

**Subject Matter Expert Review
TAACCCT Grant – Round 3
Findings & Report**

Program: Food Safety Certificate Program

Program Courses: FSY 100: Introduction to Food Science
FSY 110: Food Safety & Sanitation
FSY 205: Principles of HACCP
FSY 210: Food Safety & Defense

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Subject Matter Expert Credentials: Certified Health Education Specialist,
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Date of Review: June 2017

Synopsis of Findings:

The Delaware Technical and Community College Food Safety Certificate Program consists of four courses: FSY 100: Instruction to Food Science, FSY 110: Food Safety & Sanitation, FSY 205 Principles of HACCP and FSY 210: Food Safety and Defense. Upon review of the certificate program, performance objectives, curriculum competencies and program graduate competencies are rigorous, yet relevant, for today's food safety and foodservice management graduates. There was an overall excellent use of existing, reputable and evidence-based online resources which is a responsible use of funding. Recent food-related documentaries were used during activities designed to provoke student opinion and response to diet-related current events. Food safety tours and observations were conducted at Delaware-based businesses, creatively networking and exposing the certificate program to local employers which creates partnerships and possible internship and/or job opportunities for students. All assignments, case studies and exercises were innovative, engaging, relevant and practical by offering real-world applications that students would experience in an actual employment situation. One in particular, the product development assignment in FSY 100, students were given the example of creating a meal kit – a very popular concept in today's society. After completion of the certificate

program, students will have national and local food safety and food serving certifications – ServSafe Manager, ServSafe Allergy and Delaware Server. Overall, the Food Safety Certificate Program was well-planned, well-developed, uses great resources, seems sustainable (both financially and instructor capacity-wise) was engaging and innovative, was easily accessible and easy to follow, and is relevant for the needs of food safety and foodservice management employers in Sussex County, Delaware and surrounding areas.

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| 1. PROGRAM AND COURSE OVERVIEW AND OBJECTIVES | The overall design and purpose of the program and each course is made clear to the student. Core Course Performance Objectives (CCPO's) build upon knowledge and skills through the sequence of the program and align to the Program Graduate Competencies (PGC's). |
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| <i>Specific Review Standard</i> | Accomplished | Satisfactory | Not satisfactory | Not applicable |
|---|--------------|--------------|------------------|----------------|
| 1.1 The program graduate competencies are clearly stated. | X | | | |
| 1.2 The goals and purpose of each course are clearly stated. | X | | | |
| 1.3 Prerequisites and/or any required competencies are clearly stated. | X | | | |
| 1.4 Learning objectives for each course describe outcomes that are measurable. | X | | | |
| 1.5 Learning objectives are appropriately designed for the level of each of the courses. | X | | | |
| 1.6 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program. | X | | | |

Comments:

- Each course in the Food Safety Certificate Program included:
- -A very detailed Syllabus containing: Campus location, date, course number and title, prerequisites, course credits and hours, course description (clearly describing the goals and purpose of each course), required text(s), additional materials, method of instruction, any disclaimers (i.e. that students would need to be able to access Blackboard, the library and the internet in order to take the class), core course performance objectives, measurable performance objectives, evaluation criteria/policies, core curriculum competencies, program graduate competencies (competencies every graduate will develop specific to his/her major) and a disability support statement. Additionally, a link to the student handbook was provided on each syllabus:
<https://www.dtcc.edu/academics/student-handbook>.
 - A Grading Scale
 - A Course Policy containing: Information about the course format, lectures, assignments, hybrid courses, attendance, exams/quizzes, assignments, course learning materials, how to successfully pass the course and the importance of time management.
 - Course Schedule: Each course is organized by a schedule and is broken down by unit, chapter, topic, assignment/activity and due date for the entire course at the beginning of each course. Tests/exams are broken down by chapter and due dates are clearly marked. Each course built upon the previous, providing a basic food safety introductory series from introduction through food defense.

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| 2. RELEVANCY | Program Graduate Competencies (PGC's) and Core Course Performance Objectives (CCPO's) are relevant to students, industry, and employers. |
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| <i>Specific Review Standard</i> | Accomplished | Satisfactory | Not satisfactory | Not applicable |
|---|--------------|--------------|------------------|----------------|
| 2.1 Program Graduate Competencies (PGC's) represent industry's expectation of the overarching knowledge, skills, and abilities an associate-degree level student should have. | X | | | |
| 2.2 Program competencies (PGC's) and core course competencies (CCPO's) are relevant to industry and employers. | X | | | |
| 2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to students. | X | | | |

Comments:

- The Program Graduate Competencies (PGCs) and Core Course Competencies (CCPOs) for each course were relevant and appropriate to the knowledge, skills and abilities needed for the food safety and foodservice industry.
- As mentioned in the "Synopsis of Findings," instruction, activities and assignments in each individual course were relevant, engaging and innovative to students. The incorporation of Delaware-based businesses for tours and observations is to be commended as a tool for networking for possible internships and job opportunities for students.

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| 3. RESOURCES AND MATERIALS | Instructional materials being delivered achieve stated course objectives and learning outcomes <i>(note: not all program/course materials are deliverable under CC BY licensing)</i> . |
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| <i>Specific Review Standard</i> | Accomplished | Satisfactory | Not satisfactory | Not applicable |
|---|--------------|--------------|------------------|----------------|
| 3.1 The instructional materials contribute to the achievement of the stated course learning objectives. | X | | | |
| 3.2 The purpose of instructional materials is clearly explained. | X | | | |
| 3.3 The instructional materials present a variety of perspectives and approaches on the course content. | X | | | |
| 3.4 The instructional materials are appropriately designed for the level of the course. | X | | | |

Comments:

- The instructional materials that were provided with the review were very good. Even though a textbook was not provided for the review, one was mentioned in the supporting documentation. There was a good mix of textbook, online course book, YouTube videos, documentaries, in person tours, in person live observations, case studies and other online resources. It is important that students become familiar with using and seeking a variety of resources when in college, because this is a skill they will need when on the job.
- The purpose of the instructional materials for each course is explained in Course Schedule for each course.

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| 4. ASSESSMENT AND MEASUREMENT | Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process. |
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| <i>Specific Review Standard</i> | Accomplished | Satisfactory | Not satisfactory | Not applicable |
|--|--------------|--------------|------------------|----------------|
| 4.1 The course evaluation criteria/course grading policy is stated clearly on each syllabus. | X | | | |
| 4.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources. | X | | | |
| 4.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. | X | | | |
| 4.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed. | X | | | |

Comments:

- As mentioned in the "Program and Course Overview and Objectives" section, each course in the Food Safety Certificate Program included:
 - A very detailed Syllabus containing: Campus location, date, course number and title, prerequisites, course credits and hours, course description (clearly describing the goals and purpose of each course), required text(s), additional materials, method of instruction, any disclaimers (i.e. that students would need to be able to access Blackboard, the library and the internet in order to take the class), core course performance objectives, measurable performance objectives, **evaluation criteria/policies**, core curriculum competencies, program graduate competencies (competencies every graduate will develop specific to his/her major) and a disability support statement. Additionally, a link to the student handbook was provided on each syllabus: <https://www.dtcc.edu/academics/student-handbook>.
 - A **Grading Scale**
 - A **Course Policy** containing: Information about the course format, lectures, assignments, hybrid courses, attendance, **exams/quizzes**, assignments, course learning materials, how to successfully pass the course and the importance of time management.
 - Course Schedule**: Each course is organized by a schedule and is broken down by unit, chapter, topic, assignment/activity and due date for the entire course at the beginning of

each course. **Tests/exams are broken down by chapter and due dates are clearly marked.**

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