

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
<p>1. Graduates will exhibit professional skills and knowledge associated with their sub-discipline in Family & Consumer Sciences:</p> <ul style="list-style-type: none"> • Apparel • Interior Design • Dietetics • Family Studies 	<p>CFS 700 Trends and Issues in Family & Consumer Sciences (taken by all students)</p>	<p>Fall 2009 Fall 2010 Fall 2011</p>	<p>CFS 700 Oral presentations on trends and issues in specific sub-disciplines</p> <p>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 was: <i>World Changing - A User's Guide for the 21st Century</i>, ed by Alex Steffen, (in addition to:</p>	<p>CFS 700, All 14 students in this class did excellent presentations. The knowledge base of the students overlapped considerably.</p> <p>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 enthusiastic about the different topics of everyone in class.</p>	<p>No change necessary for this assignment.</p> <p>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.</p> <p>This will be continued.</p>

	CFS 760 Seminar in Clothing & Textiles	Spring 2011	<p><i>Preparing Literature Reviews</i>, by M. Ling Pan and <i>APA Style Manual - Publication Manual of the American Psychological Association, 6th Edition, 2009.</i>)</p> <p>CFS 760 Students (n=5) presented the 1st three chapters as a proposal for their culminating experience. Oral presentations and discussions throughout the semester.</p> <p>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.</p>	<p>CFS 760 All students in the class prepared a satisfactory proposal for CE. Discussions throughout the semester helped students refine their topics.</p> <p>CFS 760 All students in the class prepared poster for Graduate Showcase and all were positively received.</p>	<p>CFS 760 No change necessary for this assignment.</p> <p>CFS 760 No change necessary for this assignment.</p>
	DFM 751 Seminar in Nutritional Assessment Across the Lifespan	Fall 2010	DFM 751 Professional Paper and Presentation – standard to be met – 75% of students will receive a grade of \geq B	DFM 751 Fall 2010 – 100% of students received \geq B on the Professional Paper and Presentation – standard met	DFM 751 Topics covered were diverse (an improvement over last assessment, current, and informative. Examples of topics included public policy, cultural food practices, and healthcare reform. No change needed.

	DFM 785 Seminar in Medical Nutrition Therapy	Spring 2011	DFM 785 Major Case Study Paper and Presentation standard to be met – 75% of students will receive a grade of \geq B Students are also to present their major case study to preceptors at their hospital and be evaluated.	DFM 785 93% of students received \geq B on the Major Case Study Paper and Presentation – standard met (improvement over last year)	DFM 785 major case studies and presentations were overall excellent and demonstrated strong presentation and writing skills. Continue with current format and evaluation.
2. Students will appreciate a socially conscious approach to sub-disciplines; contribute to the community through service.	CFS 863 Social Entrepreneurship	Spring 2011	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.	CFS 863 Enrollment continues to grow with 22 enrolled Spr 11. 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 spawned great class conversation.	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.

	DFM 751 Seminar in Nutritional Assessment Across the Lifespan	Fall 2011	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.	DFM 751 Having internship rotations in the field working with the underprivileged and at risk populations, plus didactic coursework and discussions in class help increase awareness of the needs of our society, especially those that are at risk.	DFM 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.	CFS 700 Trends and Issues in Family & Consumer Sciences	2010-2011	CFS 700 Faculty and peer evaluation of 10 abstracts of current research Oral and written presentation of several aspects of their area of research.	CFS 700 All students did satisfactory work All students did satisfactory work.	CFS 700 We will continue these strategies.

	<p>CFS 898 Thesis/ CFS 895 Field Study (culminating experience, CE)</p>	<p>2010-2011</p>	<p>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.</p>	<p>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): <u>Ave scores out of 10 pts:</u> 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.</p>	<p>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.</p>
	<p>DFM 785 Seminar in Medical Nutrition Therapy</p>	<p>Spring 2011</p>	<p>DFM 785, DFM 785, Mini and major case studies are completed by dietetic interns using real patients from clinical internship rotations and references must include relevant</p>	<p>DFM 785, All students completed 5 mini case studies and 1 major case study. Three of these are presented in class and the instructor and fellow students ask questions of</p>	<p>DFM 785, Instructor maintains high standards for interns using relevant and current research to support their clinical recommendations. Plan: No change, continue</p>

	DFM 755 Seminar in Human Nutrition and Metabolism	Spring 2011	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 \geq B	the presenter. DFM 755 92% of students received \geq B on the Research Paper – standard met. (improvement over last year)	to require mini and major case studies. 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.
4. Students will exhibit professional presentation and writing skills.	CFS 700 (D) Trends and Issues in Family & Consumer Sciences	Fall 2009 Fall 2010 Fall 2011	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.	CFS 700 All students did satisfactory work.	CFS 700 No change necessary for this assignment. The strategy was successful and will be used again.
	CFS 760 (D) Seminar in Clothing & Textiles	Spring 2010 Spring 2011	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 turn-in adds further work. APA Quick Guide used.	CFS 760 This was generally successful; however, the instructor also found mistakes in peer comments. Writing improved. APA format still a challenge for most students.	CFS 760 No change necessary for this assignment. The strategy was successful and will be used again.

	CFS 898 Thesis/ CFS 895 Field Study (culminating experience, CE)	2010-2011	<p>A thesis or field study is written by each student as a culminating experience (CE).</p> <p>The faculty developed a Quick Guide to APA format for citations, references, and headings for all student use.</p> <p>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.</p>	<p>Committee members review each chapter several times with comments which are incorporated in subsequent drafts of the thesis.</p> <p>APA style is used in culminating experience and the Quick Guide has been successful in helping students with format.</p> <p>Guidelines are distributed to current students. Remediation has not yet been needed.</p>	<p>CFS 895/898 Continual attention will be given to correction of writing in all theses/field studies.</p> <p>Continue to use</p> <p>Continue to use writing guidelines.</p>
5. Students will be satisfied with their program (Program goal)	Exit survey taken at time of graduation application	2011-2012	Exit survey		

6. Students will link theory and practice in their program experiences.		2012-2013			
7. Graduates will understand the interdisciplinary nature of family & consumer sciences.		2012-2013			