

**Subject Matter Expert Review**  
**TAACCCT Grant – Round 3**

Course: **CULN 231(Food Innovation)**

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Subject Matter Expert Credentials: Research Chefs Association Education Committee Co-Chair

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**Synopsis of Findings:**

Overall, the content of the class is on the higher order thinking skills of Bloom's taxonomy, using analytical, evaluation and creation skills. This is typical for a 4000-level university course. Without evidence of pre-requisites, it is hard to assess whether the students are sufficiently prepared prior to the start of this class, as the content is varied and in-depth across various food science domains.

**CULN 231-Culinary Innovation Center**

**1. COURSE OVERVIEW AND OBJECTIVES**

The overall design and purpose of the course is made clear to the student.

<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
1.1 The goals and purpose of the course are clearly stated.	X		
1.2 Expectations for student communication and behavior are clearly stated.	X		
1.3 Prerequisites and/or any required competencies are clearly stated.			X
1.4 The course learning objectives describe outcomes that are measurable.	X		



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1.5 The learning objectives are appropriately designed for the level of the course.		X	
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Comments: There were no prerequisites listed, therefore it was hard to ascertain what prior knowledge the students had before coming into this course.

<b>2. RELEVANCY</b>	Course materials clearly relate to the college-level companion course.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
2.1 Learning objectives mirror those of the college-level course.	X		
2.2 Activities and assignments provide clarification, practice, and/or scaffolding for college level assignments.	X		
2.3 Course sequencing coordinates with the college-level course.		X	

Comments: Food Product Development is typically taught as a 4000-level course in the undergraduate curriculum. Since this is from KCC, it is possible that the receiving institution may not accept it as equivalent without an articulation agreement.

<b>3. RESOURCES AND MATERIALS</b>	Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
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		



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Comments: Resources were excellent.

#### 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.

<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
4.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	X		
4.2 The course grading policy is stated clearly.	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 selected are sequenced, varied, and appropriate to the content being assessed.	X		
4.5 Students have multiple opportunities to measure their own learning progress.	X		

Comments: Documentation is clear and easy to assess.



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