



A.S. FOODSERVICE MANAGEMENT PRACTICUM RUBRIC EVALUATION

Instructions

The student-intern is expected to learn first by observing his/her workplace mentor and discuss the “how” and “why” of management activities performed. In the second week, the student-intern should be able to perform with supervision the skills expected of an entry-level employee. Once the student-intern has demonstrated the skill, he/she should gradually increase the amount of responsibility that they can manage well until they can handle the work load expected of an entry-level supervisor or manager. Workplace mentor should continue to monitor the student-intern’s performance to ensure that competencies are being demonstrated consistently.

The rubrics below are meant to assist mentors in objective rating of student competencies. Any tasks performed by students that received a rating of “Needs Improvement” must be repeated until the expected competency is achieved. The Culinary and Foodservice Department will evaluate areas where student-intern need improvement. Continuous quality improvement in program and course curricula are driven by these “needs improvement” data, if any.

The workplace mentor may designate other employees to direct the learning of student-intern, if needed. However, the workplace mentor is responsible for documenting that the student-intern has demonstrated entry-level competency.

Column 1	Column 2	Column 3	Column 4, 5, 6
	PROGRAM LEARNING OUTCOME DESCRIPTIONS	SUPERVISED PRACTICE ACTIVITIES	RUBRIC EVALUATION
	<ul style="list-style-type: none"> Each competency a student-intern is tied to a specific program learning outcome listed in this column. As the student-intern works on the competencies, please review and provide feedback of their completed written work that supports the attainment of the expected knowledge and skills. 	These activities and assignments were developed to meet the intended program learning outcomes and must be supervised by workplace mentor.	<p>The rubrics are meant to assist workplace mentors in an objective manner.</p> <p>A rating of <i>Needs Improvement</i> for any direction must be repeated until at least the Entry-Level is attained.</p> <p>If it applies, leave “Needs Improvement” checked</p> <p>The will evaluate areas where Interns need improvement.</p>

STUDENT-INTERN:	EMPLOYER:
TRAINING PERIOD: SU. FA. SP. YEAR:	SUPERVISOR/MENTOR:
REQUIRED NO. OF SUPERVISED HOURS:	TITLE:
	CONTACT NUMBER:

ITEM	PROGRAM LEARNING OUTCOME DESCRIPTIONS	SUPERVISED-PRACTICE ACTIVITIES	RUBRIC EVALUATION		
			<i>Note: Task that receive a rating of "Needs Improvement", must be repeated by the student until expected competency is achieved.</i>		
			<i>Needs Improvement – check box <input type="checkbox"/>, and REPEAT</i> <i>The Student-intern...</i>	<i>If expected competency is met, check <input type="radio"/> (Entry-level skill)</i> <i>The Student-intern...</i>	<i>If exceeds entry-level competency, check <input type="checkbox"/></i> <i>The Student-Intern...</i>
1	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	<u>Policies and Procedures</u> Student-intern should read and study the company's policy and procedures manual and respond to mentor's questions about key areas.	<i>Could not discuss or answer <input type="checkbox"/> questions regarding the department's Policy and Procedure Manual.</i>	<i>Adequately discussed or answered questions regarding the department's Policy and Procedure Manual. <input type="radio"/></i>	<i>Demonstrated a good understanding and discussed or answered questions regarding the department's Policy and Procedure Manual. <input type="checkbox"/></i>
2	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Student-intern identifies and discusses with the mentor the mission and goals of the department.	<i>Could not discuss or answer <input type="checkbox"/> questions regarding the department's mission and goals.</i>	<i>Adequately discussed or answered questions regarding mission and current goals of the department. <input type="radio"/></i>	<i>Demonstrated a good understanding and discussed or answered questions regarding mission and current goals of the department. <input type="checkbox"/></i>
3	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Student-intern observes, studies, and then describes for the mentor how components such as the menu recipes, forecasting, purchasing, receiving, and storage, food production and service, kitchen design and equipment, employee safety and productivity, revenue-generating services, food safety, and ware washing,	<i>Could not discuss or answer <input type="checkbox"/> mentor's-posed questions regarding how components function.</i>	<i>Adequately described for the Mentor how components of the operation function. <input type="radio"/></i>	<i>Demonstrated a good understanding how components of the operation function. <input type="checkbox"/></i>

		recycling and waste removal function as integral parts of a system.			
4	<p>PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY</p> <p>MODEL A CUSTOMER-ORIENTED WORK ETHIC</p>	<p><u>Job Routine</u></p> <p>Student-intern reviews job descriptions and job routines and work side-by-side with 3 non-managerial personnel for one entire shift each. Demonstrate customer-oriented work ethic in the performance of duty.</p>	<p>Could not or did not work <input type="checkbox"/></p> <p>side-by-side with each of 3 non-managerial employees for at least one entire shift and/or did not demonstrate customer-oriented work ethic.</p>	<p>Identified and discussed 5 things <input type="radio"/> learned after reviewing job routines and shadowing employees.</p>	<p>Successfully worked with 3. <input type="checkbox"/></p> <p>non-managerial personnel for one entire shift each and/or demonstrated customer-oriented work ethic in the performance of duty.</p>
5	<p>PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY</p>	<p>Student-intern lists and discusses with the mentor 5 things that he/she learned (e.g. procedures for acquiring food from the store room, reading and implementing production sheets, handling of guest orders, quality control techniques, making menu, serving customers, etc.)</p>	<p>Could not or did not list and discuss <input type="checkbox"/> with the mentor 5 things that he/she learned after reviewing job routines and shadowing employees.</p>	<p>Identified and discussed 5. <input type="radio"/></p> <p>things learned after reviewing job routines and shadowing employees.</p>	<p>Identified and discussed <input type="checkbox"/></p> <p>MORE than 5 things learned after reviewing job routines and shadowing employees.</p>
6	<p>PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY</p>	<p>Student-intern compares what was accomplished and what was listed in each employee's job description/routine and discussed comparison with the mentor. If differences occur, explain why these occurred.</p>	<p>Could not or did not list and compare what was accomplished with what was listed in the job description. <input type="checkbox"/></p>	<p>Compared what was <input type="radio"/></p> <p>accomplished with what was listed in the job description.</p>	<p>Compared what was and <input type="checkbox"/></p> <p>what was not accomplished to what was listed in the job description.</p>
7	<p>MODEL A CUSTOMER-ORIENTED WORK ETHIC</p>	<p>While working with department personnel, the student-intern must demonstrate attributes of a professional foodservice manager.</p>	<p>Could not or did not demonstrate professional attributes. <input type="checkbox"/></p>	<p>Demonstrated professional attributes in the workplace. <input type="radio"/></p>	<p>Served as a role model <input type="checkbox"/></p> <p>professional attributes in all areas of practice. in demonstrating professional attributes within various organizational cultures.</p>

8	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE FOODSERVICE INDUSTRY.	<p><u>Menu, Menu Engineering, and Cost Control</u></p> <p>List any items that do not meet the operation's cost guidelines.</p>	<p>Could not or did not list any <input type="checkbox"/> items that do not meet the department's cost guidelines and/or that present an opportunity to reduce production costs.</p>	<p>Listed three items that do not meet the operation's cost guidelines.</p>	<p>Listed more than three items that do not meet the operation's cost guidelines</p>
9	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE FOODSERVICE INDUSTRY.	<p>With the guidance and approval of the mentor, the student-intern determines and profitability and popularity of menu item using the principle of menu engineering.</p>	<p>Could not or did not determine <input type="checkbox"/> the profitability and popularity of menu items using the principle of menu engineering</p>	<p>Determined the profitability <input type="radio"/> and popularity of three menu items using the principle of menu engineering.</p>	<p>Determined the profitability <input type="radio"/> and popularity of menu items and listed more than three items that are least liked and why.</p>
10	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE FOODSERVICE INDUSTRY.	<p>Determine the actual food and labor costs for one day and/or compare this to the goals for food and labor costs established by the operation.</p>	<p>Could not or did not <input type="checkbox"/> determine the actual food and labor costs for one day and/or compare this to the goals for food costs established by the department.</p>	<p>Determined the actual food And labor costs for one day and/or compare this to the goals for food and labor costs established by the operation.</p>	<p>Determined the actual food and labor costs for a three day average and/or compare this to the goals for food and labor costs established by the operation.</p>
11	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE FOODSERVICE INDUSTRY.	<p>In writing, explain the reasons for each difference between what was planned and what actually occurred with regard to food and labor expenses for one day.</p>	<p>Could not or did not <input type="checkbox"/> Explain the reasons for difference between what was planned and what actually occurred with regard to food and labor expenses for one day.</p>		
12	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE	<p><u>Food and Nutrition</u></p> <p>Intern identifies any menus that do not meet nutritional guidelines and notes what is lacking or excessive.</p>	<p>Could not or did not identify <input type="checkbox"/> any menus that do not meet nutritional guidelines.</p>	<p>Identified menus that did not <input type="radio"/> meet nutritional guidelines.</p>	<p>Identified menus that did <input type="radio"/> not meet nutritional guidelines and in writing, suggest alternatives that would better meet nutritional guidelines.</p>

	FOODSERVICE INDUSTRY.	For any menus that do not meet nutritional guidelines, Intern suggests alternatives that would better meet nutritional guidelines. Intern provides a justification for each alternative suggested.			
13	MANAGE RESOURCES TO MAINTAIN FISCAL RESPONSIBILITY AS IT RELATED TO THE FOODSERVICE INDUSTRY.	Purchasing, Receiving, Storage, & Waste Management Identify and then discuss with your mentor how purchasing, receiving and storage, production and service, productivity, food safety, ware- washing, recycling and waste reduction and removal are managed to accomplish cost control objectives	<i>Could not or did not identify. □ and then discuss with the mentor how purchasing, receiving and storage, production and service, productivity, food safety, ware- washing, recycling and waste reduction and removal are managed to accomplish their designated functions.</i>	Identified and then discussed. ○ with the mentor how purchasing, receiving and storage, production and service, productivity, food safety, ware- washing, recycling and waste reduction and removal are managed to accomplish their designated functions.	Identified and then discussed. △ with the mentor how purchasing, receiving and storage, production and service, productivity, food safety, ware- washing, recycling and waste reduction and removal are managed to accomplish their designated functions and made suggestions for changes in at least one area.
14	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Participate as directed by your mentor in purchasing, receiving, storage, and waste management.	<i>Could not or did not participate as directed by mentor in purchasing, receiving, storage, and waste management. □</i>	Participated as directed by mentor in purchasing, receiving, storage, and waste management. ○	Actively participated as directed by mentor in purchasing, receiving, storage, and waste management. In writing, made recommendations to improve purchasing, receiving, storage, and waste management. △
15	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Describe facilities efforts and use of procedures for sustainability and to reduce waste and protect the environment. Identify and propose at least one additional opportunity to reduce waste and protect the	<i>Could not or did not describe procedures for sustainability.. □</i> <i>Could not or did not use procedures as appropriate to the practice setting to reduce waste and protect the environment. □</i>	In writing, proposed procedures. ○ as appropriate to the practice setting to reduce waste and protect the environment. Used procedures as appropriate. ○ to the practice setting to reduce waste and protect the environment.	In writing, proposed creative, workable and complete solutions to procedures as appropriate to the practice setting to reduce waste and protect the environment. △ Planned and participated in procedures as appropriate to the practice setting to reduce

		environment and provide relevant information for your Preceptor's consideration.	<i>Could not or did not identify <input type="checkbox"/> at least one additional opportunity to reduce waste and protect the environment and provide relevant information for your Preceptor's consideration.</i>		<i>waste and protect the environment.</i>
16	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Food and equipment safety and sanitation Conduct a food safety management review of the kitchen and/or the dining room facility.	Could not or did not conduct <input type="checkbox"/> and submit a food safety management review of the kitchen and/or dining facility.	<i>Conducted and submitted a food safety management of the kitchen and/or dining facility or areas directed by the mentor</i>	<i>Conducted and submitted a food safety management review of the kitchen and/or dining facility or areas directed by the mentor. In writing, noted areas or excellence and/or attention needed.</i>
17	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Learn to operate and clean a piece of foodservice equipment that you do not know how to use.	Could not or did not learn <input type="checkbox"/> to operate and clean a piece of foodservice equipment that Intern did not know how to use.	<i>Learned to operate and clean a piece of foodservice equipment that Intern did not know how to use.</i>	<i>Learned to operate and clean more than one piece of foodservice equipment that Intern did not know how to use</i>
18	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Conduct a sanitation audit using the facility's procedures or the form provided in CUL120 Kitchen Inspection Form.	Could not or did not <input type="checkbox"/> implement actions based on protocols or policies.	<i>Conducted a sanitation audit Based on protocols or policies</i>	<i>Conducted a sanitation audit and made suggestions for changes in at least one area.</i>
19	MODEL A CUSTOMER-ORIENTED WORK ETHIC	<u>Dining Room Service</u> As assigned by your mentor, work side by side with employees to serve hot item and cold items for guests while applying customer service skills. Discuss your experiences with your mentor.	Could not or did not work side <input type="checkbox"/> by side with employees to serve hot item and cold items to guests.	<i>Worked side by side with employees to serve hot and cold items to guests applying customer service skills. Discussed experience with the mentor.</i>	<i>Smoothly run a station by self with minimum supervision, while applying customers service skills. Discussed experience with the mentor.</i>

20	MODEL A CUSTOMER- ORIENTED WORK ETHIC	Assess guest order for accuracy ensuring quality standards are met. If not identify problems and discuss your suggested next steps.	<i>Could not or did not assess <input type="checkbox"/> guest order for accuracy or quality standards.</i>	<i>Assessed guest orders for accuracy and quality standards and in writing, identified problems and suggested appropriate next steps.</i>	<i>Assessed guest orders for accuracy and quality standards, and in writing identified problems and suggested appropriate next steps including ideas for implementation.</i>
21	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Critique the employee cafeteria, guest dining room, or kitchen operation – identifying in writing both the strengths and areas for improvement.	<i>Could not or did not critique <input type="checkbox"/> the employee cafeteria or dining room operation – identifying in writing both the strengths and areas for improvement.</i>	Critiqued the employee cafeteria or dining room operation – identifying in writing both the strengths and areas for improvement.	Critiqued the employee cafeteria or dining room operation – identifying in writing both the strengths and areas for improvement and made recommendations for constructive changes.
22	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Intern works side by side with an employee who supervises service of food for at least one entire shift.	<i>Could not or did not perform <input type="checkbox"/> supervisory functions for production of food that meets nutrition guidelines, cost parameters, and health needs.</i>		
23	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY MODEL A CUSTOMER- ORIENTED WORK ETHIC	Perform supervisory functions for service of food while modeling customer-oriented work ethic.	<i>Could not or did not perform <input type="checkbox"/> supervisory functions for service of food.</i>		
24	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Participate to the extent possible in the making and implementation of managerial decisions.	<i>Could not or did not participate <input type="checkbox"/> to the extent possible in the making and implementation of managerial decisions.</i>		

25	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	<p><u>Marketing</u></p> <p>As directed by your mentor, assist with marketing customer services. For example, create a poster or prepare and distribute flyers promoting new menu items, "meal deals," frequent buyer programs, or meals for special events.</p>	Could not or did not assist with marketing customer services. <input type="checkbox"/>	Assisted with marketing customer services.	Contributed to the planning of and assisted with marketing customer services.
26	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	<p><u>Management and Leadership</u></p> <p>Review job descriptions and routines of at least 3 managerial or supervisory personnel.</p>	.Could not or did not review. <input type="checkbox"/> job descriptions and routines of at least 3 managers or supervisors.	Reviewed job descriptions and routines of at least 3 management or supervisory personnel.	Identified those in need of Changes in job descriptions and routines of 3 management or supervisory personnel.
27	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Discuss with your mentor or a manager staffing, performance standards, employee scheduling, motivation, performance review, policies and procedures, staff development communications and management styles.	Could not or did not discuss staffing, performance standards, employee scheduling, motivation, performance review, policies and procedures, staff development communications and management styles.	Discussed staffing, performance standards, employee scheduling, motivation, performance review, policies and procedures, staff development communications and management styles.	Initiate improvements in staffing, performance standards, employee scheduling, motivation, performance review, policies and procedures, staff development communications and management styles and identified those in need of changes.
	MODEL A CUSTOMER-ORIENTED WORK ETHIC	Demonstrate active participation, teamwork and contributions in group settings	Could not or did not actively Participate and/or demonstrate interest in team discussion.	Actively participated in discussion of issues needing management attention.	Initiate discussion on important issues needing management attention.
28	MODEL A CUSTOMER-ORIENTED WORK ETHIC	Work side by side with each of two managers or supervisory for one entire shift.	Could not or did not satisfactorily work side by side with each of two managers for one entire shift <input type="checkbox"/>	Satisfactorily worked side by side with each of two managers for one entire shift.	Satisfactorily worked side by side actively and enthusiastically with each of two managers for one entire shift.

29	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Attend at least two meetings and take meeting minutes. Provide minutes for your mentor.	Could not or did not <input type="checkbox"/> Attend at least two meetings. Did not provide minutes of meeting.	Provide the mentor with adequate minutes from two meetings attended.	Provide the mentor with well formatted professionally written minutes from two meetings attended.	
30	PRIORITIZE FUNCTIONS WITHIN A COMPLEX WORK ENVIRONMENT, SUCH AS A FOOD FACILITY	Prepare a written report and present this report to your mentor and any other audience as determined by your mentor. The report must identify the strength and weaknesses of the operation, situational analysis with supporting data, and recommended goals to improve operation.	Did not prepare an accurate, <input type="checkbox"/> complete and well written report.	Prepared an accurate, complete, and written report and presented this report to the mentor and any other audience as determined by the mentor.	Prepared an accurate, complete, and written report and presented this report to the mentor and other audience as determined by the mentor and instructor.	
Supervised Hours				# of Rubrics "Needed Improvement"	Number of Rubrics met at	
Estimated Minimum Supervised Hours Required		Actual number of Supervised Hours			Entry Level	Exceeded Entry Level

Mentor's Comment: _____

Mentor Signature

Date

Student Signature

Date

