



2022 CONFERENCE PROGRAM REVIEW RUBRIC

Use this Rubric to assess whether or not the proposal meets the criteria and is of high quality. Each criterion has a scale of 1-5. The criteria for 1, 3, and 5 is described and when your assessment falls between the descriptions, you may choose to score 2 or 4. Place the number in the criteria box when you are scoring and those numbers can translate to the online rubric when you are entering your scores.

Note for Program Review Committee: Please also keep in mind the competencies and communities of practice areas prioritized in the official call out as you make final program decisions for 2022.

CRITERIA	1	2	3	4	5
IDEAS /15					

<p>Clarity and Organization Ideas are fully developed, clearly articulated and well organized.</p>	<p>The abstract is poorly written/ edited and vague.</p>		<p>The abstract describes the main points of the session and identifies the intended audience.</p>		<p>The abstract is well written and clearly describes the main points of the session and the intended audience.</p>
<p>Innovation and Creativity The proposal demonstrates innovative and/or creative approaches to professional practice or theory that are future focused in a post-pandemic environment/particularly in a post-pandemic environment.</p>	<p>The proposal does not add to existing practices or the Student Affairs body of knowledge.</p>		<p>The proposal demonstrates an enhancement to current practice and/or adds to the Student Affairs body of knowledge.</p>		<p>The proposal is cutting-edge, ground-breaking and/or provides support for a novel/creative approach to professional practice or theory with applicability to different contexts.</p>
<p>Currency and Relevance Importance and appropriateness of the topic to the field, and suitability for post-pandemic audience and/or racial justice approach.</p>	<p>The proposal does not address the post-pandemic and/or racial justice context in Student Affairs and/or does not incorporate non-dominant identities or perspectives.</p>		<p>The proposal addresses the post-pandemic and/or racial justice context in Student Affairs of interest to a wide audience or that will be of benefit to a unique audience or emerging community.</p>		<p>The proposal addresses the post-pandemic and/or racial justice context in Student Affairs and/or applies a non-dominant lens, or historically underrepresented or marginalized perspective to an important issue.</p>

<p>Evidence Sufficient theoretical or experiential evidence is used to support the proposal's central theme.</p>	<p>Theories, evidence or experiences are listed, but their connection to the proposal's central theme is unclear.</p>		<p>Theories, evidence or experiences are clearly linked to the proposal's central theme.</p>		<p>There is a clear indication of evidence and practice integration that supports the proposal's central theme.</p>
<p>DELIVERY /10</p>					
<p>Structure The presentation structure and format are appropriate to the content.</p>	<p>The proposal provides limited or vague information on the presentation format and structure.</p>		<p>The proposal demonstrates a well-planned session appropriate to the content.</p>		<p>The proposal clearly demonstrates that the presenter has fully considered all elements of the session.</p>
<p>Interactivity and Accessibility Strategies are used to engage a diverse audience in an online environment.</p>	<p>No evidence of strategies or content that will be used to engage the audience in a virtual space.</p>		<p>The proposal describes strategies/content that will be used to engage the audience in a virtual space.</p>		<p>The session incorporates a variety of content/ strategies and activities to increase accessibility and engage a diverse audience in a virtual space.</p>
<p>LEARNING OUTCOMES /5</p>					
<p>Clarity and Measurability The learning outcomes are clear, measurable and align with the session format, content and audience learning needs.</p>	<p>The learning outcomes are poorly articulated and/or cannot be measured/achieved through the methods outlined in the proposal for the stated audience.</p>		<p>The stated learning outcomes are clear and achievable/ measurable through the methods outlined in the proposal for the stated audience.</p>		<p>The learning outcomes are clearly articulated, achievable/measurable through the methods outlined in the proposal, and meet the learning needs of a diverse audience (i.e. address</p>

					multiple levels with Bloom's taxonomy).
COMPETENCIES /5					
Alignment The selected competencies and levels align with the session content and learning outcomes for the stated audience.	The identified competencies and levels do not align with the session content and/or learning outcomes.		The identified competencies and levels are closely aligned with the session content and learning outcomes.		The identified competencies are closely aligned with the session content and address multiple levels of expertise.
IDEAS /15 EVIDENCE /5 DELIVERY /10 LEARNING OUTCOMES /5 COMPETENCIES /5 TOTAL /40	COMMENTS:				