

Form 11
University of Utah - Department of Parks, Recreation, and Tourism
PRT 3800/ 4828: Cooperative Education II
Mid-Term 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: 6/16/14

Employer: Red Butte Garden

Section I: Student Background Information

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

Section II: Performance Assessment

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

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:

My only suggestion would be to have prospective interns approach our department by Feb or March if they want to be considered for a position here. We try to have our full seasonal staff on board by March so that we have some time to train before the weather breaks and our spring season starts.

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

Internship Supervisor (please print): Derrek Hanson Title: Director of Events and Visitor Services

Internship Supervisor (signature): Derrek Hanson Date: 6/16/14

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.