



## **ANNUAL DEGREE PROGRAM ASSESSMENT REPORT**

Program Name: Culinary Arts 2015-2016

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### **I. Quantitative Indicators**

- a. Discussion not required.

### **II. Analysis of the Program**

- a. Adopted and implemented the equipment safety rubric within the most, if not all, of the lab classes in the program. Will be offering and delivering the CULN 116 Culinary Sustainability Class in order to meet the ACFEFAC student competency requirements now built in to the programs curriculum. Strengthened lab courses in terms of competencies and reinforced the delivery of lab SLO's and Program PLO's. Articulation with Culinary PCC and in the process of aligning all courses within the UH Culinary Arts systems Statewide.
- b. If relevant, share a brief analysis for any Perkins Core Indicator not met.
  - i. N/A

### **III. Action Plan**

- a. PLO: The UHMC Culinary Arts Program has implemented an ongoing equipment safety checklist, along with standardized Livetext assessment rubrics. Livetext is a platform used by our Culinary Faculty to manage course assessment activity. The web-based system assess learner performance, allows for faculty collaboration along with allowing our students a platform. This platform makes it possible to help students organize the past and future learning experiences of their journey and through reflection, helps students sharpen the skills needed to achieve their learning goals.
- b. Program improvement: Our on-going improvements to streamlining and tracking of our PLO's and SLO's through the web-based software application of the Livetext system, has ensured our constant capturing data for the College and our accrediting body ACFEFAC. We have implemented an e-Portfolio project, through Livetext in our upper division classes that enables the students to
  - i. Develop multiple, customized, professional and personal portfolios with a variety of file types including audio, video, and image.



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- ii. Track growth and development of various skills.
- iii. Document all service learning, internship and field experiences outside the classroom.
- iv. Write reflective journals, projects, assignments, and other web-based documents for all learning experiences.

**IV. Resource Implications:**

- a. The campus budget process aligns with the State of Hawaii biennium budget timeline. The next UHMC budget process will be initiated at the beginning of fall semester 2017 for the next biennium. Mid-biennium requests should address a critical need submitted through your department chair. There are no requests at this period.

**V. DESCRIPTION TAB**

- a. The Maui Culinary Academy is a comprehensive educational program established to prepare students for success in the hospitality industry in Hawaii and beyond. As an exceptional, nationally accredited American Culinary Federation Educational Institution (ACFEI), we offer Certificates of Achievement (CA), Certificates of Competency (CO), and Associates of Applied Science (AAS) degrees in Culinary Arts and Baking.

**VI. P-SLOs CULN 160 Spring 2016**

- a. **PLOs**
  - i. **PLO-1.** Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.
  - ii. **PLO-2.** Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
  - iii. **PLO-5** Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.



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**VII. P-SLOs TAB**

**a. SLO's**

- i. **SLO-1** Trace and discuss the growth of the hospitality industry and the historical, social and cultural forces that have affected and shaped the industry of today.
- ii. **SLO-23** Describe and demonstrate knowledge and skills in various types of table service and settings incorporating the general rules of dining room service.
- iii. **SLO-24** Describe and demonstrate suggestive selling techniques incorporating proper guest check and cash handling procedures.

**VIII. Industry Validation (check all that apply):**

**a. Advisory Committee Meeting: Meeting October 28<sup>th</sup> 2015**

- i. Attendees: Lyndon Honda, Rick Woodford, Paula Hegele, Tylun Pang, Diane Haynes Woodburn, Craig Ericson, Stevie-Ray Walker, Noelle Bendell, Susan Peck, Tanya Doyle, Clarissa Logsdon, Douglas Paul, Tom Lelli, Craig Omori, Juli Umetsu, Dean Louie

**b. Did Advisory Committee discuss CASLO/PLO? Yes\_X\_ No\_\_**

**c. Fund raising activities/events**

- i. Noble Chef Fall 2015 (80,000)
- ii. Aipono Awards Dinner Spring 2016 (20,000)
- iii. Kapalua Wine Symposium Summer 2016 (5000)
- iv. Noble Chef Fall 2016 (still calculating approx.: 75,000)

**d. Provide program services that support campus and/or community**

- i. Sodexo Catering for Campus Needs
- ii. Women Helping Women
- iii. Big Island Chocolate Festival



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- iv. Hawaii Food and Wine Event 2015 & 2016
- v. Chaine de Rotisiers
- e. Outreach to public schools
  - i. UHMC Culinary Program DOE Visits
    - 1. King Kekaulike, Baldwin, Maui High
- f. Partner with other colleges, states and/or countries
  - i. The Culinary Programs across the state are linked through curriculum and articulation agreements.
- g. Partner with businesses and organizations
  - i. We have many industry partners, here are just a few: Fairmont Kea Lani, Four Seasons Maui, Guittard Chocolate Co, VIP Food Service, HFM Food Service, Ritz Carlton Kapalua, Maui No Ka Oi Magazine , Ulupalakua Winery, to name a few.

**IX. Expected level of Achievement:**

- a. For the PLO assessed, 100 % of students completing the assignment/course expected to meet expectations for the assignment/course.
  - i. Courses Assessed: CULN 160, 220 & 240
  - ii. Assessment strategy/Instrument/Evidence (check all that apply)
    - 1. Portfolio: Student Rubric
    - 2. Project: Equipment Checklist

**X. Results of program assessment:**

- A. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis .
  - i. The PLO's and SLO's assessed from the CULN 160 Spring 2016 showed that all students completed the assessments, and all were at least passing. Rubric included at the end of this document.



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- ii. CULN 220 a checklist has been included in our lab daily assessments, and have been attached in the document.
- B. Other comments:
  - i. CASLO Assessment: Critical Thinking (AY 2015-16) we used CULN 240 in our CASLO assessment.

CASLO assessment findings	Action plan to address findings
After reviewing the faculty report and samples of students work, the minimally passing sample demonstrates achievement of the critical thinking CASLO at the level appropriate for the degree.	<p>Working on ways to identify individual team members, instead of evaluating as a team.</p> <p>Independence, including learning from mistakes.</p> <p>As was pointed out, this is not always a luxury the program can afford since the students are learning in an environment where finished products are served to the public.</p> <p>Maybe it's worth asking at the next program meeting--how are students able to learn from mistakes? We also discussed the fact that the project was based</p> <p>On group work and how that can bring challenges to ensure that all students are developing skills, not just the more ambitious students.</p> <p>The instructor at the meeting described the thoughtful strategy used for the assignment to ensure that each student participates at a high level.</p>
Assuming that the samples of minimal and exemplary work represent the range of critical thinking skills students demonstrate in order to qualify for the degree, the students in the program	<p>The program might consider reviewing how critical thinking is developed progressively throughout the program.</p> <p>Students should grow from early learning experiences in which they largely follow</p>



<p>develop and demonstrate relevant critical thinking skills needed for graduates of the program.</p>	<p>instructions and directions to activities that ask them to think through challenges independently critically.</p> <p>The final assignment shows that the program expects students to develop critical thinking, but in might be interesting to map the level of critical thinking expectations students face in a typical journey through the program to see if skills develop in manageable increments of increasing challenge throughout the program.</p> <p>Next CASLO meeting will have been more fruitful with the participation of a current student or recent graduate. Also, as the advisory board member pointed out: "It's too bad more of the faculty are not here for benefit from this conversation." It would be great if more faculty were able to participate in future meetings.</p>
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#### **XI. Next steps:**

- a. The UH Maui Culinary Arts Program continues to move forward strengthening our core skill based program by constant assessment through Livetext, monitoring our PLO's and SLO's through this process, and continuing to strengthen our core competencies. We are embarking on a Statewide Curriculum Re-Map along with the other UH Culinary Programs in order to have a seamless articulation system wide. This entails tailoring all the program classes with the same numbers, SLO and competencies, to be exactly the same. This we feel with not only strengthen our program, it will make it easier for students and instructors to travel back and forth throughout the system. We know is that each Campus is unique, however, our constant attention to our own assessment remains continuous and vibrant. We continue to find new ways that work best for our program in terms of how we assess our students in an attempt to always make the program stronger and efficient.



- b. Our next meeting with our Advisory Committee will be held in just a few weeks, in which we shall discuss these items listed below:**
  - i. Curriculum Changes to 5 credits as opposed to 4,**
  - ii. TE's try and explain to the committee what this means.**
  - iii. Our assessment efforts and how we can best serve the student population**
  - iv. The excess of events that take away from our core mission:**
    - 1. UH Culinary Arts Program Mission Statement: First and foremost, our mission is to teach in a nurturing, student-centered environment. Our charge is to prepare our students for success in life and career by providing them foundational skills of our profession. We inspire our students to celebrate the diversity of food and cultures throughout the world and elevate their knowledge and appreciation of culinary arts.**

# Bakeshop Equipment Competency and Safety Checklist-2016 V3

by Teresa Shurilla

## Bakeshop

### Equipment Competency and Safety Rubric

	Pass (4.000 pts)	Fail-1 (0.000 pt)	Fail-2 (0.000 pt)	Fail-3 (0.000 pt)
<b>Ice Cream Machine</b> (1.000, 5%) HI-UHMC-COMP.C.FP1 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.14 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Food Processor</b> (1.000, 5%) HI-UHMC-COMP.C.FP1 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Knives</b> (1.000, 5%) HI-UHMC-COMP.C.FP1 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.14 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Safe Usage,Sharpening, Cleaning and Storage	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Blender</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-	Power on/off Controls, Safe Usage, Break Down/Cleaning and	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures



COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31 HI-UHMC-SLO.8	proper reassembly			
<b>Immersion Blender</b> (1.000, 5%) HI-UHMC- COMP.C.FP1 HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Mixer</b> (1.000, 5%) HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.17 HI-UHMC-SLO.31 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Convection Oven</b> (1.000, 5%) HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Rotating Rack Oven</b> (1.000, 5%) HI-UHMC- COMP.C.BB2 HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8				
<b>Bread Oven</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Electronic Deck Ovens</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Dutchess and Fortuna Bun Dividers:</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Proof Box</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

<b>Dough Sheeter</b> (1.000, 5%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Paco Jet</b> (1.000, 5%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Chocolate Tempreuese</b> (1.000, 5%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Stove Top Ranges/Convection Ovens:</b> (1.000, 5%) HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Trundel Kettle (Steam Jacket)</b> (1.000, 5%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

<b>Deep Fat Fryer:</b> (1.000, 5%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.17 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Vacuum Sealer</b> (1.000, 5%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

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## Standards

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- HI-UHMC-COMP.C.BB2** Identify equipment and utensils used in baking and discuss proper use and care.
- HI-UHMC-COMP.C.FP1** Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.
- HI-UHMC-COMP.C.FP6** Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.
- HI-UHMC-PLO.1** Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.
- HI-UHMC-PLO.2** Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
- HI-UHMC-PLO.4** Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.
- HI-UHMC-SLO.10** Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen, with emphasis on knife skills, and basic cooking methods, utilizing equipment and tools of the culinary trade.
- HI-UHMC-SLO.14** Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with

	emphasis on basic knife skills, meat fabrication and the basic cooking methods, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.17</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional bakery with an emphasis on function and ID of ingredients and the different mixing methods involved in the process, utilizing equipment and tools of the culinary trade
<b>HI-UHMC-SLO.28</b>	Identify and safely demonstrate culinary skills and practices in the professional kitchen with emphasis on short order cookery, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.29</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with emphasis on cooking methods, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.31</b>	Identify and use tools and equipment commonly found in a garde manger kitchen
<b>HI-UHMC-SLO.38</b>	Demonstrate proficiency in specialized bakery equipment and tools.
<b>HI-UHMC-SLO.8</b>	Identify and analyze safety issues, regulatory agency laws, OSHA (Occupational Safety and Health Administration) guidelines and safety standards as they apply to the hospitality industry



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# Equipment Competency Checklist-2015

by Teresa Shurilla

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## Equipment Competency Rubric - Spring 2015

	Pass (4.000 pts)	Fail-1 (0.000 pt)	Fail-2 (0.000 pt)	Fail-3 (0.000 pt)
<b>Food Processor</b> (1.000, 6%) HI-UHMC-COMP.C.FP1 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Knives</b> (1.000, 6%) HI-UHMC-COMP.C.FP1 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.14 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Safe Usage, Sharpening, Cleaning and Storage	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Blender</b> (1.000, 6%) HI-UHMC-COMP.C.BB2 HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Immersion Blender</b> (1.000, 6%) HI-UHMC-	Power on/off Controls, Safe Usage, Break	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

COMP.C.FP1 HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.31 HI-UHMC-SLO.8	Down/Cleaning and proper reassembly			
<b>Mixer</b> (1.000, 6%) HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.17 HI-UHMC-SLO.31 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Convection Oven</b> (1.000, 6%) HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Rotating Rack Oven</b> (1.000, 6%) HI-UHMC- COMP.C.BB2 HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Bread Oven</b> (1.000, 6%) HI-UHMC- COMP.C.BB2 HI-UHMC- COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8				
<b>Electronic Deck Ovens</b> (1.000, 6%) HI-UHMC-COMP.C.BB2 HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Dutchess and Fortuna Bun Dividers:</b> (1.000, 6%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Proof Box</b> (1.000, 6%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Dough Sheeter</b> (1.000, 6%) HI-UHMC-COMP.C.BB2 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.17 HI-UHMC-SLO.38 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures



<b>Convection Steamer</b> (1.000, 6%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Steam Jacket Kettle</b> (1.000, 6%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Stove Top Ranges/Convection Ovens:</b> (1.000, 6%) HI-UHMC-COMP.C.FP6 HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures
<b>Deep Fat Fryer:</b> (1.000, 6%) HI-UHMC-PLO.1 HI-UHMC-PLO.2 HI-UHMC-PLO.4 HI-UHMC-SLO.10 HI-UHMC-SLO.17 HI-UHMC-SLO.28 HI-UHMC-SLO.8	Power on/off Controls, Safe Usage, Break Down/Cleaning and proper reassembly	Not competent in one operating or safety procedures	Not competent in 2 operating or safety procedures	Not competent in 3 or 4 operating or safety procedures

## Standards

**HI-UHMC-COMP.C.BB2** Identify equipment and utensils used in baking and discuss proper use and care.

**HI-UHMC-COMP.C.FP1** Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.

**HI-UHMC-COMP.C.FP6** Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.

**HI-UHMC-PLO.1** Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service,

	and proper use of tools and equipment to produce and serve a variety of professional food items.
<b>HI-UHMC-PLO.2</b>	Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
<b>HI-UHMC-PLO.4</b>	Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.
<b>HI-UHMC-SLO.10</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen, with emphasis on knife skills, and basic cooking methods, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.14</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with emphasis on basic knife skills, meat fabrication and the basic cooking methods, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.17</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional bakery with an emphasis on function and ID of ingredients and the different mixing methods involved in the process, utilizing equipment and tools of the culinary trade
<b>HI-UHMC-SLO.28</b>	Identify and safely demonstrate culinary skills and practices in the professional kitchen with emphasis on short order cookery, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.29</b>	Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with emphasis on cooking methods, utilizing equipment and tools of the culinary trade.
<b>HI-UHMC-SLO.31</b>	Identify and use tools and equipment commonly found in a garde manger kitchen
<b>HI-UHMC-SLO.38</b>	Demonstrate proficiency in specialized bakery equipment and tools.
<b>HI-UHMC-SLO.8</b>	Identify and analyze safety issues, regulatory agency laws, OSHA (Occupational Safety and Health Administration) guidelines and safety standards as they apply to the hospitality industry

# CULN Student ePortfolio Template

by Juli Umetsu

Version 6 (Feb 1, 2016 2:41 PM)

edit to type YOUR NAME in this spot

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## Personal Statement

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Your portfolio is a summary of what you have learned in the UH Maui College Culinary Arts Program.

Use this section to tell a prospective employer who you are and what fuels your passion. It should be a paragraph in length - perhaps 3 - 4 sentences.

Add a professional photo of you - Chefs coat or Class Act Whites

## Professional Goals

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1. What is your dream job?
2. How do you expect to get there (ie what does your starting job look like?)

For example - if your dream job is to open your own French Bistro, perhaps your Professional Goals would include a job working in France, or perhaps working as a cook in an existing Bistro, learning more about wines by taking a wine tasting course or learning on the job with a mentor, working in the front of the house as a supervisor/manager etc.

## Resume

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copy & paste your resume into this section.

IN ADDITION

**add your resume as an attachment**

## **Experiences**

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### **Academic Coursework**

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**Add a list of your courses here (not just the course CRN #, but the TITLE of the course.)**

**Reflect on what you learned in this course that would be meaningful to an employer. Therefore, each course that you have completed you will write a short paragraph, ie 2-4 sentences, to reflect on what you learned.**

### **Employment**

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**Your resume already lists your employment, so you don't need to list your previous jobs here. In this section be reflective. Tell a potential employer what you learned at a particular job and how that will make you a stronger candidate for potential employment.**

**Add pictures of YOU WORKING at the job that your are reflecting**

**Add pictures of the MENU**

### **Internships**

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**add more detailed information on any internships that you have had.**

**Add pictures**

**Add a reflection**

**If you have already taken 293v you can attach (edited) journal entries here**

### **Culinary Events**

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**Aipono and Noble Chef**

**Add a picture of you working these events OR borrow a picture from an online website.**

**Reflect on what you learned working at these event/their importance**

## **Achievements & Honors**

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### **Academic Achievements / Honors**

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**In this section, place scholarships/awards or achievements that you have earned at UHMC or other institutions. Insert pictures of your award if appropriate**

### **Certifications**

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**In this section, place ANY certifications that you have earned. Here is a sample list of things that might be included here (IF you earned them):**

**OPEN TABLE CERTIFICATE**

**SERVE SAFE CERTIFICATE**

**CERTIFICATES FROM FIRST 6 COURSE WORK**

**PURCHASING CERTIFICATE**

**FIRST AID TRAINING**

**In addition - be sure to write a short reflection on WHY this certificate is important to you or a perspective employer and/or why this will make you a better prepared employee.**

**Take pictures of your certificates and attach them below in the Image location.**

## Community Service

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### Name of Community Service project and Date

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In this section, reflect on what you learned while working at this event. How did working at this event help make you a stronger culinarian? Add details! Add photos!

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### Name of Community Service project and Date

---

In this section, reflect on what you learned while working at this event. How did working at this event help make you a stronger culinarian? Add details! Add photos!

## My Work Samples

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### CULN 220 - Advanced Cookery

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**ADD A PICTURE AND A REFLECTION** about your final project for this course. You can attach your final written project as well as photos of your dish. What did you learn? Why is this important to you as well as to future employers?

### Garde Manger

---

**ADD A PICTURE AND A REFLECTION** about your final project for this course. You can attach your final written project as well as photos of your group competition. What did you learn? Why is this important to you as well as to future employers?

### Advanced Baking

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**ADD A PICTURE AND A REFLECTION** about your final wedding cake project for this course. You can attach your final written project as well as photos of your wedding cake. What did you learn? Why is this important to you as well as to future employers?

## Batch Cookery

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**ADD A PICTURE AND A REFLECTION** about your final project for this course. You can attach your final written project as well as photos of your dish. What did you learn? Why is this important to you as well as to future employers?

## Short Order Cookery

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**ADD A PICTURE AND A REFLECTION** about your final project for this course. You can attach your final written project as well as photos of your dish. What did you learn? Why is this important to you as well as to future employers?

## Purchasing

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**ADD A PICTURE AND A REFLECTION** about your final project for this course. You can attach your youtube video that your group completed into this section.



Created with LiveText - [livetext.com](https://www.livetext.com)



## Faculty Report on CASLO Evidence--Critical Thinking

Program:

**Response**

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Culinary Arts

Course:

**Response**

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CULN 240

### **Instructor's report on the exemplary sample:**

*For each relevant outcome, please briefly describe your assessment of the student's work; identify elements or characteristics that establish the skill level.*

Outcome 5.1: Identify and explain problems or issues (exemplary sample)

**Response**

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In this course, students learn several techniques and practice skills that are necessary to executing a professional catered buffet. In this assignment, the student identifies that the successful execution of this event hinges on how the menu is developed and designed. The student identifies the need for the catered event to have 6 different dishes that are relative to event's theme and client's tastes preferences all while working with the given budget, time and equipment available.

Outcome 5.2: Investigate multiple solutions and perspectives (exemplary sample)

**Response**

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In this case, all 6 of the successful dishes that the student used on the menu were the result of a planning process that required exploring multiple dishes while only selecting the best. During menu planning process, the student compiled several (in excess of 20) proposed dishes that all meet the criteria for the event menu.

Outcome 5.3: Scrutinize and interpret evidence, arguments, and/or proposed solutions (exemplary sample)

**Response**

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The student would select the strongest (relative to the menu criteria) of the dishes to practice in class. The prepared dishes are then scrutinized for appearance, taste, practicality and cost effectiveness. At this stage the student would seek the opinions of the chef instructor as well as classmates to gather feedback that would help in the final selection of dishes to be put on the menu.

Outcome 5.4: Analyze assumptions and context (exemplary sample)



## Response

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While designing the menu, the student takes in to account his/her own preferences when it comes to tastes, textures and presentation. In this case, the student realizes that he/she will typically use more of a particular set of ingredients than his/her peers and chef instructor. With this understanding, the student can then make adjustments to the dishes to suit the palette of others using his/her own preference as a benchmark.

Outcome 5.5: Synthesize evidence and perspectives (exemplary sample)

## Response

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Similar to 5.3, the student will practice the selected dishes once again and seek feedback from the chef instructor. The focus of the chef instructor's critique this time will be focused on aspects of the dishes where improvements are or are not necessary.

Outcome 5.6: Formulate conclusions or solutions (exemplary sample)

## Response

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The student will finalize the menu for the buffet event while carefully taking in to consideration the preferences of the proposed clients as well as the financial, time and equipment limitations.

## Instructor's report on the minimally passing sample:

*For each relevant outcome, please briefly describe your assessment of the student's work; identify elements or characteristics that establish the skill level.*

Outcome 5.1: Identify and explain problems or issues (minimal sample)

## Response

---

In this assignment, the student identifies the need to create a menu for a catered buffet event. The student understands that the catered event must have 6 different dishes that are relative to event's theme and client's tastes preferences all while working with the given budget, time and equipment available.

Outcome 5.2: Investigate multiple solutions and perspectives (minimal sample)

## Response

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The student compiles 6-12 dishes that suit the menu criteria.

Outcome 5.3: Scrutinize and interpret evidence, arguments, and/or proposed solutions (minimal sample)

## Response

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The student presents the dish concepts to the chef instructor and peers in order to get feedback and better select final menu dishes.

Outcome 5.4: Analyze assumptions and context (minimal sample)

## Response

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While designing the menu, the student takes in to account his/her own preferences when it comes to tastes, textures and presentation. While several dishes on the menu will suit this student's preferences, some dishes are intentionally developed to be appealing to the proposed clients of this event.

Outcome 5.5: Synthesize evidence and perspectives (minimal sample)

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**Response**

The student will practice the selected dishes and seek feedback from the chef instructor. The student will then decide whether or not to make adjustments to dishes based on the instructor feedback.

Outcome 5.6: Formulate conclusions or solutions (minimal sample)

---

**Response**

The student will finalize the menu for the buffet event while taking in to consideration the preferences of the proposed clients as well as the financial, time and equipment limitations.

**Instructor's report on course work:**

*To provide context for discussion of the student work, please briefly describe course work that prepares students to demonstrate each relevant outcome on the CASLO rubric.*

Outcome 5.1: Identify and explain problems or issues (course work)

---

**Response**

In the case of this assignment, I've realized that I actually identify and explain many of the problems for the student. The assignment has strict guidelines and boundaries established for the students prior to the start.

Outcome 5.2: Investigate multiple solutions and perspectives (course work)

---

**Response**

During the course of the class, students are given several opportunities to go through a culinary "brain storming" process where I lead the class in coming up with a theme for the event. Students are given the guidelines to a process that promotes the free flowing creation of several ideas prior to becoming more critical and scrutinizing. This is the stage in the process that allows for several solutions to be investigated.

Outcome 5.3: Scrutinize and interpret evidence, arguments, and/or proposed solutions (course work)

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**Response**

Once we, as a class, have several ideas or concepts established, we delve deeper in to how each of these concepts will fit within the established financial, time and facility parameters.

Outcome 5.4: Analyze assumptions and context (course work)

---

**Response**

As this class is constantly preparing foods with the goal of having students practice technique as well as palette development (taste), they are constantly analyzing their own preferences in comparison with their peers and other chef instructors.

Outcome 5.5: Synthesize evidence and perspectives (course work)

## Response

Similarly to 5.4, the students are constantly synthesizing (cooking) evidence (food) as well as getting constant feedback from a variety of perspectives (peers and chefs).

Outcome 5.6: Formulate conclusions or solutions (course work)

## Response

Menu development is practiced in the culinary program starting in the 100 level courses. This course continues to require students to develop menus a throughout the semester during lab practical assessments and team challenges. By the time this final capstone project is assigned, the students have gone through this creative process at least 4 times in the CULN 240 course alone (Composed Salad Practical, Hors D'oeuvre Practical, Charcuterie Practical, and Event Theme Selection).

## Instructor's Report on Success Rate:

Of the students enrolled in your course at end of the first week of the semester, what percentage passed this assessment with a grade of "C" or better?

## Response

93

Please let us know if you have shared each of the following along with this report:

	Yes	No
A sample of exemplary student work	100.0%	0.0%
A sample of minimally passing student work	0.0%	100.0%
Instructions for the assignment (as presented to students)	100.0%	0.0%
A rubric used to determine a grade for this assignment	100.0%	0.0%

Please share why the minimally passing sample is not included.

## Response

All the students that have participated in this project this past semester (FA16) scored in the 90% or above. A description of minimally passing work could be taken from the provided rubric by reading criteria from the 3 (Good) and 2 (Adequate) columns.

Exemplary Sample Plate:



Exemplary Sample Buffet:



## CULN 240 – Buffet Capstone Project

This project is designed to provide culinary students the opportunity to plan and execute a catered buffet event. The learning outcomes for this project are:

- Menu design and recipe development
- Buffet design, set-up and maintenance
- Food cost and portion control
- Time management and station organization

Each group will develop and execute a menu that is relevant to the selected theme consisting of:

- 1 Charcuterie item with an appropriate sauce
- 2 Composed Hors D' Oeuvres
- 2 Side Salads
- Platter Display of one of the following (Chef to determine): Fruit, Cheese, Crudite, Grilled & Marinated Vegetables, Assorted Breads and Crackers
- 1 Plated Action Station item (appetizer)

Groups should:

- Make menu items appropriate with station's theme.
- Plan on portioning food items for 100 guest (plan for 10% over).
- Plan on working within a \$250 budget.

The Buffet Assessment Rubric can be found in the “Resources” section on Laulima.

Name: _____						Total Score: <b>66</b>	96%
<b>Features</b>						<b>Score</b>	<b>68</b>
<b>Menu</b>	<b>4 (Excellent)</b>	<b>3 (Good)</b>	<b>2 (Adequate)</b>	<b>1 (Needs Work)</b>	<b>0 (Not apparent)</b>	<b>12</b>	<b>12</b>
Creativity & Originality	Several creative design elements	1 or 2 creative design elements	appropriate design elements	creative design elements needs revision	no creative design apparent	4	
Theme Adherence	All (6) items on menu are easily/clearly associated with theme	Most (5) items on menu are easily/clearly associated with theme	Some (4) items on menu are easily/clearly associated with theme	Few (2-3) items on menu are easily/clearly associated with theme	Dishes on menu not clearly associated with theme	4	
Flavor Composition	All (6) items on menu use appropriate flavor and ingredient combinations	Most (5) items on menu use appropriate flavor and ingredient combinations	Some (4) items on menu use appropriate flavor and ingredient combinations	Few (2-3) items on menu use appropriate flavor and ingredient combinations	Dishes on menu created without appropriate flavor and ingredient combinations in mind	4	
<b>Buffet Line</b>						<b>12</b>	<b>12</b>
Appearance	Highly professional design and presentation of food items	Professional design and presentation	Average design and presentation	Improvement to design and presentation needed	Sloppy, poor presentation, no visual design	4	
Practicality /Efficiency	All food items presented and served with proper utensils, direction of buffet line easily determined	Most (all but 1-2) food items presented and served with proper utensils, direction of buffet line determined with some instruction	Some (all but 3-4) food items presented and served with proper utensils, direction of buffet line not easily determined	A few (all but 5-6) food items presented and served with proper utensils, direction of buffet line not determined without instruction	All food items were not presented and served with proper utensils, no apparent direction of buffet	4	
Maintenance	All food items replenished in a timely and professional manner, buffet line clear of all unnecessary items (used plates, napkins, foods, etc..)	Most (1 exception) food items replenished in a timely and professional manner, buffet line mostly clear of (1 exception) unnecessary items (used plates, napkins, foods, etc..)	Some (2 exceptions) food items replenished in a timely and professional manner, buffet line collected some (2) unnecessary items (used plates, napkins, foods, etc..)	3-4 food items not replenished in a timely and professional manner, buffet line collected 3-4 unnecessary items (used plates, napkins, foods, etc..)	5 or more food items not replenished in a timely and professional manner, buffet line collected unexceptable amounts of (5 or more) unnecessary items (used plates, napkins, foods, etc..)	4	
<b>Execution</b>						<b>21.5</b>	<b>24</b>
Charcuterie and Sauce	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjusment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and innaproriate flavor	3	Poor texture

Composed Hors'doeuvre 1	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjustment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and inappropriate flavor	3.5	Portion too big
Composed Hors'doeuvre 2	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjustment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and inappropriate flavor	3	Lacking seasoning
Salad 1	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjustment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and inappropriate flavor	4	
Salad 2	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjustment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and inappropriate flavor	4	
Action Station Appetizer	Prepared to appropriate doneness, visual specifications and flavor	Minor adjustments needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 2 aspects of dish or significant adjustment needed to 1 aspect of dish (doneness, appearance or flavor)	Minor adjustments needed to 3 aspects of dish or significant adjustment needed to 2 aspects of dish (doneness, appearance or flavor)	Significantly over or under cooked, appearance unappetizing and inappropriate flavor	4	
<b>Behavior</b>	<b>4 (Excellent)</b>	<b>3 (Good)</b>	<b>2 (Adequate)</b>	<b>1 (Needs Work)</b>	<b>0 (Not apparent)</b>	<b>20</b>	<b>20</b>
Time Management	Line set up within time parameters stated	Line set up within 5 minutes of time parameters stated	Line set up within 10 minutes of time parameters stated	Line set up within 15 minutes of time parameters stated	Line set up late, within over 20 minutes of time parameters stated	4	
Mis en Place (organization)	Prep, station,& equipment all well organized	Prep, station,& equipment mostly well organized	Prep, station,& equipment somewhat organized	Prep, station,& equipment not well organized	No organization apparent	4	

Professional Appearance	All grooming and dress code rules followed	Most grooming and dress code rules followed	Some grooming and dress code rules followed	Insufficient grooming and dress code rules followed	Good grooming & dress code not apparent	4
Sanitation Procedures	Sanitization procedures exceeded & used correctly.	Sanitation procedures followed & used correctly.	Most sanitation procedures followed & used correctly.	Several sanitation procedures not followed.	Sanitation procedures not apparent	4
Professional Conduct	Professional demeanor observed at all times	Minor improvement to professional demeanor	Professional demeanor observed most of the time	Some lapses in professional demeanor	Major lapses in professional demeanor	4