or better</p> <p>451: Community research and nutritional assessment project. The project requires students use appropriate tools to assess the nutritional needs of their target population and then develop an appropriate intervention</p>	<p>451: 100% of students received 80% or B- on the community project and presentation. Students enhance the wellness of their communities through their semester project that targeted individuals and families throughout the lifespan. For example, one group taught 2nd</p>	<p>451: Continually update course content as public health assessment tools become available</p>

			to address disparities and improve overall health. Standard: 90% of students will successfully complete the project.	grade children how to prepare healthy, nutrient dense snacks. Another group instructed adult women on the importance of calcium, ways to increase daily intake and enhance bone health.	
6. Students will develop an understanding of management and business theories as they apply to foodservice systems. *2.1(3)	DFM 353GW Foodservice Systems Management	Fall 2013	The importance of an effective energy, waste and food management program in foodservice operations will be explored, resulting in a written analysis paper. Standard: 90% of students will earn a grade of C or better on the analysis paper.		In the Fall we will add a writing analysis exercise on sustainable energy, waste and food management which can be assessed. Last year the topic was just discussed but not assessed.
7. Students will identify and evaluate issues of social responsibility, professional behavior and ethics. *2.1(2)	DFM 655 Nutrition Education and Communication	Fall 2013	Students will write a letter to their legislator regarding an important issue in dietetics, such as food access for all, and receive a grade of C or better.		

*AAFCS Accreditation criteria

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2012-2013**

Program/Degree: B.A. Family & Consumer Sciences

Department: CFS/D

College: CHSS

Date: June 2013

PROGRAM MISSION: 1. To meet the national standards for Family and Consumer Sciences (FCS) Accreditation, and 2. Develop competencies requisite for employment in human services, services for victims of family violence, and family support services, Infant/toddler and preschool child development centers, secondary, adults or community college level education, cooperative extension, foodservice, nutrition support services and restaurants, government, business, and industry.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/ procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
<p>1. Family and Consumer Sciences majors will explain and relate the synergistic and integrative nature of Family and Consumer Sciences (FCS) to the three critical components of its body of knowledge: core concepts, integrative elements, and cross-cutting themes. *2.1(1), 2.1(2), 2.1(3)</p>	<p>CFS 312GW Families, Individuals and Environments</p>	<p>Fall 2012</p>	<p>Students write a 2 page paper explaining the mission and philosophy of Family and Consumer Sciences (FCS)—as a synergistic and integrative field of study—and relating it to their professional career goals as an FCS generalist or within their FCS area of emphasis.</p> <p>For their semester paper, CFS 312 students write a synthesized appraisal of peer-reviewed journal articles related to one of the 4 core concepts, one of the 2</p>	<p>89% of students earned a grade of C (74%) or better on the FCS mission and philosophy paper. The mean grade on this assignment was B- (82%).</p> <p>89% of the students earned a grade of C (74%) or better on the semester paper. The mean grade on the semester paper and was an A- (92%).</p>	<p>Although most of the written outcomes were in the B or above range, the professor needed to re-explain the assigned readings, and in-class presentations several times before students could 1) explain the synergistic and integrative nature of the FCS field of study, and 2) identify research data and information related to one of the 4 core concepts, one of the 2 integrative elements, and 1 the 5 cross-cutting themes. For the Fall</p>

			integrative elements, and one of the 5 cross-cutting themes.		2013 class, a more extensive reference paper will be provided through ilearn, on the synergistic and integrative nature of FCS and the three critical components of its body of knowledge; ungraded quizzes, followed by questions and discussion of the related reading assignments, and how to apply the information to their assignments.
2. Students will understand life course development for diverse individuals and families through the use of the human ecosystems theory. *2.1(2)	CFS 312GW Families, Individuals and Environments CFS 321 Adolescence and Families	Fall 2012 Fall 2012	312: Based on AV, instructor presentations, and assigned readings, students use human ecosystems theory to identify and explain life course development for individuals and families in test items and in written answers to essay questions. 321: Through assigned reading, AV, instructor's presentations and class discussions, students related life course development for diverse adolescents and their families—using the human ecosystems theory—to	312: All students in attendance (95%) worked in groups and as a whole to successfully apply the FCS common body of knowledge to all subject matter areas of the field by focusing on human ecosystems and life course development. 86% of students completed final exam questions assessing these concepts with a grade of C or better. 321: 91% of the students earned a C or better on case study interpretations of developmental progress. 82% applied these concepts on the exams with a C or better.	312: FCS majors with a Nutrition/Foodservice Systems Management Emphasis will be provided with additional references on ilearn, as well as instructional assistance, to assist them in using the human ecosystems model. 321: Continue to prepare students for application of concepts on family strengths that encourages healthy development.

			complete four case study interpretations and two application examinations.		
3. Based on life course development, within the context of relevant human ecosystems, students will apply sustainable management of resources, problem solving, decision making, and technical strategies, for the capacity building of individuals, children, families and community vitality. *2.1(1), 2.1(2), 2.1(3)	CFS 430 Management Dynamics	Sp 2014	Students will be divided into groups that research a different family type in terms of the characteristics of the family and how they affect their management of typical demands and resources in their managerial systems, management problems encountered and management strategies.		
4. Students will research, evaluate, synthesize and apply their findings to issues and problems that affect the quality of life for individuals, children, families and communities. *2.1(1), 2.1(3)	CFS 325 Transitions in the Family Life Cycle	Sp 2013	Through assigned reading, AV, Instructor presentations, and class discussions, students identified and related the characteristics that strengthen the quality of life for diverse individuals and families.	86% of the students earned a C or better on the exam requiring students to identify and relate the characteristics that strengthen individuals and families and assist them in dealing with issues and problems.	Students will be encouraged to evaluate, synthesize and apply the research findings on the characteristics and skills of individual and families that provides them with the ability to solve problems and strengthen their quality of life

<p>5. Students will analyze and evaluate how individual, family and national decisions may impact other countries of the world. *2.1(3)</p>	<p>CFS 312GW Families, Individuals and Environments</p>	<p>Fall 2013</p>	<p>312: Students will use media sources, peer reviewed journal articles, and human eco-systems theory to analyze and evaluate how individual, family and national decisions impact other countries and people of the world.</p>		
	<p>CFS 321 Adolescence and Families</p>	<p>Sp 2013</p>	<p>321: Through assigned reading, AV, class discussions, and case study interpretations, students identified the environmental forces—individual, family, and national decisions—that influence the direction of adolescent development in Western and non-Western societies.</p>	<p>321: 85% of the students earned a C or better on the case study interpretations that requires an evaluation of the impact of individual, family and national decisions from Western and Non-Western societies.</p>	<p>321: Incorporate more learning opportunities regarding the impact of people on the world and the effects of their actions on others.</p>

<p>6. Students will apply an integrative, synergistic focus to address critical societal issues. *2.1(1), 2.1(2), 2.1(3)</p>	<p>CFS 312GW Families, Individuals and Environments</p>	<p>Fall 2012</p>	<p>312: Students use critical thinking, evaluating, and synthesizing of relevant information—from 15 peer reviewed journal articles—to address societal issues affecting the well-being of individuals, families, consumers, and communities. Assessment is based on paper and oral presentation rubrics.</p>	<p>312: 89% of the students earned a grade of C (74%) or better on their semester paper and 93% earned a grade of C (74%) or better on their oral presentation to develop diverse approaches to address societal issues affecting the well-being of individuals, families, consumers, and communities.</p>	<p>312: To reach higher rubric standards, final paper progress will be monitored, starting the 2nd week of class, require evidence of a 50 minute session in CARP within the first 3 weeks of class, and an additional 100 minutes, one week prior to the final paper deadline.</p>
	<p>CFS 428 Child & Families with Violence, Abuse and Neglect</p>	<p>Sp 2014</p>	<p>428: Students will relate FCS integrative, synergistic focus to ethnic, cultural, societal and economic issues</p>		
<p>7. Students will Identify and evaluate issues of social responsibility, professional behavior, and ethics. *2.1(2)</p>	<p>CFS 600 Professional Development</p>	<p>Sp 2014</p>	<p>Evaluations of supervisors of student field experiences</p> <p>Paper on ethics related to students' sub-discipline.</p>		

*AAFCS Accreditation criteria

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2012-2013**

Program/Degree: B.S. Interior Design

Department: CFS/D

College: CHSS

Date: June 2013

PROGRAM MISSION: The ID program prepares students for a career in the interior design industry. Students have both hands on and theoretical approaches to the study of residential and commercial interior design.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/ procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Students will exhibit technical and professional interior design graphic communication skill sets and abilities. *2.1(3)	ID 242 Interior Design Graphic Communication I	Sp 2013	242: For the first time, AutoCAD instruction was moved to this class level of the program (pre-majors, prerequisite to the program). This change was to introduce electronic drafting early on and to better align with industry demands for computer aided drafting. Students prepared construction plans and supplemental application drawings for instructor evaluation.	242: Students did not seem to understand the importance of keeping up with the instruction, and instructor found many cases of students doing CAD work at the last minute. While the resultant work was good, the work patterns seemed to need help.	242: Size of projects will be revisited and more attention will be paid to the overall requirements. Monitoring student work will help faculty gauge student progress and to help keep them on track.
	ID 345 Interior Design Graphic Communication II	Fall 2012	345: For the first time, REVIT (Computer software) was introduced at this level (first semester majors).	345: Students struggled with the textbook, and found this class difficult to understand. Projects seemed to be done well in the end,	345: Next year faculty will have students start an online portfolio during their first semester in the

	ID 600 Professional Development	Sp 2013	<p>Students prepared presentation documents for instructor evaluation.</p> <p>600: Students create a portfolio that includes items requested by instructors in their area of study. The</p> <p>Portfolios. Interior Design instructors have developed a list of assignments the students have created over their semesters in the program to place within the portfolio. Portfolio is assessed by the instructor according to the department portfolio rubric.</p>	<p>although not for the greater majority of students. It was noticed that no real creativity was applied to the overall designs. Instead, the students seemed to be using the library of templates and dropping them into the plans without thought.</p> <p>600: Portfolios were submitted without some required items and thus seemed a bit sparse. Students said they either had lost their</p> <p>Portfolios were submitted without some required items and thus seemed a bit sparse. Students said they either had lost their assignments or had never been given those assignments, and so did not have all the required items on the Interior Design List.</p>	<p>program (see ID 600 “Use of findings for program Improvement”), and start submitting their course work within the confines of that format. This might increase the desire to enhance their own creativity while producing class assignments and it might make students realize that all their work should be thought of as professional, and their very best effort should be utilized.</p> <p>600: We will start having students create an online portfolio presence in their first semester in the major, and start placing their projects and research within that format. By the time they reach the 600 class, their portfolios should be almost completely finished. This will help the students keep track of all projects they have completed, as the portfolio will be online, and organized. It will help the instructors keep track of what was assigned to the students. It is also hoped</p>
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					that having a portfolio for three semesters before they take 600 will allow students to “tinker” with their portfolio over time and to polish and create a thoughtful professional presence.
2. Students will plan interior design solutions considering individual and family needs including health, wellness, and lifecycle changes. *2.1(1), 2.1(2), 2.1(3)	ID 343 Housing for People with Special Needs	Fall 2012	343: Students gathered in design groups to do pro bono design work for a community nonprofit organization. In their project, they assessed the needs of the client, and <i>their</i> clients’ needs. For example, Edgewood Center for Children and Families had different clients than did SF Senior Center, Compass Family Services, or Girl Ventures. Each student group planned a different interior design solution considering the health, wellness, and lifecycle changes of those individuals and families who visited the nonprofit organizations.	343: Projects were outstanding in their design and implementation. The only seeming problem was in the ability of the students to work together in one of the seven groups. This was seen as ironic by the instructor, as the group was considering individual and family needs of their client very well, but not of each other’s needs.	343: This does not seem to be a problem of the whole class, but only of one group in one year’s class. Instructor is planning a mid-semester intra-group evaluation in the class next year to see if this problem can be caught early. Other than this minor problem, this assignment seems to be addressed and utilized well by the students.
3. Students will plan interiors considering cost analysis and	ID 640 Interior Design Solutions - Residential	Fall 2013			

construction methods and approaches. *2.1(3)					
4. Students will develop design process methods which include application of theory, current methods and technologies, and understanding of diversity and global needs. *2.1(1),2.1(2),2.1(3)	ID 440 The Housing Structure and Its Component Parts	Fall 2013			
5. Students will consider sustainability and eco-sensitivity within interior design study and solutions. *2.1(1),2.1(2),2.1(3)	ID 440 The Housing Structure and Its Component Parts	Fall 2013			
6. Students will exhibit the ability to research, investigate, synthesize and apply findings to the interior design	ID 340GW Human Dimensions in Housing and Interiors	Sp 2013	340: Three research papers and one informational brochure are created in this class. ID 340 is a GVAR class, and so these assignments total a	340: Student papers improve dramatically between the first and third papers, but dip in quality in the second paper.	340: A “mini” lecture in writing conventions between the first and second paper is planned for Spring 2014, both to act as a reminder that the paper is

<p>solutions. *2.1(3)</p>	<p>ID 343 Housing for People with Special Needs</p>	<p>Fall 2012</p>	<p>minimum of 4000 words/15 pages of formal writing that demonstrates upper-division written English proficiency within the interior design profession. These papers allow for substantial revision, and are each evaluated for content and quality of writing by both student peers and the instructor.</p> <p>343: Students write a Needs Assessment paper on their client's design project. This assessment is meant to help focus and lead them in their investigation for design solutions in their project.</p>	<p>343: Needs Assessment papers turned in Fall 2012 were not well written. Most seemed to be informal notes, not a finished paper. Students did not seem to understand that a Needs Assessment was a professional document. However, the overall strategy worked, and their document (although poorly written) helped each group focus their research and enabled them to find solutions to their clients' design projects.</p>	<p>due (so the students don't relax and try to do their paper at the last minute, thus losing quality of writing) and to help students with problematic writing conventions.</p> <p>343: As the GVAR class with its focus on writing conventions comes one semester after ID 343, a unit in writing a professional paper will be introduced before the Needs Assessment is due. The Needs Assessment will also be turned in through the students' online portfolio. (See SLO #1, ID 600 "Use of findings for program Improvement" above.) This is in hopes that the Needs Assessment will be seen as a professional document, not just a draft of notes.</p>
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	ID 645 Advanced Interior Design Solutions	Sp 2013	<p>645: This course provides students with advanced level design process methods and relies on theoretical, experiential, and contemporary approaches to thinking and solving design problems. Paper: Students research the literature on past and current evidence-based design and develop a rationale for its existence/ application in solving design problems which impact quality of life issues for individuals, families and communities. This assignment was introduced through lecture with many examples of evidence-based design in the literature.</p>	<p>645: Student research tended to focus on lighting and its effect on individuals, mood generated through color, sustainable attributes of design which affects humanity. This paper offers students in creative endeavors the opportunity to more closely examine the means through which they generate design solutions. Students were able to delve into issues as discussed in scholarly journal research, although nearly all sources cited were from websites and not scholarly journals. This assignment should align well with the outcomes of the GVAR class in terms of creating a substantive paper with proper guidelines followed. However, the assignment requires more detailed instruction in terms of research methods (i.e. use of university databases and journal subscriptions) and proper utilization of the literature (i.e. paraphrasing, quoting, etc.) as well as developing a stronger ability to assess the literature (gauge the methods employed and the outcomes). Overall scores were 64% excellent, 5% above average, and 31% average.</p>	<p>645: This assignment will continue in this course; however, it will require a mini-lecture on APA standards and more clarity on how to research from diverse sources. In addition, more detailed discussion on the outcomes of student findings will be discussed in class.</p>
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7. Students will identify and evaluate issues of social responsibility, professional behavior and ethics. *2.1(2)	CFS 600	Fall 2014	Evaluations of supervisors of student field experiences Paper on ethics related to students' sub-discipline.		
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*AAFCS Accreditation criteria

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2012-2013**

Program: MA Family & Consumer Sciences

Dept: CFS/D

College: CHSS

Date: June 2013

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.**

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/ will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Graduates will exhibit professional skills and knowledge associated with their sub-discipline in Family &	CFS 700 Trends and Issues in Family & Consumer Sciences (taken by all students) CFS 760 Seminar in Clothing & Textiles	Fall 2013 Sp 2013	760: Students (n=6) presented the 1 st three	760: All students in the class prepared a	760: No change necessary for this assignment.

<p>Consumer Sciences:</p> <ul style="list-style-type: none"> • Apparel • Interior Design • Dietetics • Family Studies 	<p>DFM 785 Seminar in Medical Nutrition Therapy</p>	<p>Sp 2013</p>	<p>chapters as a proposal for their culminating experience (CE). Oral presentations and discussions throughout the semester.</p> <p>785: Major Case Study paper and presentation. Student conduct research on a medical condition and the appropriate medical nutrition therapy, demonstrate their knowledge by applying that therapy for a patient, and then write a professional paper and conduct a professional presentation for faculty, peers, and hospital preceptors. Faculty assign the final grade but hospital preceptors also evaluate the presentation. Standard: 75% of students will receive a grade of B.</p>	<p>satisfactory proposal for CE. Discussions throughout the semester helped students refine their topics.</p> <p>785: 87% of students received B or better on the Major Case Study Paper and Presentation indicating the standard was met. 100% of students were evaluated by their hospital preceptors as adequately meeting all requirements.</p>	<p>785: No change necessary as assignment meets professional knowledge and skill requirements.</p>
<p>2. Students will appreciate a socially conscious approach to sub-disciplines; contribute to the community through service.</p>	<p>CFS 863 Social Entrepreneurship</p>	<p>Sp 2012</p>	<p>863: This paired course (with Management Dept) is offered at the Downtown campus. Each student was required to participate for 20+ hours with a social enterprise. This equals 25% of their final grade. Reflective analysis papers and oral presentations on</p>	<p>863: All 16 students met the University requirement for service learning course of 20 hours of work in the community. Students responded to three separate issues relating to the course and their service in their reflective</p>	<p>863: Community and class contributions from 16 locations add great diversity and information to class discussions. Instead of the 16 locations, being considered is 1-2 locations, pre-chosen by the instructor and community partner that with more students might</p>

	DFM 751 Seminar in Nutritional Assessment Across the Lifespan	Fall 2012	community service projects. 751: Interns are required to complete at least one rotation in a community setting working with an at-risk population such as low-income children, or older adults. They also complete an assignment to discuss the mission and goals of the facility, the demographics of the population, and the eligibility requirements for services. Standard: 75% of students will complete the assignment with a B grade or better.	journals. Cumulative scores reflect a 93.75 average, with excellent (n=14) and good (n=2). 751: 100% of students completed at least one rotation in the community and 100% completed the assignment with a grade of B or better.	have greater impact to the project or community need. 751: Continue with current course format, guest speakers, and discussions.
3. Graduates will demonstrate the ability to design and conduct research associated with their sub-discipline.	DFM 755 Seminar in Human Nutrition and Metabolism	Sp 2013	755: All students write and present a research paper analyzing a current, controversial topic in the dietetics field. Peer reviewed journal articles are utilized to compare and contrast their topic. Students must take a stance in support or against their findings based on the most compelling evidence. To meet the standards, 75%	755: 93% of students received a B or better on their research paper and presentation indicating comprehension of peer reviewed research on their topic.	755: No change as assignment meets the standards and requirements.

	<p>CFS 898 Thesis/ CFS 895 Field Study (culminating experience, CE)</p>	<p>Fall 2012- Sp 2013</p>	<p>of students will receive a grade of B or better.</p> <p>895/898: 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.</p>	<p>895/898: In Spring 2012 three graduate students (Rozakeas, Williams, Spoeck) completed their MA; in Spring 2013 six (Alvarez, Dorie, Elb, Lee, Svec, Zidaru) completed. 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): <u>Ave scores out of 10 pts:</u> Presentation: 9.3 Expression of future implications: 9.0 Professional grasp of field: 9.6 Oral defenses are beginning to be attended by new graduate students to understand faculty expectations.</p>	<p>895/898: Faculty continue to maintain high standards for culminating experience projects and oral defense. The oral defenses give good closure for students' 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 has always been felt it is worth it. However, faculty are meeting in July to discuss alternatives to time-consuming theses. 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.</p>
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4. Students will exhibit professional presentation and writing skills.	CFS 700 Trends and Issues in Family & Consumer Sciences	Fall 2013			
	CFS 760 Seminar in Clothing & Textiles	Sp 2013	<p>760: Instructor and peer review of papers. Reviewers wrote comments and signed their name for trend paper; these were discussed with authors. Students handed in to instructor the previous draft and rewrite of Culminating Experience (CE) proposal three times for instructor review. Each turn-in adds further work. APA Quick Guide used.</p> <p>Powerpoint presentation of CE proposal or results of study presented to class.</p> <p>Posters were prepared for and presented at Graduate Showcase in the gym on May 2, 2013. Classmates and instructor gave constructive comments for changes prior to preparing final poster. Posters displayed in hallway of Burk Hall outside dept office.</p>	<p>760: Peer review of papers was generally successful; however, the instructor also found mistakes in peer comments. Writing improved. APA format still a challenge for most students.</p> <p>All Powerpoint presentations in class and posters for the Graduate Showcase were evaluated highly. One student's submission was accepted for a national conference (International Textile and Apparel Association) and the poster will be used for that presentation. Presentation skills continue to improve with practice.</p>	<p>760: No change necessary for the writing assignment. The strategy was successful and will be used again. However, we may have students review outside of class so there is more time in class to concentrate on examples for improvement. APA Quick Guide is posted on ilearn and students will be encouraged to continue to refer to it.</p> <p>Both presentations and posters will continue. Posters displayed in hallway of Burk Hall outside dept office gives visibility to the program and are enjoyed by many passersby.</p>
	CFS 898 Thesis/ CFS 895 Field Study (culminating	2012-2013	895/898: A thesis or field study is written by each student as a culminating	895/898: Committee members review each student's chapters several	895/898: (See SLO #3 above) Continual attention will be given to correction of

	experience)		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 last year and the faculty developed a remediation plan. for those not achieving a 4.0 GRE score on the analytical writing component.	times with comments which are incorporated in subsequent drafts of the thesis/field study. APA style is used in culminating experience and the Quick Guide has been successful in helping students with format. The department remediation plan did not prove to be successful. Students were to get help with writing and submit a 3 page paper to faculty who judged writing quality. Most did not pass. Rewrites were generally acceptable, but this process proved to be time consuming and not productive.	writing in all theses/field studies. Continue to use the strategy; however, dept faculty are planning to meet summer 2013 to explore options to the time-consuming culminating experience that we have used in the past. We will continue to distribute writing guidelines to students. Future mediation will be the requirement of students to pass CA 514 class through CEL, which at one point was thought to have been discontinued along with the GET. Writing quality continues to be problematic.
6. Students will link theory and practice in their program experiences.	DFM 881	Fall 2012	881: Interns (n=15) complete rotations in community, clinical, and management settings during the Fall semester. In these settings, interns work alongside registered dietitians and other healthcare and/or management personnel to provide service in facilities. Standard: 90% of interns will receive satisfactory	881: 93% of interns received satisfactory evaluations from all preceptors in all their Fall rotations.	881: No change as assignment meets the standards and requirements.

	CFS 863 Social Entrepreneurship	Sp 2012	<p>evaluations in all (typically 3-4 rotations) Fall rotations. Less than satisfactory evaluations require additional experience to meet competencies.</p> <p>863: Written case study analysis paper and presentation reflecting the theories of social entrepreneurship and the how they are put into practice at student sites of community service, equal to 20% of final grade.</p>	<p>863: An average grade of 91.69% was earned with grades of excellent (n=11) and good (n = 5). Presentations and papers are scheduled during the last 3rd of the semester.</p>	<p>863: Students listen to presentations for 16 locations and reflect on the range of practices and opportunities in the field of social entrepreneurship. Being considered is a reduction of sites, and possibility of group presentations which might enhance the degree of understanding and conversation as more students would reflect on their interpretations of practice at the same location.</p>
7. Graduates will understand the interdisciplinary nature of family & consumer sciences.	CFS 700 Trends and Issues in Family & Consumer Sciences	Fall 2013			

<p>Not a SLO, but is a goal of the program:</p> <p>Students will be satisfied with their program.</p>	<p>Exit survey taken at time of graduation application</p>	<p>2012-2013</p>	<p>Exit survey taken at end of culminating experience oral defense.</p>	<p>Free responses were overwhelmingly positive including: increasing critical writing skills and oral communication skills, developing environmental consciousness, pushed to go harder and go beyond personal limits, developed competent research skills and increased professional knowledge, and great appreciation for the tireless support of advisors and committees.</p>	<p>Networking opportunities are limited and need to be increased. With a small faculty this is hard to do.</p>
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