

**Form 13**  
**University of Utah - Department of Parks, Recreation, and Tourism**  
**PRT 3800 / 4828: Cooperative Education II**  
**Final Student Performance Assessment**

Instructions: Please assess the student in comparison to others you have worked with of similar academic level. Your responses will be kept confidential and used for the purpose of student grading and programmatic evaluation. Each performance assessment will determine five percent of the student's internship grade, so please answer each question as honestly as possible. It may also prove helpful to spend a few moments reviewing the completed performance assessment with the student intern prior to submission.

Student's Name: Katie Sikkema Date: 7/31/14

Employer: Red Butte Gardens

**Section I: Student Background Information**

- |   |   |  |
|---|---|--|
| <b>1. ACADEMIC EMPHASIS</b>   | <b>2. SEMESTER OF PLACEMENT</b>                     | <b>3. LENGTH OF PLACEMENT</b>                        |
| <input type="checkbox"/> Adventure and Outdoor Programs                   | <input checked="" type="checkbox"/> Summer Semester | <input type="checkbox"/> Mid-Semester Assessment     |
| <input type="checkbox"/> Therapeutic Recreation                           | <input type="checkbox"/> Fall Semester              | <input checked="" type="checkbox"/> Final Assessment |
| <input type="checkbox"/> Hospitality Management                           | <input type="checkbox"/> Spring Semester            |  |
| <input checked="" type="checkbox"/> Sustainable Tourism Management        |   |  |
| <input type="checkbox"/> Commercial Recreation Management                 |   |  |
| <input type="checkbox"/> Community Recreation and Sport Management        |   |  |
| <input type="checkbox"/> Natural Resources Recreation Planning Management |   |  |

**Section II: Performance Assessment**

- |  |   |   |
|--|---|---|
| <b>4. APPEARANCE</b>   | <b>5. TEAMWORK</b>  | <b>6. INITIATIVE</b>  |
| <input checked="" type="checkbox"/> Well-groomed appearance        | <input checked="" type="checkbox"/> Works very well with others | <input checked="" type="checkbox"/> Seeks out additional responsibility |
| <input type="checkbox"/> Acceptable appearance                     | <input type="checkbox"/> Gets along satisfactorily w/ others    | <input type="checkbox"/> Completes assigned responsibilities            |
| <input type="checkbox"/> Needs improvement                         | <input type="checkbox"/> Needs improvement                      | <input type="checkbox"/> Needs improvement                              |
| <b>7. SELF-CONFIDENCE</b>  | <b>8. JUDGEMENT</b>   | <b>9. DEPENDABILITY</b>   |
| <input checked="" type="checkbox"/> Self-confident                 | <input checked="" type="checkbox"/> Makes appropriate decisions | <input checked="" type="checkbox"/> Very dependable                     |
| <input type="checkbox"/> Usually self-confident                    | <input type="checkbox"/> Usually makes the right decision       | <input type="checkbox"/> Usually dependable                             |
| <input type="checkbox"/> Needs improvement                         | <input type="checkbox"/> Needs improvement                      | <input type="checkbox"/> Needs improvement                              |
| <b>10. MATURITY</b>  | <b>11. ABILITY TO LEARN</b>                                     | <b>12. PROBLEM SOLVING</b>  |
| <input checked="" type="checkbox"/> Very mature                    | <input checked="" type="checkbox"/> Learns new skills quickly   | <input checked="" type="checkbox"/> Solves problems independently       |
| <input type="checkbox"/> Mature                                    | <input type="checkbox"/> Average ability to learn new skills    | <input type="checkbox"/> Needs help solving most problems               |
| <input type="checkbox"/> Needs improvement                         | <input type="checkbox"/> Needs improvement                      | <input type="checkbox"/> Needs improvement                              |
| <b>13. QUALITY OF WORK</b>   | <b>14. WRITTEN COMMUNICATION</b>                                | <b>15. VERBAL COMMUNICATION</b>   |
| <input checked="" type="checkbox"/> Regularly exceeds expectations | <input checked="" type="checkbox"/> Strong communication skills | <input checked="" type="checkbox"/> Strong communication skills         |
| <input type="checkbox"/> Regularly meets expectations              | <input type="checkbox"/> Satisfactory communication skills      | <input type="checkbox"/> Satisfactory communication skills              |
| <input type="checkbox"/> Needs improvement                         | <input type="checkbox"/> Needs improvement                      | <input type="checkbox"/> Needs improvement                              |
| <b>16. ATTENDANCE</b>  | <b>17. PUNCTUALITY</b>  | <b>18. PROFESSIONALISM</b>  |
| <input checked="" type="checkbox"/> Regular                        | <input checked="" type="checkbox"/> Very punctual               | <input checked="" type="checkbox"/> Very professional                   |
| <input type="checkbox"/> Irregular                                 | <input type="checkbox"/> Usually punctual                       | <input type="checkbox"/> Usually professional                           |
| <input type="checkbox"/> Needs improvement                         | <input type="checkbox"/> Needs improvement                      | <input type="checkbox"/> Unprofessional                                 |

19. Have you noticed that the student is particularly strong or lacking in any of the areas listed in the previous section (Section II)?

*Katie has been great! She has a very positive attitude and works well with our team. Katie is also very dependable and is willing to do whatever needs to be done. We hope to keep her on staff well beyond this internship.*

**Section III: Performance Summary**

20. How would you rate this student's overall performance compared to others you have worked with of similar academic level?

- 5 - Much more than acceptable (Significantly above criteria required for successful job performance).  
 4 - More than acceptable (Generally exceeds criteria relative to quality and quantity of behavior required).  
 3 - Acceptable (Meets criteria relative to quality and quantity of behavior required).  
 2 - Less than acceptable (Generally does not meet criteria relative to quality and quantity of behavior required).  
 1 - Much less than acceptable (Significantly below criteria required for successful job performance).

21. Would you recommend this student for permanent, full-time employment?  Yes  No

22. Please list anything which you feel the Department of Parks, Recreation, and Tourism could do to better prepare our students and make them more valuable to your organization:

This report has been discussed with the student intern:  Yes  No

Internship Supervisor (please print): Derrek Hanson Title: Director of Events & Visitor Services  
Internship Supervisor (signature): *Derrek Hanson* Date: 7/31/14

Please mail or fax the completed performance assessment form to Steve Bell, University of Utah, Department of Parks, Recreation, and Tourism, 250 S. 1850 E., Rm 200, Salt Lake City, Utah 84112; FAX (801) 581-4930.