Columbia College
STUDENT PERFORMANCE REVIEW
Professional Program Co-op Education/Practicum Placements

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are *essential* or *mandatory*.
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

Student Name: _____

Introduction:

In completing this performance review, the goal is that the student, faculty, and supervisor will gain a clear picture of the strengths and limitations of the student's co-operative education/practicum performance. The successful completion of the co-operative education/practicum constitutes a beginning level of competence in a profession or field of work.

The final responsibility for determining whether or not the student has successfully completed a co-operative education/practicum is the student's supervisor at the College. It is Columbia College's intention that this performance review will help the student identify areas for future development and growth.

Section 1 relates to generic College-based competencies.
Section 2 program based evaluation relates to program or professional-body-based competencies.

Please rate the student on each characteristic below using the following scale:
5 = Exceptional performance demonstrating consistency all the time
4 = Very good performance demonstrating consistency majority of the time
3 = Good performance usually demonstrating consistency
2 = Marginal performance demonstrating very little consistency
1 = Poor performance with no consistency
N/A = not applicable

> To be filled out by Program Chair or Practicum Coordinator:
> Midterm □   Final □   Complete □
> Program Chair /Practicum Coordinator Signature:

SECTION 1 - GENERIC SKILLS

1. Workplace Behaviour

1.1	Approaches work in a professional, pleasant, co-operative, and positive way and presents a professional appearance regarding dress and hygiene.	5	4	3	2	1	N/A
1.2	Treats others in an equal, fair and just manner regardless of race or cultural origin and speaks to others in a sincere, respectful, and polite manner.	5	4	3	2	1	N/A
1.3	Displays appropriate level of self confidence and offers support, assistance, and help to others when appropriate.	5	4	3	2	1	N/A
1.4	Maintains a positive attitude, energy and drive and motivation to learn and grow.	5	4	3	2	1	N/A
1.5	Handles constructive criticism in a proper manner and learns from it.	5	4	3	2	1	N/A
1.6	Effectively deals with change and unexpected situations as well as handles stress in an appropriate manner.	5	4	3	2	1	N/A
1.7	Deals with negative situations in a proper manner. (conflict resolution)	5	4	3	2	1	N/A
1.8	Demonstrates physical ability to keep up with the demand of work and maintains a properly organized work area.	5	4	3	2	1	N/A
1.9	Demonstrates behaviour that contributes to a safe and secure work environment.	5	4	3	2	1	N/A
1.10	Displays genuine interest in the needs of customer/patient, etc.	5	4	3	2	1	N/A
1.11	Selects most appropriate tools (equipment, devices) to complete a task and uses supplies and resources in an appropriate manner.	5	4	3	2	1	N/A
1.12	Functions well with limited level of supervision yet understands one's limitations and seeks appropriate assistance.	5	4	3	2	1	N/A
1.13	Supports and/or contributes to continuous improvement and is committed to quality and takes pride in one's work.	5	4	3	2	1	N/A

2. Computer Literacy

2.1	Uses computers to effectively communicate, manage data, and process information.	5	4	3	2	1	N/A
2.2	Demonstrates competence in the use of occupation-specific technologies which operate on computers.	5	4	3	2	1	N/A
2.3	Applies computing skills to new situations and environments.	5	4	3	2	1	N/A

3. Communication

3.1	Uses appropriate vocabulary, concepts, numbers, symbols, and charts that are appropriate to the occupation/position.	5	4	3	2	1	N/A
3.2	Communicates effectively using written, spoken, visual and/or media formats that are appropriate to purpose, situation and audience needs.	5	4	3	2	1	N/A
3.3	Displays effective interpersonal skills through listening, establishing rapport, and monitoring non-verbal signals while demonstrating respect for self and others.	5	4	3	2	1	N/A

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Approved by: Tom Snell
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4.	**Group Effectiveness**						
4.1	Communicates effectively in a group setting by actively listening as well as giving and receiving feedback in a proper manner.	5	4	3	2	1	N/A
4.2	Accepts and demonstrates personal responsibility for the success of a group.	5	4	3	2	1	N/A
4.3	Personally displays the ability to be an effective group member by being open, flexible, respectful of others and accepting of diversity.	5	4	3	2	1	N/A
4.4	Demonstrates an understanding of group processes by participating in specific group tasks and by building relationships to support group success.	5	4	3	2	1	N/A
5.	**Information Retrieval and Evaluation**						
5.1	Identifies what information is required in a given situation and then identifies where it will be found.	5	4	3	2	1	N/A
5.2	Identifies relevant sources of information and generates search methods in order to complete an effective search.	5	4	3	2	1	N/A
5.3	Evaluates the quality of the information acquired (source, currency, accuracy, authenticity) and organizes it in order to assess its completeness. In addition, notes the sources of the information using a recognized format.	5	4	3	2	1	N/A
6.	**Problem Solving and Decision Making**						
6.1	Identifies and considers underlying beliefs, values, and parameters when assessing a situation or problem.	5	4	3	2	1	N/A
6.2	Reviews current knowledge and then analyzes and evaluates this information in order to conclude a worthwhile or innovative solution to a problem or challenge.	5	4	3	2	1	N/A
6.3	Breaks down a complex problem into its basic elements and examines connections to the elements.	5	4	3	2	1	N/A
6.4	Achieves goals using objective thought processes to solve problems and overcome obstacles.	5	4	3	2	1	N/A
6.5	Identifies and weighs alternatives in order to make an appropriate decision that is defensible.	5	4	3	2	1	N/A
7.	**Ethical Reasoning**						
7.1	Demonstrates awareness of one's own values and beliefs and recognizes and understands others have a right to their own values and beliefs.	5	4	3	2	1	N/A
7.2	Accepts diversity and diverse points of view from a wide range of individuals.	5	4	3	2	1	N/A
7.3	Examines various assumptions and connections among beliefs, decisions, actions and consequences from a variety of perspectives (individual, community, national, and global).	5	4	3	2	1	N/A
7.4	Analyzes and discusses issues from ethical perspectives and applies ethical principles and frameworks in making a decision.	5	4	3	2	1	N/A

SECTION 2 – SPECIFIC SKILLS

(Department personnel should, if possible, list specific duties and/or responsibilities assigned to the student during this placement.)

1.	5	4	3	2	1	N/A
2.	5	4	3	2	1	N/A
3.	5	4	3	2	1	N/A
4.	5	4	3	2	1	N/A

SECTION 3 – OPEN-ENDED STATEMENTS

Was the student absent or late during the practicum?
Yes _____   No _____   If yes, how much time was missed? _____
Did the student call in, to say they would be absent or late?
Yes _____   No _____   Comments: _____

Please briefly describe what impresses you most about the above named student: _____

Please briefly describe one or more things the student could do to improve: _____

Other comments or suggestions: _____

SECTION 4 – Signatures below indicate this performance review has been read and discussed between the employer and the student..

Employer   **Student**

Name (print): _____   Name (print): _____

Signature: _____   Signature: _____

Position: _____   Position: _____

Organization: _____   Organization: _____

Date: _____   Date: _____