

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: Tyler Teran **Date:** 6/4/2013

Employer: VacationRoost

Section I: Student Background Information

1. ACADEMIC EMPHASIS <input type="checkbox"/> Adventure and Outdoor Programs <input type="checkbox"/> Therapeutic Recreation <input checked="" type="checkbox"/> Hospitality Management <input 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	2. SEMESTER OF PLACEMENT <input checked="" type="checkbox"/> Summer Semester <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	3. LENGTH OF PLACEMENT <input checked="" type="checkbox"/> Mid-Semester Assessment <input type="checkbox"/> Final Assessment
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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 type="checkbox"/> Seeks out additional responsibility <input checked="" type="checkbox"/> Completes assigned responsibilities <input type="checkbox"/> Needs improvement
7. SELF-CONFIDENCE <input type="checkbox"/> Self-confident <input checked="" 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 type="checkbox"/> Very mature <input checked="" 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 type="checkbox"/> Regularly exceeds expectations <input checked="" 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 type="checkbox"/> Very punctual <input checked="" 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)?

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?

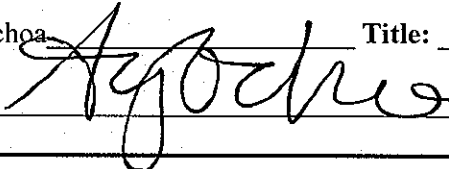
- 5 - Much more than acceptable (Significantly above criteria required for successful job performance).
- 4 - More than acceptable (Generally exceeds criteria relative to quality and quantity of behavior required).
- X 3 - Acceptable (Meets criteria relative to quality and quantity of behavior required).
- 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? X 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: X Yes No

Internship Supervisor (please print): Amy Ochoa Title: Marketing Manager

Internship Supervisor (signature):  Date: 6/4/13

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.