

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

Program: Commercial Kitchen Safety Deliverables

Program Courses: Commercial Kitchen Safety Certificate

Faculty Developer(s)/Instructional Designer(s):

Subject Matter Expert: Michael Daley

Subject Matter Expert Credentials: Director of Operations, Grotto Pizza, Inc. Serve Safe Manager Certified, Certified in Alcohol Serving and Operations by the State of Delaware.

Date of Review: 5/25/17 to 6/24/17

Synopsis of Findings:

The design and implementation of this course as a basic entry level program to introduce students to the workings of the restaurant industry is very well executed. The knowledge and skills learned will give the students an advantage in seeking employment in the industry.

The knowledge taught about restaurants, from the history of and organization of different types of restaurants will give the students a better understanding of the industry they are considering becoming part of.

The importance of food safety in the industry is becoming the most difficult aspect to manage in the industry; therefore it is a huge benefit that these students are receiving a ServeSafe course as part of this program. This is a great asset to have and will be sought after by companies.

The skills taught through hands on learning in a profession kitchen atmosphere are greatly needed in the industry. Skills like knife handling, recipe following, recipe math, and cooking equipment skills, will give the students a great advantage over other applicants.

The restaurant organization, teamwork, and kitchen layout will transfer to any organization they may eventually work for.

Another area that is covered by this course, that is often overlooked but highly valuable to employers is the area of personal responsibility. The students will be taught about personal appearance, being on time, and interviewing skills, which will give them a leg up on other applicants.

Marketing material should appeal to the prospective student looking to get in the

restaurant industry.

The biggest reality of this course is, it gives a fair and accurate depiction of the restaurant business and not the reality TV version most people think it is.

As an industry member, I would be happy to consider a student from this program.

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: The competencies needed to finish this program are clearly stated on the syllabus and reiterated on all class lesson plans.

The goals of this program are clearly stated and explained to students and are reinforced throughout the program.

Learning objectives are measured during each class . Instructor feedback is given during every class and at the conclusion of class student is graded pass/ fail with verbal feedback.

The program is structured to build on one module to the next, with knowledge and skill instruction building on prior module.

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: PGC's for this program achieve the expectation of the restaurant industry. The skills and knowledge taught the students in basic kitchen skills, including personal appearance, basic skills and food safety knowledge will be a great asset to employers.

Program's PGC's are very relevant to employers looking for entry level employees.

The program is designed to be very engaging to the older student with the multimedia learning, live demonstrations and hands on skill training in a professional kitchen environment

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: Resources and materials for this program are varied and detail oriented contributing to the completion of stated course objectives.

The course material varies from online videos, PowerPoint presentations, classroom lectures, book centered learning, and instructor demonstrations in a professional kitchen lab setting, this varied approach allows for a variety of perspectives and approaches to the course material.

Incorporating field trips to local restaurants allows the students to get a feel for the industry and variety of types of working environments.

The student lab work with professional restaurant equipment and utensils adds to the students ability to learn and succeed in the competencies needed for this course and in the industry.

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: For the purpose of this basic entry level program, I feel the best assessment of students performance is with the interaction of the student and the instructor. He should be evaluating the student's performance on a class by class basis, with immediate feedback with coaching or praise as needed, as the program progresses. If further instruction or attention is needed for any part of the course it will be given then. Students should know how they are doing after each class with the use of the lass Safety Certificate. This immediate feedback and telling the student where they stand will transfer nicely to the work environment that the students will encounter in the restaurant industry.

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