

The report does not recommend a particular formula, but rather, concludes that the final selection of a formula should depend upon the stated objectives of the conversion to a grant program, as well as the application costs of each formula.

The FSP in Puerto Rico was converted to a nutrition assistance grant program on July 1, 1982, by a provision of the Omnibus Reconciliation Act of 1981. Puerto Rico, the Virgin Islands, Guam, American Samoa, the Trust Territories of the Pacific Islands, and the Commonwealth of the Northern Marianas have been selected as testing sites for alternative program designs because the unique characteristics of these areas often conflict with programs designed for the continental United States. Local authorities there may be best qualified to formulate, establish, and administer effective food and nutrition programs. A block grant provides the greatest possible latitude for local administrations to target program funds.

Puerto Rico provided cash benefits rather than food stamps under this program. Funding for the grant is set at \$825 million annually--about 25 percent below the previous years' funding of \$1.1 billion. In response to lower funding levels, per-person benefit payments were lowered by reducing the Puerto Rico Thrifty Food Plan (TFP) by 7 percent. Maximum benefits, then are set at 93, rather than 100 percent, of the Puerto Rico TFP.

While the Omnibus Reconciliation Act of 1982 prohibits Puerto Rico from providing cash payments under the food assistance block grant, this pilot program does provide an opportunity to examine the possible effects of a cash-out of the FSP. USDA has planned a review of the Puerto Rico program, focusing on the impact of the conversion to a nutrition assistance grant.

Puerto Rico is also the subject of an ERS report which examines food expenditure relationships for participating and eligible nonparticipating households in the pre-grant FSP. The effects of the FSP on food expenditures are measured as the difference between the estimated purchases of a sample of participating households and simulated estimates for households before they participated in the program. In addition, the report presents a comparison of the estimated increases in food consumption using 1977 data and simulated corresponding results for a cash transfer program.

The debate over cash versus direct benefits is not confined to the FSP. The continued provision of direct food donations to the school feeding programs has been the subject of debate among school food service administrators, suppliers and distributors, farm-interest organizations, and USDA since the early 1970's. Groups favoring the payment of cash in lieu of donated commodities have argued that a lack of control over both the foods provided and the timing of deliveries adversely affects meal planning and preparation. Local purchasing authority, it is proposed, could

enable schools to more closely tie food purchases to students' personal and ethnic preferences. This, in turn, may lead to a decrease in food waste.

A pilot study was conducted by USDA during the late 1970's in which ten school districts received cash in lieu of commodities. A larger, more detailed study is currently being conducted in order to more adequately assess the implications of a cash-out. The study includes more school districts, 90 versus 10 in the previous study, and a longer study period, 2 years versus 1.

The new study, mandated in the 1981 Agricultural Appropriations, will involve estimating and comparing the costs and effectiveness of the three program options; commodity letters of credit (vouchers), cash in lieu, or the existing commodity donation program. The study will also examine the changes in food use associated with the two alternatives versus the existing program. Other major objectives of the study include assessment of the impacts of the letter-of-credit and cash systems on agricultural commodity markets, farm incomes, the existing food distribution system, government price support and surplus removal efforts, as well as determining the administrative feasibility of the alternative systems. Finally, such issues as the impact of the options on School Food Authorities (SFA) operations, changes in the nutritional content of school lunches, changes in the quality of foods utilized by SFA's, the effect on student costs and participation in school lunch programs, changes in school lunch plate waste, and the impact on other USDA programs will also be addressed. The tentative completion date is mid-1985.

The preceding discussion by no means provides an exhaustive list of current food and nutrition research in USDA. Rather, I have attempted to highlight what I believe to be the most important, and perhaps controversial, issues. Indeed, these appear to be the issues most politically motivated.

Other USDA research continues to assess effects of the programs on various subsectors. For example, a 1982 ERS study examines the effect of the school feeding programs on the agricultural economy. The report, entitled School Food Service Programs and Commodity Market Support, provides estimates of commodity use in the absence of the feeding programs and concludes that the total amount of commodities purchased is greater with the programs. The increase in use varied by commodity. For example, from 335 to 793 million more pounds of cattle and hogs combined were purchased as a result of the school feeding programs. The range for domestic vegetables was 603 million to 1.3 billion pounds.

#### A LOOK AHEAD

Continued reductions in program participation and benefits clearly suggest the critical questions: Are the programs indeed reaching those most in

need and will hunger and malnutrition again become a major problem in the United States?

Three years ago, a study was done in ERS entitled Progress Toward Eliminating Hunger in America in which county-level data were examined to determine effects of all the food assistance programs on retail food sales. The study found that, for the period 1967-76, there was indeed a positive effect on food sales. While no follow-up study is currently being planned in ERS, the dramatic changes in the programs in the last 2 years suggests this as a possible area of research.

Within the broad topic of program effectiveness, we must consider the needs of particular segments of the low-income population and the ability of the current programs to meet these needs. The elderly, for example, have unique problems which require special consideration in program design. Transportation problems or other mobility restrictions, for instance, make not only food shopping difficult, but also applying for and obtaining program benefits. Special exemptions already exist in the program, but are these sufficient?

President Reagan continues to favor assigning the responsibility for the food assistance programs to the States via block grants. This suggests the need for more research on the possible impacts of conversion, as well as on alternative formulas for apportioning funding.

Program cash-outs will undoubtedly continue to be an important issue both for commodity donations to the school feeding programs and the FSP. USDA is planning to test food stamp cash-outs in several areas.

Workfare for the FSP has been a longstanding issue which will undoubtedly continue to be important. Pilot projects requiring work in exchange for food stamps were mandated under the Food Stamp Act of 1977 and extended under the Food Stamp Act Amendments of 1980. Results of these projects and any subsequent analyses will determine the feasibility of adopting a permanent workfare provision.

Continued accumulation of large stocks of surplus foods has raised the question of how to dispose of these surplus foods via consumption without establishing a permanent large-scale program. Administration officials are considering ways to use the existing programs as outlets for surplus foods.

The issue of multiple program participation and hence, receiving multiple benefits, will receive increased attention as the current Administration attempts to identify potential budget reductions in assistance programs.

It is true that some of the important questions are not totally in the realm of economic research. However, economists, as contributors to the policy process, serve the important role of being able to consider possible effects of program changes. The ERS economic models of FSP participation and the effect of program participation on food

expenditures, for example, allows us to estimate possible impacts of changes in program operation at the national level. In addition, it permits the comparison of different proposed program changes, thereby facilitating selection of the most efficient option.

Meetings such as this provide you with an opportunity to share your ideas on what you perceive to be the important policy issues of the future with those of us at USDA and other members of the economic research community. I look forward to discussing these ideas with you.

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AWAY FROM HOME FOOD CONSUMPTION PRACTICES  
AND NUTRIENT INTAKES OF YOUNG ADULTS

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ABSTRACT

Little is known about the relative importance of factors which determine various away from home food behaviors or the nutritional impacts of such practices. This study identifies factors associated with restaurant, fast food, and cafeteria consumption for young adults, and measures the subsequent nutrient intake impacts over 24-hour periods of time.

INTRODUCTION

Within the nutrition community, increasing attention is being devoted to determination of the dietary impacts of away from home food consumption patterns. Between the 1965-66 and 1977-78 collections of the Nationwide Food Consumption Survey (NFCS), the percent of the household food dollar allocated to food consumed away from home rose from 16 to 24 percent (9). This expenditure trend has been attributed, in part, to increases in real income, shifts to smaller household sizes, and increasing levels of female employment (5, 8, 10). However, little is known about the relative importance of factors which determine the types of away from home food locations selected by consumers, or the overall nutritional impacts of such consumption practices.

Another body of research currently centers on the elucidation of relationships between dietary intake patterns and the development and progression of chronic, degenerative disease states. In particular, atherosclerosis, hypertension, and various cancers have been, in part, causally linked to dietary and nutrient intake patterns. If demographic and lifestyle trends such as rates of female employment or social uses of food are linked to significant changes in individual family member food consumption patterns, then any subsequent nutrient intake differences may explain an increasing proportion of the population incidence of selected chronic diseases. This study is a preliminary attempt to identify factors associated with individual young adult away from home food consumption patterns, and to relate such food practices to variations in nutrient intake for these individuals.

The shift to more frequent away from home food consumption may raise a number of new consumer issues. As the health stock of the population at large shifts to encompass more chronic disease morbidity and mortality, the consumer will require more than traditionally provided sources of health information and treatment. For example, if individual health promotion activities--such as eating

a diet which conforms with the suggested Dietary Guidelines (2)--can influence individual health outcomes, then the consumer will need sufficiently accurate information regarding causal relationships between dietary practices and the risk of developing chronic disease states. Since consumers eat food rather than nutrients, per se, appropriate nutrient composition information for foods eaten both at home and away from home will be necessary. This becomes more important as the knowledge of diet-disease relationships becomes more clear. Shifts in health manpower may be necessary to communicate diet and food composition information. Improved understanding of food consumption behaviors may result in shifts in national policies to influence food consumption. Consumption disincentives might range from artificially increasing retail prices of foods or meals deemed to be 'less healthy', to the establishment of nutritional eligibility criteria for federal food programs participation.

METHODS AND DATA

This research first measures the importance of household income, usual food preparer employment and value of time patterns, family composition, and individual food selection autonomy in explaining differences in individual levels of away from home food expenditures. Away from home consumption is described as a series of three expenditure categories which include expenditures at sit down restaurants, expenditures at fast food and convenience store locations, and expenditures at school or work cafeterias. The food location categories reflect dissimilar food service characteristics and bundles of food attributes such as convenience recreation, or atmosphere. It has also been suggested that the nutrient density availability differs between food locations.

Employment status, as well as hours employed per week are measured. Family composition is defined as numbers of preschoolers, numbers of school age children, and numbers of adults. The autonomy variable is a dichotomous variable meant to differentiate between those more under the control of the usual food processor and those with more meal and food selection freedom. The full expenditure models include individual control variables such as age, sex, ethnic background, and anthropometric status which may affect food consumption behavior.

In the second section of analyses, the same set of explanatory variables used in the expenditure analyses are used to explain variation in average 24-hour nutrient intakes. Although the complete analysis covers 15 nutrients, results in this paper are confined to intakes of energy, protein, fat, vitamin B6, vitamin A, and calcium. This

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section is useful for evaluating the assumption that factors which determine food intake similarly affect nutrient intake.

In the final portion of the analysis, food consumption practices--in part measured as food category expenditures and weekly meal type frequencies--are used to explain variations in daily nutrient intake patterns of individuals. If individuals primarily select foods for characteristics other than nutrients, then a reduced form specification of this nature is most appropriate.

Individual level data from the Basic sample of the 1977-78 Nationwide Food Consumption Survey are used. An initial sample of 2302 individuals between the ages of 15 and 35 years were selected. If pertinent individual or household level data were missing, or dietary information incomplete or not representative of usual intake, individuals were deleted from the sample. A final sample of 1859 individuals is used for the analysis.

All away from home expenditure equations are estimated with Tobit analysis, a form of maximum likelihood estimation appropriate when one observes positive expenditure levels for some consumers, but zero expenditures for all others who cannot express disutility with negative expenditures. The two set of nutrient equation estimations use Ordinary Least Squares (OLS) analysis.

## RESULTS

### Food Expenditure Analyses

Numerous sample individuals reported away from home food consumption. Table 1 presents mean expenditure levels for day one of the survey data by food location and meal type.

Table 1. Mean Away From Home Food Expenditures, By Meal Type and Food Location, Day 1 NFCS.

	Restaurant \$\$	Fast Food \$\$	Cafeteria \$\$
Breakfast	\$1.68 (n=35)	\$0.92 (n=22)	\$0.54 (n=32)
Brunch	1.98 (n=4)	1.40 (n=2)	0.74 (n=10)
Lunch	2.11 (n=90)	1.40 (n=161)	0.74 (n=324)
Supper	3.95 (n=62)	1.98 (n=63)	0.93 (n=23)
Snack	1.58 (n=29)	0.73 (n=88)	0.44 (n=125)
Average Meal \$\$	2.91	1.50	0.66

The Tobit expenditure analyses suggest that household characteristics--particularly characteristics of the person who usually plans and prepares food

for other household members--strongly influence individual away from home expenditure patterns. For example, as seen in Table 2, young adults residing in household with employed food processors spend \$2.47 more per day for restaurant food, and \$1.10 more per day for fast food than do individuals in households in which the person who usually plans and prepares meals does not work outside the home.

Table 2. Factors Associated With Individual Away From Home Food Expenditures, Tobit Coefficients and t-Statistics.

	Restaurant \$\$	Fast Food \$\$	Cafeteria \$\$
Employment of Food Processor (1=yes)	2.47 (2.27)	1.10 (2.44)	0.16 (0.75)
No. Preschool Age Children	-0.87 (2.67)	0.05 (0.49)	-0.06 (0.98)
No. School Age Children	-0.20 (1.43)	0.61 (1.32)	0.04 (1.57)
No. Adults	-0.14 (0.57)	0.12 (1.67)	0.00 (0.07)
Single Household Head (1=yes)	0.61 (1.39)	0.33 (1.99)	0.14 (1.69)

The age composition of the household also affects how individual family members allocate time, and therefore, food consumption patterns at home and away from home. Tobit analyses indicate that the presence of preschool age children has a negative impact on individual restaurant expenditures. These results tend to support earlier research (6) noting that individuals from households with preschool age children eat out less frequently. But, the results also suggest that the expenditure impact of preschool age children may differ considerably among types of food outlets.

For each additional school age child or household adult, individual restaurant expenditures decline, but fast food expenditures increase-- a substitution similar to what is suggested for individuals in households with preschoolers. In general, the family composition variables suggest that individuals from larger households tend to spend less in restaurants, but more for fast food, all other factors equal.

Individuals from single head households--male or female--exhibit interesting away from home expenditure patterns. In all categories, the regression coefficients indicate that individuals from single headed households spend more for food away from home than do counterparts in two head households. A reasonable explanation may be that a single household head who is also the primary food processor may have fewer at home labor substitutes for at home production.

In previous studies, it has been suggested that the number of hours worked by the female head of household affects individual away from home expenditure patterns (4). Similarly, it has been also suggested that younger women who work outside the home spend more for food away from home than do older counterparts who also work (7). The results of this analysis do not support either of these expected behaviors.

The effects of income and Food Stamp bonus income on away from home food expenditures have also been calculated. At sample means, the income elasticity for all food purchased away from home is 0.475--a figure somewhat lower than elasticities estimated in earlier works (3, 11). However, income elasticities estimated in specific away from home categories range from 2.00 for restaurant food, 0.92 for fast food, to a low of 0.18 for cafeteria food. The range of these elasticities indicates that consumers have quite different preferences and behaviors regarding food in different settings. This result also argues for disaggregation of the away from home food dollar in future analyses.

Individuals in households participating in the Food Stamp Program also exhibit consistent away from home expenditure behaviors. All Food Stamp bonus elasticities are negative. That is, a 10 percent increase in the Food Stamp bonus would be expected to result in a seven percent decline in restaurant expenditures for these persons. Also, a similar Food Stamp bonus increase would be associated with a two percent decline in both fast food and cafeteria expenditures as well. The consistency and statistical strength of the negative coefficients suggest that individuals in Food Stamp households substitute food purchased with Food Stamps for consumption at home, in place of food that would have been purchased away from home if the Food Stamp subsidy were given in a cash form.

The expenditure analyses indicate that individual expenditure patterns reflect household interdependence. In particular, the employment status of the usual food processor affects his or her value of time, as do the ages and numbers or family members. Therefore, the usual food processor plays an important role in determining food patterns of other household adults. Individual consumption behaviors are therefore more complex than suggested by many traditional economics models. These results suggest that more detailed time expenditure data for households, rather than solely individuals, would be useful for predicting away from home food pattern differences.

#### Nutrient Analyses

While employment status of the food processor, household composition, and income have relatively clear impacts on individual away from home food expenditure patterns, the relationships do not hold for individual nutrient intake patterns. While young adults in households with an employed food processor do appear to consume more energy, protein, and fat over a 24-hour period, ceteris paribus,

concomitant increases in other micronutrient intakes are not observed. Although it is frequently assumed that food-income elasticities are in some sense paralleled by nutrient-income elasticities (1), results of this analysis counter this usual view. While higher levels of household income are associated with greater individual away from home expenditures in all categories, as seen in Table 3, higher incomes have no association, or are associated with lower 24-hour nutrient intakes of all nutrients studied when all other factors are equal.

Table 3. Selected Factors Associated With 24-Hour Nutrient Intakes, OLS Coefficients and t-Statistics.

	Household Income	Education of Food Processor	Autonomy Scale
Energy (kcal)	0.000 (0.01)	-2.45 (0.33)	-168.44 (4.78)
Protein (gm)	-0.001 (1.60)	0.15 (0.43)	-7.62 (4.77)
Fat (gm)	-0.000 (0.17)	-0.14 (0.34)	-9.08 (4.75)
Vitamin B6 (mg)	-0.00005 (2.15)	0.005 (0.66)	-0.15 (3.86)
Vitamin A (IU)	-0.097 (0.64)	279.78 (4.38)	-622.16 (2.05)
Calcium (mg)	-0.016 (1.46)	16.53 (3.65)	-101.80 (4.73)

Educational level of the usual household food processor is negatively associated with levels of individual energy intakes. That is, individuals in households in which the food processor is more highly educated consume fewer calories during a 24-hour period when all other factors are held constant. However, processor education is positively associated with intakes of calcium and Vitamin A--two nutrients frequently underconsumed by large segments of the U.S. population. The degree of individual food selection autonomy is also an important determinant of individual nutrient intakes. For every nutrient studied, individuals who were classified as 'more autonomous' consumed lower 24-hour intakes. This is a direct contrast to the estimated away from home expenditure behavior in which more autonomous individuals consistently spent more for food in each away from home food category. The autonomy scale was designed to differentiate among adults more and less under the dietary control of the usual food processor. The results indicate, therefore, that the strength of family expectations and the degree of control the usual food processor has over food availability are important factors in describing overall nutrient intake patterns in young adults. While the strength of the food processor-nutrient intake relationship has been noted with respect to intakes by children, this evidence supports the relationship in adults as well.

Food Expenditures as Nutrient Intake Determinants

In the last set of estimations, food consumption practices--described in part, as three categories of actual individual food expenditures outside the home, a per capita estimate of at home food expenditure, and frequencies of various types of meals--are used to describe variations in observed nutrient intakes among individuals. While this type of model has no predecessor in multivariate analyses, it is conceptually reasonable to expect that levels of nutrients consumed will depend on, and be explained by, patterns of food consumption.

As seen in Table 4, all other factors equal, an extra dollar of expenditure in differing types of food locations is associated with differing levels of nutrient intake impacts. An extra dollar of restaurant expenditure is associated with consumption of 33 additional calories per day. An extra dollar for fast food is associated with consumption of 94 additional kilocalories, while a dollar spent for cafeteria food is associated with consumption of 121 additional calories during a one-day period. In contrast, an extra dollar spent for food at home results in intakes of 15 additional calories.

Table 4. Selected Nutrient Intake OLS Coefficients Food Expenditures as Independent Variables, Adults Ages 15-35 Years, 1977-78 NFCS.

	Restaurant \$\$	Fast Food \$\$	Cafeteria \$\$	At Home \$\$
Energy (kcal)	33.4 (2.10)	93.8 (3.07)	121.0 (2.46)	15.4 (6.56)
Protein (gm)	1.42 (1.99)	1.33 (0.97)	2.94 (1.33)	0.76 (7.27)
Fat (gm)	1.90 (2.18)	3.41 (2.03)	3.78 (1.40)	0.64 (5.02)
Vitamin B6 (mg)	0.03 (1.60)	0.00 (0.06)	0.05 (1.02)	0.02 (6.21)
Vitamin A (IU)	28.90 (0.21)	-954.00 (3.54)	232.00 (2.64)	50.60 (4.33)
Calcium (mg)	-2.83 (0.29)	-17.50 (0.93)	80.27 (2.64)	6.29 (4.33)

The positive relationship between cafeteria expenditures and calcium intake probably reflects school lunch consumption by older teenagers. All expenditure coefficients are positive in explaining daily fat intake. But, every additional dollar spent in fast food locations or cafeterias has a much larger dietary effect than does a dollar of restaurant or at home expenditure. In relation to nutrient intake requirements, the large marginal negative coefficient associated with fast food expenditure for Vitamin A is significant and nutritionally important.

Table 5 presents meal frequency means, while Table 6 presents OLS meal frequency coefficients used to explain variation in nutrient consumption. Viewed

together with the food expenditure coefficients, this set of variables provides a description of both daily and usual (weekly) food consumption practices.

Table 5. Weekly Meal Frequencies, Means and Standard Deviations.

	Mean	Standard Deviation
No. At Home Breakfasts/Week	5.1	(2.7)
No. At Home Lunches/Week	4.2	(2.6)
No. At Home Suppers/Week	6.0	(1.6)
No. Away From Home Meals/Week	3.0	(3.8)
Estimated Per Capita At Home Food Expenditure/Week	\$14.84	(6.9)

Table 6. Selected Nutrient Intake OLS Coefficients Meal Frequencies as Independent Variables, Adults Ages 15-35 Years, 1977-78 NFCS.

	No. At Home Breakfasts	No. At Home Lunches	No. At Home Suppers	No. Away From Home Meals
Energy (kcal)	59.9 (9.36)	58.5 (5.93)	42.1 (2.81)	41.7 (5.00)
Protein (gm)	2.6 (8.99)	2.4 (5.38)	2.2 (3.20)	1.8 (4.53)
Fat (gm)	2.9 (8.10)	2.8 (5.20)	1.8 (2.14)	2.1 (4.53)
Vitamin B6 (mg)	0.05 (7.68)	0.04 (3.69)	0.03 (1.72)	0.03 (3.14)
Vitamin A (IU)	156.3 (2.75)	85.8 (0.98)	260.6 (1.96)	115.3 (1.56)
Calcium (mg)	37.2 (9.38)	16.4 (2.68)	16.9 (1.81)	12.8 (2.48)

DISCUSSION

It is difficult to interpret and apply the direct expenditure and meal frequency results. The pure expenditure coefficients do not indicate if foods consumed at various away from home locations substitute for meals normally consumed at home, or if they supplement at home meals. Although a positive correlation exists between the estimate of at home expenditure and restaurant expenditure, no association exists with food or cafeteria dollars.

It is possible, however, to use these data to construct hypothetical situations and simulate food pattern-nutrient intake relationships. Table 7

presents estimates of net changes in 24-hour nutrient intakes as various types of meals consumed away from home substitute for at home meals. Variables allowed to vary include the appropriate at home and away from home expenditure categories, the at home meal type frequency variable, and the variable measuring number of meals consumed away from home. The simulations include 1) substitution of a fast food breakfast for breakfast at home, and 2) substitution of a fast food lunch, a restaurant lunch, or a cafeteria lunch for a lunch consumed at home. In all cases, it is assumed that the away from home meal expenditure level is equal to the population mean (\$0.96 for fast food breakfasts, \$2.14 for restaurant lunches, \$1.37 for fast food lunches, and \$0.61 for cafeteria lunches). Since no direct measure of at home expenditure is available, rough estimates of breakfast and lunch costs are calculated. Mean at home per capita per day food expenditure is \$2.12 for this sample. On average, 21 percent of all energy was consumed at breakfast, 33 percent was consumed at lunch. These percentages were used to estimate an average breakfast at home cost of \$0.45 and \$0.70 for lunch at home.

Table 7. Predicted Changes in 24-Hour Nutrient Intakes, Substituting Various Away From Home Meals for At Home Meals.

	Fast Food Breakfast	Restaurant Lunch	Fast Food Lunch	Cafeteria Lunch
Energy (kcal)	65	42	100	74
Protein (gm)	0.2	1.9	0.7	0.7
Fat (gm)	2.2	2.9	3.5	1.1
Vitamin B6 (mg)	-0.024	0.029	-0.023	0.01
Vitamin A (IU)	-934	56	-1300	135
Calcium (mg)	-39	-14	-32	41

As an example, if a consumer substitutes a fast food breakfast for one that would have been consumed at home, these results predict that the individual will consume 65 more calories per day, all other factors equal.

In all simulations, consumers are predicted to eat greater quantities of the macronutrients, energy, protein, and fat over the 24-hour period. While the protein results are not large enough to have any nutritional significance, the positive energy and fat impacts are of interest. These results suggest that as individuals consume more meals outside the home, daily caloric intakes rise relative to intakes where less away from home consumption occurs. If concurrent increases in activity and energy expenditure do not accompany such food practices, the positive energy balance

will lead to weight gain. The adverse effects of overweight are well known. Similarly, if away from home consumption, particularly at fast food restaurants, is a consistent practice, the increased fat intakes may assume a health risk. Increased total fat intakes have been linked to increased rates of cardiovascular disease and the hormonally linked cancers. Although it was not possible to measure saturated versus polyunsaturated fat intake, these results suggest this as an important avenue for future study.

The decline in Vitamin A intakes associated with fast food consumption is large and of nutritional importance. For example, the known male requirement for Vitamin A (the RDA) is 5000 IU per day. These results suggest that an average person substituting a lunch a fast food lunch for a lunch at home would be expected to consume more than one quarter less of the daily Vitamin A requirement. While a Vitamin A intake greater than the requirement can be stored in the liver for future periods of inadequate intake, consistent underconsumption of Vitamin A has been linked to the development and progression of epithelial type cancers.

#### SUMMARY

The amounts of money that individual adult consumers spend away from home for food in different food locations are strongly influenced by the level of household income, employment and value of time characteristics of the person who usually plans and prepares food for household members, and the presence of other household adults and children. Individuals who use food as a socialization medium consistently spend more for food away from home in every category. In contrast, individuals with less food decision autonomy spend less away from home in each location category than do individuals with wide food decision making powers.

The food expenditure analyses results imply that significant intrahousehold influences exist which influence away from home food behaviors of household adults. It is generally assumed that adults, in particular the female head of household, influence food consumption practices of children. This study provides empirical evidence that characteristics of the usual food processor affect away from home food practices, not only for themselves, but also for other family members between the ages of 15 and 35. Since young adults of these ages are generally in the first stages of forming primary household units, one way to influence individual food practices is through the influence of the person who plans and prepares foods. To a degree, the Lewin concept of gatekeeper is reaffirmed for young adults.

As young adults form family units, and household composition changes, it appears that individual away from home consumption and expenditure patterns shift. Any study which wishes to explain individual expenditure variation or use expenditure behaviors to predict health or other types of outcomes must recognize the behavioral influences of family composition.

Whereas household income, employment status of the food processor, and household composition strongly influence individual food purchasing behaviors, these factors appear to have much less effect on nutrient intake patterns. In particular, in this sample, household income has either no influence, or a negative influence on daily nutrient consumption patterns.

Results of the nutrient analyses do suggest that some educational spillover effects occur among family members. That is, the level of education of the usual food processor seems to influence the level of individual intake of calcium, riboflavin, Vitamin B12, Vitamin A, and Vitamin C. There appear to be few effects for other measured nutrients including the B vitamins and iron. These results suggest that 'generic' food education--eat dairy products, fruits, and vegetables--may effectively increase consumption of calcium, Vitamin A, and Vitamin C rich foods. However, more specific educational efforts may be necessary to identify food sources of nutrients such as magnesium, iron, or Vitamin B6 which are under-consumed by large segments of the young adult population. Similarly, educational levels appear to have no effect on the amounts of fat consumed. This points to a need for more specific food composition and dietary intake-health outcome education for both individuals and for those who prepare foods for others.

Away from home food expenditure practices can also be useful in explaining differences in individual nutrient intake patterns. In all cases, young adults who eat away from home consume more energy per day than those who do not eat out. While the daily difference appears modest, if all other individual energy requirements, exercise levels, etc. were to remain constant among consumers, over a one year time period, the every day fast food patron would be predicted to weigh about 12 pounds more than the non-fast food consumer.

Restaurant and fast food patrons both also consume significantly more fat than do others who do not frequent these food locations. Fast food patrons are noted to consume considerably lower levels of Vitamin A than others, but away from home practices do not appear to significantly affect the overall balance of other nutrient intakes surveyed.

This type of research studies the individual marginal relationships between individual daily nutrient intakes and away from home food consumption behaviors. The population-wide health significance of such work will depend on the frequency with which individuals consume food away from home, the degree to which these food practices affect total nutrient practices, and the degree to which affected areas of dietary intake are associated with increased risks for chronic disease states.

## APPENDICES

### Appendix 1. Food Expenditure Model Specification

#### Dependent Variables:

restaurant expenditures/person/day  
fast food expenditures/person/day  
cafeteria expenditures/person/day

#### Independent Variables:

household income/month  
Food Stamp bonus/month  
food processor employed?  
hours employed, food processor  
age, food processor  
age\*hours employed, food processor  
age, individual  
sex  
race  
Spanish origin  
Body Mass Index  
in school?  
Southern resident  
suburban resident  
noncity-nonfarm resident  
farm resident  
household has freezer?  
autonomy scale  
food socialization scale  
single head household?  
number preschool age children/household  
number school age children/household  
number adults/household  
number preschool age children\*employment  
number school age children\*employment  
number adults\*employment  
freezer\*employment

### Appendix 2. Nutrient-Food Pattern Model Variables

#### Dependent Variables:

nutrient intake/person/day

#### Independent Variables:

restaurant expenditures/person/day  
fast food expenditures/person/day  
cafeteria expenditures/person/day  
per capita at home food expenditure/week  
number breakfasts at home/week  
number lunches at home/week  
number suppers at home/week  
number guest meals/week  
number meals away from home/week  
household income  
family size  
age  
sex

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CONSUMER SCIENCE SYMPOSIUM: ITS APPLICATION  
TO A DEVELOPING PROGRAM

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Most of the academicians involved in the Symposium on Consumer Science in Institutions of Higher Education would probably agree that the event marked a unique point in the field. It encouraged introspection for consumer science as a whole, and provided an opportunity for systematic self-analysis by each participating institution in the form of an extensive audit of its program of study.

At the University of Vermont, however, the Symposium had the additional feature of good timing, coming as it did just prior to the development of a new program in the consumer area.

For my part on impressions to the Symposium, I would therefore like to highlight its meaning from the perspective of how it helped us in that regard and how we felt we were able to contribute to the overall effort of which the Symposium was a part.

At the time of the Symposium, consumer studies at the University of Vermont was fully staffed with faculty who were facing decisions surrounding the formulation of degree requirements and related curriculum issues. Further, there was the challenge of identifying consumer studies' relationship with not only its own but also other academic departments campus-wide, the College of Agriculture where it resides organizationally, and Home Economics, a cross-cutting program of the College of Agriculture and the College of Education and Social Services.

The Symposium helped us in the months that followed in three significant ways. First, it demonstrated a sense of unity among both the wide range of institutions represented and the very diverse subject area of consumer science. This led to a feeling that the field had somehow come of age. The bringing together of myriad institutions to focus exclusively on the nature and direction of consumer science was in and of itself a landmark in its evolution as a field of study. At the stage where we were in our development, this helped us recognize that we were indeed a part of a larger fraternity or support system. It heightened the enthusiasm for our task.

Second, we were aided by the interdisciplinary focus that characterized the examination of consumer science at the Symposium. This greatly influenced our development of a curriculum for consumer studies that integrates the social science disciplines of sociology, economics and political science toward a focus on the consumer.

When the working papers addressing consumer science in terms of these and other academic disciplines are published in the Symposium proceedings, they will serve as a vehicle for communication between our faculty and appropriate faculty in those disciplines. An anticipated outcome of this relationship will be the opportunity for cooperation in resident instruction and research.

Finally, the career orientation of the Symposium encouraged us to build flexibility in our program for a broad range of students with differing career goals. Accordingly, our curriculum enables a student to prepare for a future in business, social services, education, extension work or graduate study. Consistent with the identification of home economics at the University of Vermont as a multi-disciplinary academic endeavor, a separate set of degree requirements is available for the student who desires a home economics degree with a professional concentration in consumer studies.

Having gone through a great deal of soul-searching in the months following the Symposium, our team of faculty and administrators cooperated in a consensus fashion in responding to the thought-provoking program audit which occurred immediately following our curriculum development efforts. Thus, our completion of the audit represented the results of the combined insights of a small group of forward-looking practitioners in higher education, rather than the limited viewpoint of a single individual. We hope, therefore, that when results of the program audits are made available nationally, our responses will assist other institutions who may also be developing new programs.

We were pleased to have been a part of the Symposium and believe that its ultimate achievement will be a promising future for consumer science in higher education.

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## CONSUMER SCIENCE AT THE CROSSROADS?

Roy Savoian, Purdue University<sup>1</sup>

### ABSTRACT

Consumer science as a field of study appears to find itself at the proverbial crossroads in terms on its evolution towards disciplinary status. The author contends that consumer science is currently confronted with an "identity crisis" which might well inhibit the evolutionary process. If consumer science is to emerge as a discipline, consumer scientists must satisfactorily resolve two fundamental issues: (1) the conceptualization of consumer science in terms of its focus and scope; and (2) the practical matter of consistent academic program development.

During the Consumer Science Symposium last summer at the University of Wisconsin-Madison, consumer scientists gathered to discuss a wide-range of conceptual and practical matters pertaining to consumer science in higher education. The congenial ambience and fruitful exchange of information and ideas accentuated the rich diversity of opinion regarding consumer science--past, present and future. What emerged from the Symposium can be characterized as an introspective assessment of the "collective self" shared by consumer scientists.

It is useful for purposes of this paper to delineate the substantive aspects of this introspective assessment by focusing on two fundamental, albeit interrelated, issues which confront academics and practitioners in the consumer science field. The first issue involves the conceptualization of consumer science as a field of study while the second concerns practical matters of academic program development. As will be suggested below, these two issues converge to engender what might be termed the "identity crisis" in consumer science.

### CONCEPTUALIZATION OF CONSUMER SCIENCE

The consumer--whether defined as an individual or as the family-unit--is a multidimensional subject for inquiry. The study of the consumer possesses a certain uniqueness due in part to the diversity of internal (psychosocial, economic) and external factors affecting consumer behavior. Psychological considerations (e.g., basic needs requirements, "seeking pleasure while avoiding pain", cognition), social stimuli (e.g., cultural norms, societal values) and the economics of earning and spending a living create a matrix of behavioral possibilities directed toward employment (means) and the achievement of a subjectively determined standard-of-living (ends). Furthermore, external factors such as public policies, business practices, education and political/social institutions

produce varying influences on consumer behavior and the decision-making process. The interactive effect of these internal and external factors defines the focus and scope of consumer science as a field of study.

Another contributor to the conceptualization of consumer science encompasses the varying perspectives and approaches associated with economics, psychology, law, sociology, education and political science, among others. Each discipline relies on a commonly accepted theoretical framework and set of methodologies that are relevant to the analytics of the consumer. Yet, there is no one discipline that can claim a monopoly for purposes of developing the appropriate focus and scope of the consumer science field. Given the very nature of the subject--the consumer--in terms of behavioral possibilities as determined by internal and external factors, an integrative approach derived from basic disciplines is needed to guide the consumer scientist.

### ACADEMIC PROGRAMS IN CONSUMER SCIENCE

A critical issue generally facing consumer scientists is academic program development. The nature of this issue is clearly illustrated by the fact that academic departments, program areas and divisions exhibit a wide variety of titles and curricula. The development of consumer science in higher education requires: (1) a distinguishable, consistent core curriculum; (2) elective courses that offer flexibility in terms of public or private sector emphasis; and, (3) educational enrichment in terms of field-training and/or internship experience.

A core curriculum which is consistent across consumer science programs is important at both the undergraduate and graduate levels. The content of the core should be designed to develop communication, interpersonal, analytical and quantitative skills, respectively, and to improve knowledge levels in consumer behavior, law and related areas. Analytical and quantitative skills include, but are not limited to, math/statistics, computers, benefit-cost analysis and survey methodologies. In addition, students with a private-sector emphasis should develop a fundamental understanding of business decisions and organizational behavior. Finally, a national internship program (similar to NCAI) at the undergraduate level should be developed in order to provide an opportunity for educational enrichment and on-the-job exposure to consumer problems.

Academic program development in terms of curriculum content and educational enrichment depends on an identifiable concept of the consumer science field. At present, the conceptualization of con-

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sumer science has not progressed on a national level to the point of providing guidance and direction for the development of a consistent consumer science program in higher education. As a consequence, consumer science suffers from an identity crisis.

#### IDENTITY CRISIS IN CONSUMER SCIENCE

What is a consumer scientist? An answer may not be readily discernible, particularly among those outside the consumer science field.

If the same question is asked about a chemist, accountant or mathematician, a commonly accepted and understood meaning is conveyed by each term. In other words, each designation possesses a distinguishable set of attributes related to academic training, employment and the like. In order to achieve a similar level of recognition, consumer science must necessarily define the focus and scope of the field while developing consistency in its academic program in institutions of higher education. A failure to accomplish these tasks will only inhibit the emergence of consumer science to a disciplinary status.

A SURVEY OF COURSE SYLLABI:  
CONSUMER ECONOMICS, FAMILY ECONOMICS, AND PERSONAL FINANCE

Mohamed Abdel-Ghany, The University of Alabama<sup>1,2</sup>

ABSTRACT

Syllabi of undergraduate courses offered in 23 institutions of higher education in the areas of Personal and Family Finance, Family Economics, and Consumer Economics were examined. Whereas the topics covered under the area of Personal and Family Finance were generally similar among the surveyed institutions, they differed to a certain extent in the area of Consumer Economics, and to a greater extent in the area of Family Economics.

The purpose of this study was to survey syllabi of undergraduate courses in the areas of Personal and Family Finance, Family Economics, and Consumer Economics. The survey included: (1) title of the course, (2) description of the course, (3) most common topics covered, and (4) least common topics covered.

Participants in the Symposium on Consumer Science in Higher Education, held in Madison, Wisconsin, July 1982, were requested to send syllabi of undergraduate courses taught at their departments to the author. Table 1 presents the cooperating institutions and the courses offered at their departments in those three areas.

Table 1. Participating Institutions

Institutions	Personal and Family Finance	Family Economics	Consumer Economics
Colorado State University	*		*
Cornell University	*		*
Howard University	*		*
Iowa State University	*		*
Kansas State University	*	*	
Michigan State University	*		*
Purdue University	*	*	
Ohio State University	*		
Oklahoma State University	*	*	
Oregon State University	*	*	*
Texas Woman's University	*	*	
University of Alabama	*		*
University of Arizona	*	*	*
University of California at Davis	*		*
University of Illinois	*	*	*
University of Kentucky	*	*	
University of Maryland			*
University of Missouri	*		*
University of Tennessee	*	*	*
University of Utah		*	
University of Vermont			*
University of Wisconsin		*	*
Virginia P. I.	*		

Nineteen departments out of a total of 23, offered a course in Personal and Family Finance, 11 departments offered a course in Family Economics, and 15 departments offered a course in Consumer Economics. It can also be seen from Table 1 that only four departments offered courses in two areas, and five departments offered courses in only one area.

Personal and Family Finance

The following statement is similar to many descriptions used to describe the courses offered in this area: "management of individual and family financial resources as related to credit, savings, investments, insurance, taxes, housing, retirement, and estate planning."

The following titles were used by the participating departments to designate the courses taught in the area of Personal and Family Finance.

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<sup>2</sup>The author wishes to acknowledge the helpful assistance of Donna Dismukes.

<u>Title of course</u>	<u>No. of institutions</u>
Personal and Family Finance	5
Family Financial Management	5
Personal Finance	3
Family Finance	2
Consumer Education and Family Finance	1
Management of Family Resources	1
Personal Financial Management	1
Family Financial Planning	1

The most common topics covered under this area are the following: income determinants, consumer decisions and value clarification, budgeting and record keeping, credit, life insurance, health insurance, homeowners insurance, liability insurance, auto insurance, homeownership, personal income taxes, savings accounts, investments, retirement-social security and planning, and estate planning.

The least common topics taught in this area are the following: wealth maximizations; inflation; real estate; checking accounts and other bank services; gold, coins, stamps, and art commodities; appliances as a budget item, food as a budget item, clothing as a budget item, medical care as a budget item, transportation as a budget item, recreation as a budget item, education as a budget item, consumer protection, and marriage myths and money.

#### Family Economics

The definition developed by NCR-52 (North Central Regional Technical Committee on Family Economics Research) was chosen by the author to describe the courses offered in this area, since it represents most of the definitions offered by the surveyed institutions. The definition states that Family Economics "is concerned with the determinants of levels of living of families and individuals and with the possibilities for changing these levels to better meet personal and social goals. It is based on the principles and concepts of allocation related to the development, acquisition, maintenance, and conservation of scarce resources in productive activity and end uses by families and individuals as they interact with other social and economic systems to achieve their standards of living." (Ritchey, 1978)

The following titles were used by the surveyed institutions to designate the courses taught in this area:

<u>Title of course</u>	<u>No. of institutions</u>
Family Economics	7
Economics of the Family	1
Resource Management for Individuals and Families	1
Family Economic Resources	1
Family Economics and Management Issues	1

The most common topics taught in this area are the following: American families and their characteristics; the family as an economic unit; economic well-being and quality of life; the welfare system and policies-poverty; labor force participation-women; household production; family income analysis and distribution; family expenditure analysis; lifestyles and values; housing; marriage, divorce, and parenthood; taxes; insurance; and credit.

The least common topics included in the content of courses in this area are: fertility, social security, consumer demand and information, consumer price index, consumer protection and the consumer movement, financial planning, energy, estate planning, retirement planning, investment, and consumption theories.

#### Consumer Economics

The author used the definition developed by the NCR-52 committee to identify courses taught in this area. It is defined as "the study of economic interactions of consumers with the external environments. It involves economic analysis of market and non-market consumption activities, incorporating relevant social, psychological, political, and ecological considerations." (Ritchey, 1978).

The following titles were chosen by the surveyed departments to designate the courses taught in this area:

<u>Title of courses</u>	<u>No. of institutions</u>
Consumer Economics	6
The Consumer and the Market	4
Consumer Economics and Public Policy	1
Consumer Behavior	1
Consumer Economic Problems	1
Economics of Consumer Policy	1
Consumer Resource Management	1

The most common topics covered under this area are: economic system and consumer's role in the economy, consumer sovereignty, consumer information and public policy, the consumer movement-consumer rights and responsibilities, consumer protection, advertising and the consumer, consumer redress, product testing, product quality and labeling, consumer effective purchasing decisions, market structure and pricing, typology of consumer values and lifestyles, consumer and risk and uncertainty, and consumer organizations.

The least common topics taught in this area are: human capital models, consumption theories, standard and level of consumption, consumer indexes, models of time allocation and household production theory of utility maximization, Engel curves and demand functions, consumer education, welfare programs, insurance and health care, credit, transportation, housing, energy, clothing, banking savings, investment, a theory of extramarital affairs, external diseconomies.

#### CONCLUDING REMARKS

There was a consensus regarding the topics covered under the area of Personal and Family Finance. The least common topics referred to in the body of the paper were additional topics to the most common ones taught in the area by most institutions. This consensus is perhaps due to the fact that textbooks in this area are very well developed and cover the same topics in general.

There was wide variety of topics, however, covered under either the Family Economics courses or the Consumer Economics courses. The author is disturbed with the fact that some departments offer courses with titles such as Family Economics, however, the contents of the courses include mainly topics that should be covered under courses in Consumer Economics or Personal and Family Finance. Also, other institutions, had a very shallow coverage of topics under either the Family Economics or the Consumer Economics area. This is due to a less consensus on defining the two areas of Family Economics and Consumer Economics. Also textbooks in those two areas are few and generally do not cover but part of the topics that instructors wish to teach in those two areas.

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# AN EVALUATION OF COURSE SYLLABI IN CONSUMER SCIENCE

Margaret Charters, Syracuse University<sup>1</sup>

## ABSTRACT

The course syllabi in consumer science submitted by the Wisconsin Symposium participants in the five areas of consumer protection, home and family management, equipment and energy, housing and special topics are summarized.

Consumer Science Symposium participants submitted all their consumer science course syllabi for this project. The syllabi in the content areas of Consumer Economics, Consumption Economics, and Family Economics (including Family Finance) were separated for analysis by Dr. Abdel-Ghany. All the other syllabi were forwarded to Syracuse for analysis.

The content of these syllabi fell into five categories: consumer protection, home and family management, equipment and energy, housing and special topics. One of the major limitations of this study, is that only those syllabi that participants themselves classified as consumer science were forwarded. Therefore, syllabi may be missing in areas where there is a difference of opinion among participants as to what to include in consumer science. Another limitation is that our resources did not permit an extensive follow-up program to ensure that syllabi were received for every course offered. The courses will be discussed in the above-mentioned categories. An underlying assumption made in this paper is that required textbooks reflect the operational approaches to course content. A bibliography of the required texts for all the categories is included at the end of the paper.

## CONSUMER PROTECTION

Eighteen programs offered courses which fall under the general designation of "Consumer Protection". They varied greatly in their content but can generally be divided into three groups: General Consumer Protection, Consumer and Family Law, and Special Applications. The course titles are listed in Table 1.

Ten courses are grouped in the General Consumer Protection category. Nine of these are undergraduate courses, none of which appear to have pre-requisites. Of these nine, five require Feldman's Consumer Protection as a text book. Two courses use Swagler's Consumer and the Market. Garman and Eckert's The Consumers' World, Dorfman's Consumer Survival Kit and Aaker and Day's Consumerism are each required by one course as shown in Table 2. The courses generally follow the outlines of the texts. Most courses follow the format of lecture-discussion with exams (1-9) and a term project. The term

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projects were mainly position papers on current consumer issues. Colorado State required the use of a proposed rule published in the Federal Register. Ohio State required 50% of the data/information collected to be based on field interviews or studies.

Some interesting variations emerged. The University of Kentucky had students contract to earn a pre-established number of points from a collection of mini projects. Some of these included the comparison of small claims cases, product warranties, auto insurance contracts and availability

TABLE 1. Titles of Consumer Protection Courses

<u>General</u>	Alabama	Consumer Protection
	Colorado	Consumer Issues & the Market
	Howard	Issues in Consumer Affairs
	Kan. St.	Consumer Action
	Kentucky	Consumer Issues
	Ohio St.	The Consumer and the Market
	Ore. St.	Decision Making and the Consum.
	Syracuse	The Consumer and the Market
Utah	Contemporary Consumer Issues	
<u>Law</u>	Cornell	The Consumer and the Law
	Iowa St.	Family Law
	Maryland	Consumer and the Law
	Mich. St.	Families: Con. Reg. & Partic.
	Ok. St.	Con. Law Effect on Family
	Vermont	Consumer Law
<u>Special Applic.</u>	Cal: Dav.	Economics of Consumer Policy
	V.P.I.	State/Local Consumer Protect.
	Wis: Mad.	Consumer Legislation

TABLE 2. Required Textbooks for Consumer Protection Courses

<u>General:</u>	Alabama	Feldman
	Colorado St.	Feldman
	Howard	Feldman
	Kansas St.	Dorfman
	Kentucky	Garman and Eckert
	Ohio St.	Swagler
	Oregon St.	Feldman, Swagler
	Syracuse	Feldman
	Utah	Aaker and Day
	<u>Law:</u>	Cornell
Iowa St.		
Maryland		Feldman
Mich. St.		
Ok. St.		Feldman
Vermont		
<u>Special:</u>	Cal: Davis	
	V.P.I.	
	Wis: Madison	Feldman



of advertised specials. The University of Utah focused its course around a series of eight student debates on topics ranging from traditional narrow issues to those relating to the natural environment and even the international scene.

The nature of the six Consumer Law courses varied widely. The Maryland course, taught by a lawyer/professor is unique. Students analyze the nature of three consumer protection tools available under the law to policy makers: information, intervention and government restriction of consumer choice, and compensation payment. Students explore the legal opportunities and limitations of these and are expected to develop theories for their application in substantive areas selected from current consumer problems. A broad perspective on consumer protection is achieved viewing Feldman through the law to produce an analytical rather than a descriptive course.

Oklahoma State also used Feldman in conjunction with Epstein and Nickles's Consumer Law to deal with consumer credit, tax law, estate planning and family law as well as consumer protection. At Cornell, the first half of the semester is devoted to products liability. The second half deals with consumer frauds, FTC, FCC, FDA, consumer credit, class action and the Agency for Consumer Advocacy. Its extensive bibliography is primarily from cases and law journal and law review articles.

The other courses might be described as introductory law courses that use case and statute examples of particular interest to consumers. Schrag's Counsel for the Deceived and the Nutshell series on consumer and family law were typical references in addition to law journal and law review articles. These courses are concerned primarily with the historical development of the law and the use of legal references.

Three courses which fall under the general category of consumer protection were developed for quite different purposes. The Wisconsin-Madison course "Consumer Legislation" focuses on the legislative process. It aims to develop an awareness of the functions of legislative enactment, appropriations and oversight: to develop the ability to read, comprehend and evaluate consumer legislation bills and laws; to be familiar with the administrative and regulatory agencies which have jurisdiction over legislation; and to review major federal and state consumer legislation. VPI's course is designed to focus specifically on the effectiveness of state and local consumer protection efforts including the self-regulating efforts of business. The University of California at Davis' course "Economics of Consumer Policy" is intended to illustrate how economic analysis can be employed to evaluate policies affecting consumers. Using a case study approach, this course is organized around the methodological techniques that can be brought to bear on policy questions (e.g., theoretical analysis, single equation models, cost benefit analysis, demand analysis, etc.). It departs from the more traditional con-

sumer protection course organization which focuses on the type of policy. The stated intent is to be "analytical and prescriptive rather than institutional and descriptive."

#### HOME MANAGEMENT

Altogether, thirty-three home management syllabi were submitted by seventeen institutions. All of these schools reported a basic home management course where the principles of management are studied and applied to the resources of time, energy and money in individual and home situations. Six of these institutions used Deacon and Firebaugh as the textbook, four used Gross, Crandall and Knoll, two used Swanson and two used Paolucci. One used Rice and Tucker. Two institutions used prepared packets of materials, one for a completely individualized learning approach on traditional topics, the other focusing on ten issues confronted by a fictional family. Most of the courses provided additional reading. None of the schools mentioned a home management house. Nine schools offered only one course in home management. Cornell, Illinois, Kentucky, Missouri and Ohio State all offered a second course that was primarily of an application nature. The activities in these courses and also in some of the basic courses included a variety of activities: time management exercises, work simplification projects, decision rule and communications exercises, computer assisted budgeting, hospitality programs, and analysis of case studies collected either from real families or from a literature resource. In addition, Cornell required a field investigation of a stage in family development or a crisis situation and the preparation of extension bulletins for specific family types. Illinois required development of visual aids for use in teaching and a field experience under the supervision of a co-operative extension agent in an EFNEP program.

Schools with more extensive offerings such as Missouri (5), Cornell (4), Ohio State (3), and Kentucky (3) offer upper division courses which provide in-depth study of specific topics such as: time management, work simplification for the physically handicapped, resource management for special groups (handicapped, low income and single), effective decision making, work capacity, applied financial management, measurement theory and research. The only course with a strong economics base was Cornell's "Economic Organization of the Household". It develops a geometrical analysis of elements of a theory of household behavior. It then proceeds to an analysis of household behavior based on market/non-market work, consumption, saving and demand, household formation, break-up, size and structure.

Analysis is limited to the courses submitted. Some assumed omissions, such as a syllabus from Michigan State where one of the textbook authors is on the faculty, emphasize this limitation. Titles and required textbooks are listed in Table 3.

## EQUIPMENT AND ENERGY

Altogether there were only fourteen courses in Equipment (4 at Iowa State) offered among eight institutions. Most of these institutions also had major home management offerings. Six of these courses based their content on Peet, Pickett & Arnold's text. All of the courses were taught as a combination of laboratory and lecture. The titles listed in Table 4 give some evidence of a variation in emphasis. Oregon taught skills in demonstrating and testing home equipment. Illinois videotaped demonstrations for use in time and motion studies. Missouri permitted a choice of presentation forms: demonstration, TV demonstration, radio script, feature writing. Missouri had emphasis on advertising and analysis of equipment ads.

There were four courses that dealt with specific types of equipment or special areas of the household, i.e., lighting, food-related major home appliances and kitchen, bath and utility planning. A Kansas State course had an engineering and research thrust which emphasized safety evaluation

and methods of surveillance, investigation and reporting.

Three courses were devoted entirely to a study of energy. All three were concerned with present and future alternate forms of fossil and human energy, and the selection of cost-effective sources. Special attention was given to home energy saving methods with an emphasis on home equipment. Kentucky included transportation. Sociological, economic and ecological implications of energy consumption were all addressed.

## HOUSING

Only eight institutions submitted housing course outlines. This may indicate that some institutions which offer housing programs do not include them under the rubric of consumer science. Oregon State had the largest offering with six courses. Iowa State had three courses, Kansas State and Ohio State offered two each. Six courses based their content on the Lindamood & Hanna textbook. The course titles and choice of text listed in Table 5 reflect the course content in this area.

TABLE 3. Titles and Texts of Home Management Courses

<u>School</u>	<u>Course No.</u>	<u>Title</u>	<u>Texts</u>
Arizona	HEC 115	Personal Resource Management	Swanson, Udall
Colorado	HC 330	Decision Making: Personal and Family	Paolucci
Cornell	CEH 312	Family Decision Making	
Cornell	CEH 325	Economic Organization of Household	Bryant
Cornell	CEH 411	Time As A Human Resource	Walker
Cornell	CEH 413	An Ecological Approach to Resource Management of Families	
Howard	180-118	Consumer Resource Management	Gordon & Lee, Rice & Tucker
Illinois	FACE 273(U)	Home Management Seminar	Gross, Crandall & Knoll, Paolucci
Illinois	FACE 378(G/U)	Problems in Home Management & Housing	
Iowa	FE 378	Family and Management Patterns	Deacon & Firebaugh
Kansas	FEC 465	Home Management Lab	
Kentucky	FAM 463	Concepts of Personal & Family Man.	Gross, Crandall & Knoll
Kentucky	FAM 464	Application of Personal & Family Man.	Deacon & Firebaugh, Lakein, Levitan
Kentucky	FAM 561	Management for Low Income Families	Levitan
Kentucky	FAM 562	Family Management for Multi Roles	Rapport, Kinzer, Gilbreth
Missouri	FEM 72	Management in Family Living	Swanson
Missouri	FEM 170	Work Simplification	
Missouri	FEM 172	Home Management Laboratory	
Missouri	FEM 372	Family Values & Resource Management (Handicapped, Low Income, Single)	Yankelovich, Steinbeck
Missouri	FEM 378	Effective Consumer Decision Making	Maynes, Lapin
Ohio	HMG&HS 324.01	Family Management Theory	Deacon & Firebaugh
Ohio	HMG&HS 324.02	Family Management Application	Deacon & Firebaugh
Ohio	HMG&HS 627	Home Man., Concepts & Their Measurement	Deacon & Firebaugh
Oklahoma	HDCR 2413	Resource Man. for Individual & Family	Deacon & Firebaugh, Lakein
Oklahoma	HDCR 4420	Family Resource Management	Berry
Oregon	FTM 420	Management in the Home	Deacon & Firebaugh
Oregon	FRM 440	Home Management Theory	
Syracuse	CON 265	Individual and Family Management	Gross, Crandall & Knoll
Tennessee	HE 3510	Family Systems: Family Resources	
Texas Womens	HECS 2773	Home Management in Family Living	Deacon & Firebaugh
Vermont	TMCS 56	Consumer Management Principles	Deacon & Firebaugh, Steidl
VPI	MHFD 3000	Management & Family Decision Making	Levitan
VPI	MHFD 4010	Management of Work Capacity in the Home	

TABLE 4. Equipment Course Titles and Text

Institution	Title
Illinois	Home Equipment
Iowa St.	Equipment in Home
Oregon	Home Equip. Energy Man.
Missouri	Selection of Home Equip.
Missouri	Use and Care of Equip.
Utah	Con. Asp. of Equip. & Furn.
<u>Sp. Areas</u>	
Iowa St.	Modern Light. for Int.
Iowa St.	Food Rel. Major Home Appl.
Iowa St.	Kit., Bath and Util. Plan.
Kan. St.	Kitchen & Utility Areas
Kan. St.	Consumer Product Safety
<u>Energy</u>	
Illinois	Energy in the Home
Mich. St.	Energy Util. in Household
U. of Ken.	Family Energy Consumption

SPECIAL TOPICS

There were six course syllabi that fell outside the categories of consumer protection, home management, equipment/energy and housing. Oregon State offered a course "Community Services and Welfare of Families" which used as its text Melson's Family and Environment - An Ecosystem Perspective. The objectives reflected a strong ecosystem approach with an emphasis on community resources and the process of mobilizing and delivering these to families.

Two courses were devoted to a study of the elderly. Arizona's "Economics of Aging" used Schulz' The Economics of Aging as a textbook, Syracuse used Developments in Aging: 1981 as a text for a course "Consumer Problems of the Elderly". Both courses focused on economic and financial issues including the aging's impact on the marketplace. Two courses were titled "Consumer Education". The Syracuse course was a "methods" course focusing on consumer topics and materials for elementary, secondary and adult learners. Boyd and Stovall's Handbook of Consumer Education was used as a text and students were required to make community presentations. The course at the University of Guelph in Ontario, Canada, the syllabus for which was specifically requested, is unique and forward-looking. It is built around professionally commissioned case studies and uses Cross's Adults as Learners as a text. The cases to date are set in a secondary school, a consumer information center and a corporation. The course provides an opportunity for students to defend a personal philosophy and study the following in relation to consumer education: philosophies extant today, relevant concepts of learning, current programs and resources, appropriate research, and influential socio-economic changes.

Syracuse's senior seminar "Consumer Studies Issues" is also based on a series of case studies presented in a variety of forms. They are set

in the state legislature, in Congress, a corporation, a local consumer affairs office, and a state agency. The remainder of the course is comprised of student presented seminars on current consumer issues.

TABLE 5. Housing Courses, Titles and Textbooks

AZ	Soc/Ec Asp of Hous	Lindamood & Hanna
IL	Prob in Home Man & Hous	Readings
IA St.	Family Environment	Wedin & Nygren
IA St.	Housing Finance	Lindamood & Hanna
IA St.	Housing Alternatives	Davis
KS St.	Housing	Lindamood & Hanna
KS St.	Soc Eff Hous. Envir.	Lindamood & Hanna
MO	Housing the Family	Lindamood & Hanna
OH St.	Hous: Soc/Ec Envir.	Meeks, et al.
OH St.	Hous: Soc/Ec Asp Fam.	Readings
OR St.	Fam Hous & Its Envir.	Lindamood & Hanna
OR St.	Organ Use of House Sp	Readings
OR St.	Financing Housing	Dasso
OR St.	Hous Plan Rel to Funct	Fam. Hous. Hdbk.
OR St.	Hous. Special Needs	Readings
OR St.	Hous Programs/Policies	Readings
UT	Con Aspects of Housing	Meeks

Many traditional courses remain in the syllabi submitted. There is a trend toward the development of courses of an analytical rather than descriptive nature and an increased use of the case study approach.

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AN ANALYSIS OF CONSUMER SCIENCE INTERNSHIPS\*

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 Raymond E. Forgue, University of Kentucky<sup>2</sup>  
 John R. Burton, University of Utah<sup>3</sup>

As a follow-up of the Conference on Consumer Sciences in Higher Education, all the participants were surveyed regarding internship/field study experiences. Nineteen persons associated with academic programs which permitted students the opportunity to learn through internship/field experiences completed the survey forms. Although the sample was a convenience group, the responses are illustrative of what some consumer science programs are doing in the area of internship/field study experiences. Questions in three areas were asked: (1) the number of internship/field study students that have been placed in the last three years, (2) successful strategies for finding new placement positions, and (3) descriptions of where students worked as well as the job responsibilities they enjoyed.

NUMBER OF STUDENTS

The median number of total students placed in internship/field study experiences in the last three years through the "consumer science" departments responding was 15 as shown in Table 1. The range was from 1 to 80. Thus, by dividing, 5 is the average number of students per year in internship/field study experiences in the consumer science programs represented in this study.

TABLE 1. Number of Internship/Field Study Students Placed in the Last Three Years

80	13
60	12
50	10
45	8
40	8
30	6
25	5
21	4
18	1
15	

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\*Presented at the 29th Annual Conference of the American Council on Consumer Interests, Kansas City, Missouri, March 17, 1983.

SUCCESSFUL STRATEGIES FOR FINDING NEW PLACEMENT POSITIONS

A total of 27 individual responses were obtained to an open-ended question (multiple responses were permitted) regarding each person's most successful strategies for finding new placement positions for internship/field experiences. Direct contact by faculty members was clearly the most common method used with 21 of the responses indicating that this technique was the most successful. Quotations from selected respondents are illustrative.

"Through networking with consumer agencies and institutions offering consumer education I just call them and ask if they need an intern. Very informal. I have more stations that I have students to fill them."

"After meeting potential sources for internships at luncheons, meetings, etc., I follow-up with a phone call suggesting an internship arrangement. It is important to stress how we can help them rather than asking for their help."

"Finding a particular position for a specific student. I have a student available for a specific internship before asking for the position. Employers can immediately see the quality of the match up."

"Locate hungry individuals or organizations, i.e., those with plenty of work to do but never enough money to do it with: legislators, non-profit organizations."

Five respondents indicated that students themselves developed their own contacts with internship/field experiences. "Many know officials of companies and agencies throughout the state." Students are encouraged to "look for new placements near their 'home' where they can live without paying rent." One person responded that a successful technique is the "information from the National Consumer Affairs Internship Program."

WHERE STUDENTS WORKED AND JOB DESCRIPTIONS

Respondents were asked to report descriptive information regarding each different internship/field experience placement opportunity. Students worked in a tremendous variety of positions as 190 internship/field experience placements were noted by the 19 respondents. Forty-eight or over one-fourth of the positions were listed as "paid" rather than "unpaid" employment.

As could be expected many placements were in the offices of the traditional consumer protection

groups: state attorney general, office of consumer affairs, Better Business Bureaus and not-for-profit consumer groups. However, the diversity of positions was remarkable suggesting the breadth of the consumer interest itself.

Subjective analysis of the job descriptions reveals very few students were involved with long-range planning and evaluation (2), travel (2), media contact (4), telephone (7), clerical (9), attending meetings and hearings (9) and writing letters (10). More common but not predominant were such things as complaint handling (18), client services and counseling (18) and consumer education (17). Predominant descriptions included writing (38) and information gathering and research (60).

Listed below are examples of dozens of these jobs grouped according to several broad categories. Duplicates were omitted. Information is provided for each illustrative internship/field experience on the type of firm/company/department where the student worked and on the job description.

#### Attorney General/State Office of Consumer Affairs

Consumer Protection Division  
Consumer complaint and telephone handling special projects, investigations

Mediation  
Assist in the mediation of consumer complaints

Consumer Protection  
Field investigation, hotline, information gathering for code violations

Consumer Frauds and Crime  
Answered hotline, did research for case, wrote a consumer brochure

Financial Counseling  
Traveled with counselors and educators

Consumer Protection  
Worked on drafts for legislation

Consumer Protection  
Wrote letters, research

#### State/County/City Agency

County Housing Authority  
Assist in application procedures, work with clients, prepare packets, office work, research

City Planning and Development Office  
Housing rehabilitation program, inspections, office work, cash studies, report writing

County Assessors Office  
Accompany appraiser of visits and assist, attend meetings, hearings, etc., office work

State Department of Justice  
Writing information brochures and news releases, contacting media with consumer alerts, public information sessions in shopping centers, etc.

State Department of Justice  
Mediation of actual consumer business complaints

Governor  
Ombudson

State Commissioner of Insurance  
Consumer education materials preparation and research

Regulatory Agency at State Level  
Research on effectiveness of toll free hotlines

Regulatory Agency at State Level  
Developed special brochures

State Department on Aging  
Legal aide

Comprehensive Employment and Training Office (Assessment Division)  
Counselor; gather information and develop plans; monitor plans, consumer education

City Consumer Office (various cities)  
Complaint handling and education

Comptrollers Office  
Wrote for newsletter/credit problems, banking

Committee on Tourism, Licensing  
Researcher

County Senior Citizen Center  
Teaching consumer skills

County Neighborhood Legal Services  
Interviewing clients on legal problems associated with the local welfare office. Work on housing code. Work with legal problems of consumers in the community.

Family and Children's Services  
Development of training program for financial counselors. Development of resource materials for financial counseling. Financial counseling for clients.

Neighborhood Health Aid Services  
Home care service

State Department of Social Services  
Answer affirmative action complaints, do legal research. Write draft proposals for the Affirmative Action Council and the Governor's Task Force.

City Neighborhood Housing Services  
Survey of community needs; development of Home Sharing alternatives

City Energy Office  
Developed resource manual for consumers

City Utilities Board  
Cost/Benefit study of home insulation program

City Housing Rehabilitation Program  
Financial counseling with clients

City Poverty Coalition  
Community outreach and complaint handling

Neighborhood Housing Service  
Community-based education program

State Bureau of Automotive Regulation  
Helped investigate complaints against auto dealers

State Financial Institutions Bureau  
Audit compliance (compliance with credit laws) and standard operating procedures for financial institutions

State Energy Agency  
Energy program information - home audits and education

State Department of Social Services  
Work with families needing financial assistance

#### State Legislature

State Legislature  
Answered constituent letters, wrote policy papers, answered phone, attended legislative session

State Legislature  
Work with and represented legislator in well-rounded experience from bill drafting to media contact.

State Representative  
Assistance to legislative aids

State Assembly Intern Program  
Aide to assembly (wo)man. Answering constituents' questions, researching legislative proposals, particularly in child care. Research on pay equity for women.

State House of Representatives  
Communication with constituents. Research on legislation

#### Federal Government Offices in Local Community

Farmers Home Administration  
Worked as a trainee, learned procedures

Housing and Urban Development Office  
Gather data on former projects, office and filing work, update project directory, maps

Housing and Urban Development Office  
Assist staff, learn about grant programs, attend meetings, write reports

Army Community Services  
Financial counselor

Social Security  
Observer's aid, data analysis, receptionist

Area Energy Office  
Public relations and research

#### Not-For-Profit Consumer Groups

Consumer Credit Counseling Service  
Office work, telephone requests, observe counseling

Community Services Consortium  
Explain self-help housing and set up programs on FmHA, experience with grant writing

Community Service Agency  
Writing energy conservation information booklet, housing counseling program sponsored by HUD

Center for Public Representation  
Newsletter, major research project on attitudes of public members of regulatory boards in the state

Consumer Budget Counseling Service  
One-on-one counseling

Credit Union National Association  
Public relations and marketing projects, consumer education

Concerned Consumers League  
Consumer representation, consumer education, consumer information

League Against Child Abuse  
Attended professional meetings, attended senate hearings, general office work, restructured materials library

Northeast Solar Energy Center  
Develop a resource file for inclusion in handbook on warranties and energy saving claims

Financial Planning Firm  
Counselor-in-training; filed forms

Financial Planning Firm  
Research associate; computer work

Credit Counseling Service  
Gathered information, filed reports, taught classes

Financial Crisis Clinic  
Counselor-in-training

Consumers Union  
Assistant to the director

Campers Consumer Sciences Office  
Community agency liaison

Common Cause  
Researcher

Center for Study of Responsive Law  
Research

Consumer Credit Counseling Service  
Assist in developing resource materials for clients in financial management. Provide financial management.

Community Action Committee  
Consumer education programs

#### Cooperative Extension

County Extension Office  
Special projects related to energy conservation and window treatments

Cooperative Extension Service  
Assist in the planning, development, and implementation of programs

Cooperative Extension Service  
Product booklet outlining services for displaced homemakers

Cooperative Extension Service  
Field work in community

Cooperative Extension Service  
Developed programs and materials under direction of state extension specialist

Federal Government in Washington

Capital Hill Improvement Corporation  
Housing rehabilitation agency. Coordinate pilot project on neighborhood rehabilitation.

USDA Food and Nutrition Service  
Policy planning and evaluation. WIC research study. Food stamp policy issue analysis

Federal Trade Commission, Division of Marketing Abuses  
Role of FTC in consumer protection policies

Office of United States Senator  
Investigating consumer policy issues and delays in passage of consumer protection laws

Federal Agency  
Helped with seminars and community activities; wrote articles

Federal Agency  
Writing educational materials; writing summaries of testimony

Executive Branch Office  
Handled written correspondence, complaints and research

#### Better Business Bureau

Better Business Bureau  
Mediated complaints; answered company reputation inquiries; and monitored advertising

Better Business Bureau  
Helped resolve complaints. Investigated possible deception

Better Business Bureau  
Ran the local advertising substantiation program

Better Business Bureau  
Mediated complaints; worked on General Motors (GM) arbitration program

#### Radio and Television

Television  
Processing complaints

Radio Hotline  
Investigate complaints. Refer to appropriate assistance

Television  
Investigate complaints

Radio  
Study possibility of consumer-oriented programming

Radio  
Complaint coordination and follow-up

Television  
Consumer Beat report

#### Banking

Federal Savings and Loan  
Office procedures, collection experience, real estate loan procedures

Bank  
Loan applicant interviewing, compile credit information, prepare documents, file maintenance

Bank  
Learn techniques of real estate loan processing, assist staff members

Bank  
Learned use of telephone and computer information system, answered consumer questions, observed in departments, gave a seminar on credit legislation, answered letters

Bank  
Educational/informational efforts for credit cards

Savings Bank  
Marketing research on use of services offered

Credit Union  
Consumer education and marketing

#### Utilities

Telephone Company  
Long range planning and analysis, consumer response to corporate affairs; advisor to top management

Gas  
Researched answers to consumer questions, wrote a radio program, wrote a flier and fact book, observed in a number of departments and worked on a newsletter

Telephone Company  
Developed list of consumer related offices in state, clipped newspapers, observed in many sections, wrote cover letter, ran errands, worked on Disaster Alert, studied literature on rate case, attended Senate hearings on communications bill

Large Telephone Company  
Conduct survey of consumer wants/needs. Develop community representative program to provide consumer complaint services. Coordinate company support for local charities and cultural activities.

State Light & Power  
Services to elderly consumers

#### Hospitals

Hospital  
Developed a flier for the Arthritis Services program, developed a survey and tabulated it later, attended many meetings, worked on National Hospital Week Committee

Hospital  
Work with staff serving as patient ombudsman

#### Other Businesses

Title Company  
Poster/locator, recorder, title examiner, escrow work for professionals in the agency

Oil Company  
Special projects as designed by staff, orientation to company, planned seminars, attend conference and worked on reports, flyers, public relations

Local Food Manufacturers  
Demonstrations of food products; researched new uses of products

Large Retail Company  
Consumer education materials development, conference planning

Worlds of Fun  
Consumer relations officer

State Dairy Council  
Wrote scripts, attended presentations, scheduled meetings, answered letters

Large Food Store  
Developed a bike safety seminar in cooperation with the police in three cities

Large Grocery Store  
Conducted groups of school children through their warehouse and store, wrote a survey for use in stores, worked on an annual meeting for a consumer organization, observed shoppers

Large Grocery Store  
Conducted consumer surveys, researched and wrote articles

Large Retailer  
Answered phone, wrote educational materials, visited many departments, answered consumer questions

Large Consumer Goods Firm  
Marketing research-recall evaluation. Development of responses to consumer complaint letters. Research on major areas of complaint. Research on consumer satisfaction with particular products.

Information Exchange Organization  
Research and writing of articles

Large Credit Card Company  
Problems of consumers in dealing with large corporations. Create information brochures for consumers

Major Manufacturing Concern  
Development of estimates of cost of living useful in reassignment of middle management

Appliance Manufacturer  
Product testing and evaluation

Food Manufacturer  
Product testing, writing of materials

Encyclopedia Company  
Analysis of consumer complaint handling

Risk Insurance Company  
Research on complaint handling

Life Insurance Company  
Worked in marketing and sales training (not direct sales)

Other

Joint Council on Economic Education  
Write news releases, update pamphlets, maintain library

American Council on Consumer Interests  
General assistance

State Council on Economic Education  
Attended training conference, reviewed films, researched and wrote a position paper, tabulated response to a questionnaire, attended a market fair

School District (5th grade)  
Teaching consumer skills

United Auto Workers (Local Office)  
Prepare a syndicated column on labor issues. Relationship of unions and OSHA right-to-know regulations.

University Bookstore  
Survey of student satisfaction with bookstore

University Ombudsman's Office  
Study of user satisfaction

World's Fair  
With post-fair use study groups

University Office of Foreign Students  
Evaluation of programs to help foreign students

IMPLICATIONS

We hope that the breadth of internship/field experiences in consumer sciences in higher education reported will serve to motivate others. Professors and students might now have a broader view of what types of consumer related internship/field experience opportunities exist in addition to the variety of actual on-the-job responsibilities that are possible.



CONSUMER SCIENCE IN INSTITUTIONS OF HIGHER EDUCATION:  
SOME FINDINGS FROM THE NATIONAL STUDY<sup>1</sup>

Ronald W. Stampfl, University of Wisconsin<sup>2</sup>

INTRODUCTION

The tables of this article summarize only some of the findings of a national study (funded by U.S. Office of Consumers' Education) designed to

- develop a list of existing consumer science<sup>3</sup> programs in institutions of higher education, representing the range of disciplines and colleges consistent with actual practice.
- to profile the existing degree programs by credit.
- to study, in substantial depth, 27 programs thought to represent the broad range of programs discovered. Such matters as program goals, scope, governance procedures, administrative structure, curricula, faculty composition and interests, enrollment, student placement, source of funding, etc. were studied utilizing a detailed 18 page response form.

The Study

An attempt was made to completely define the universe of four year universities in the U.S.A. (one in Canada) that offer undergraduate programs in the consumer area, by whatever name. The following procedure was utilized to develop a mailing list.

- contact all programs listed in the CERN/directory.
- check all library directories and catalogues for programs not listed in CERN/Nolf directory. [3]
- place notice of study in ACCI newsletter, calling for all interested individuals to contact the author.
- check John Burton et. al [1] study for any programs not otherwise identified.
- review ACCI membership list for potential schools.
- use opinionaire data from Rosella Bannister's initial contacts of people in the field (requesting listing of programs) to identify programs.
- review Hayden Green's doctoral research for usable programs. [2]
- request each respondent who completed the degree profile sheets to identify other programs in their own state (and nationally). Cross-check.

It is thought that the above procedure resulted in as complete a listing of existing programs as was possible to obtain.

Findings

The National Study document [4] contains approximately 582 pages of data, in sixteen sections. Although it presents the complete findings of this research effort, selected summary tables are provided herein which capsulize some of the information now available. To maximize the amount of data to be reported in the space available, each table is labeled and presented without comment.

In addition to data summarized in this paper and available in greater detail, other data in the

research base, for 27 university consumer programs studied in depth, includes:

- Respondent definitions of these terms: consumer economics, family economics, consumer science(s), consumer studies, consumer affairs, minimum characteristics of a "university consumer program."
- Courses offered — on each campus, level, credits, catalog description, text used.
- Program emphasis, undergraduate and graduate, by micro/macro, basic/applied and public/private dimensions proposed by Kroll/Hunt, JCA, Winter 1980.
- Career Competencies — each respondent's listing of career competencies developed in their program, ranked as "crucial" "important" or "supportive" for professional success.
- Each respondent's opinion on "what must be done in the next five years by the consumer field at large to increase employability of our students."
- Single page profiles for graduate programs (MS, MA, or Ph.D.) where offered on respondent campuses.
- Individual faculty profiles, by degree/field/university, by rank/tenure, by % time on staff, by courses taught.
- Aggregate faculty research profiles (no names), including nature of publications in consumer field.
- Review procedures in place on each campus to assess effectiveness in teaching, research service and student placement.
- Respondent short essays on their personal conceptualization of what should and should not be included in the intellectual scope of the field.
- Respondent short essays on the perception of the ideal relationship between home economics and consumer science, in content and administrative structure.
- Mission statements from each of 27 programs.
- Actual jobs accepted by graduates of 27 programs in last five years.

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<sup>1</sup>Funded, under contract, by U.S. Office of Consumers' Education

<sup>2</sup>Professor, Consumer Science and Business

<sup>3</sup>The term "consumer science" is used generically.