



## Quality of Instruction

### Evaluation Rubric

<u>Area to Assess</u>	<u>Role Model</u>	<u>Acceptable</u>	<u>Conditional</u>	<u>Reasons for Concern</u>	<u>NOTES:</u>
<b>Experience in Event Production</b>	Instructor has significant (paid) experience in event production	Instructor has some experience in event management	Instructor has some experience in event roles	Instructor has no experience in event roles, not even on campus with student events	We expect some "Academics" may not have significant experience that is still acceptable if they have other academic qualifications. (See other sections herein)
<b>Education/Certification in Event Production/Level of Activity in Greater Event Community</b>	Instructor has significant evidence of education/certification and is active in the "Events Community"	Instructor has some level of education/certification and has participated in the "Events Community"	Instructor has some level of education/certification BUT is not active in the "Events Community"	Instructor has no education/certification and is not active in the "Events Community"	
<b>Amount and Quality of Relevant Instructional Experience</b>	Instructor has 10 or more years of experience in event education. Excellent evaluations from students.	Instructor has 5 or more years of experience in event education. Good evaluations from students.	Instructor has minimal experience in event education. Fair evaluations from students.	Instructor has no experience in event education.	
<b>Currency and "Application" of Classroom Materials</b>	Instructor uses current materials coming from a variety of sources. Professional certification is embedded in courses.	Instructor uses textbooks with some current materials. Promotes professional certifications	Instructor uses textbooks with some current materials.	Instructor uses irrelevant textbooks with no current materials.	
<b>Pedagogical Approach that Prepares Students for the Profession</b>	Evidence of significant thought and preparation for the realities of event production.	Evidence of some thought and preparation for the realities of event production.	Little evidence of thought and preparation for the realities of event production.	No evidence of thought and preparation for the realities of event production.	



## Academic Rigor

### Evaluation Rubric

<u>Area to Assess</u>	<u>Role Model</u>	<u>Acceptable</u>	<u>Conditional</u>	<u>Reasons for Concern</u>
<b>Academics units (#) earned by students in:</b> <ul style="list-style-type: none"><li>Hospitality (including culinary)</li><li>Business</li><li>Event production</li></ul>	About half of total course work is in areas of hospitality, business, and event management.	About a third of total course work is in areas of hospitality, business, and event management.	About a quarter of total course work is in areas of hospitality, business, and event management.	A small portion of total course work is in areas of hospitality, business, and event management.
<b>Demonstrated level of academic rigor in curriculum.</b>	Syllabi fully reflect currency, rigor, and evaluation of learning consistent with the needs of the profession. Course materials are both fully current and relevant.	Syllabi mostly reflect currency, rigor, and evaluation of learning consistent with the needs of the profession. Course materials are both mostly current and relevant.	Syllabi mostly reflect currency, rigor, and evaluation of learning consistent with the needs of the profession. Course materials are both mostly current and relevant.	Syllabi do not reflect currency, rigor, and evaluation of learning consistent with the needs of the profession. Course materials are not current and relevant.
<b>Pedagogical approach that supports requirements of Event Production. E.G.:</b> <ul style="list-style-type: none"><li>Group Projects</li><li>Technology based tools/programs.</li><li>Problem Solving vs. Memorization.</li><li>Presentation Skills</li><li>Finance Acumen</li><li>Demonstrable evidence of developing “EQ” of students.</li></ul>	All 6 of these areas are clearly reflected in the syllabi and supporting materials.	All 6 of these areas are clearly reflected in the syllabi and supporting materials.	Only some of these areas are clearly reflected in the syllabi and supporting materials.	Most of these areas are NOT clearly reflected in the syllabi and supporting materials.
<b>Students who grasp the realities and structure of the event profession.</b>	Samples of student work clearly demonstrates their grasp of the realities and structure of event professions.	Samples of student work partially demonstrates their grasp of the realities and structure of event professions.	Samples of student work poorly demonstrates their grasp of the realities and structure of event professions.	Samples of student work does not demonstrate their grasp of the realities and structure of event professions.
<b>Use of high impact experiences in classes (EMP, certifications, field trips, guest speakers, etc.)</b>	School has clearly demonstrated a significant use of high-impact experiences to further learning.	School has partly demonstrated a significant use of high-impact experiences to further learning.	School has limited use of high-impact experiences to further learning.	School has NO use of high-impact experiences to further learning.



# Practicum Work Experience

## Evaluation Rubric

<u>Area to Assess</u>	<u>Role Model</u>	<u>Acceptable</u>	<u>Conditional</u>	<u>Reasons for Concern</u>
Required # of Work Experience Hours	1,000 hours for 4-year and 500 hours for 2-year schools	800 hours for 4-year and 400 hours for 2-year schools	500 hours for 4-year and 250 hours for 2-year schools	No requirement
Relevance/Quality for Workforce Preparation	Students are working in paid roles in event production. (Banquet serving, registration, human signs, etc. are all acceptable.)	Students are working in paid roles in hospitality. (Hotels, dining, etc.)	Students are working in paid roles in hospitality. (Hotels, dining, etc.)	No requirement
Participation in School Events	Students assume leadership roles in the development, planning and execution of school-based events.	Students assume roles in the planning and execution of school-based events.	Students assume "day of" roles in the execution of school-based events.	No requirement