



MOH-KINS-TSIS 2019 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 description, 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.

CRITERIA		1	2	3	4	5
DELIVERY /30						
	The abstract details the title, what will be discussed in the program, and how the program will be delivered	The abstract provides little information to help attendees assess whether they would like to attend this session.		The abstract details what will be covered in the session.		The abstract makes it explicitly clear to the reader if and how the session will benefit their professional development.
	The selected session type is appropriate for this presentation.	The selected session type does not fit with this proposal.		The selected session type fits with this proposal.		The session is explained such that it is an excellent example of this type of session type.
	There is a wide or unique audience that will benefit from this presentation.	This conference's audience is not likely to benefit from this session.		There is a wide or unique audience at this conference that will benefit from this presentation.		This session is highly important for a broad section of the conference or for a historically underrepresented or marginalized population.
	It is evident that strategies/content will be used to engage the audience.	It is not evident that there are strategies or content that will be used to		It is evident that strategies/content will be used to engage the audience.		It is clear in the proposal and the abstract what the audience will be engaging in/with

		engage the audience.				this presentation.
	The proposal demonstrates a well-planned presentation.	The proposal does not indicate if the presentation is well-planned.		The proposal demonstrates a well-planned presentation.		The proposal demonstrates that the presenter has considered all elements of the presentation.
	The proposed content can be adequately presented within the given timeframe	The proposed content is too much or not enough for the proposed timeframe.		The proposed content can be adequately presented within the given timeframe		The proposed content specifically addresses how it will be presented within the given timeframe.

EVIDENCE /10 /5
(Big Ideas/Campfire/Storytelling)

	Sufficient theoretical or experiential evidence is used to support the proposal's central theme.	Theories/evidence/experiences are listed, but no connection to central theme is shown.		Theories/evidence/experience is clear to the central theme		Clear evidence that shows integration of theory and practice and shows the impact of the theoretical evidence to the central theme of the proposal.
	The author has made reference to theory, emerging research findings, and/or conceptual frameworks to illustrate relevance, innovation and/or	Theories/evidence is missing or misunderstood.		The proposal demonstrates an understanding of theories and		Proposal demonstrates clear understanding of

<p>significance to the profession.</p> <p>(Disregard this section for Big Ideas/Campfire/Storytelling)</p>			<p>concepts that are relevant to the topic</p>		<p>theories and concepts and illustrates strong relevancy to topic and profession.</p>
<p>IDEAS /20</p>					
	<p>The proposal does not clearly describe what the presenter intends to share in the presentation.</p>		<p>The proposal is thorough and clear. The reviewer understands what the session will be about.</p>		<p>The proposal details the entire presentation. The reviewer has no questions as to what will be presented.</p>
<p>The proposal demonstrates innovative and/or creative approaches.</p>	<p>The proposed session does not add to existing practices or critical issues within Student Affairs.</p>		<p>The proposed session adds to current practices or critical issues in Student Affairs.</p>		<p>The proposed session discusses content or critical issues that are highly innovative for the Student Affairs community.</p>
<p>The proposal acknowledges how it is situated within diverse perspectives with respect to society and Canadian Student Affairs.</p>	<p>The proposal does not acknowledge how it is situated within diverse perspectives with respect to society and Canadian</p>		<p>The proposal acknowledges how it is situated within diverse perspectives with respect to society and Canadian Student Affairs.</p>		<p>The proposal acknowledges and through content and delivery addresses how it is situated within diverse</p>

		Student Affairs.				perspectives with respect to society and Canadian Student Affairs.
	The proposed content adds value to the program.	The proposed content is not connected to enhancing Student Affairs.		The proposed content adds value to the program.		The proposed content appears as if it will be a highly valuable component of the program.
LEARNING OUTCOMES /10						
	The Learning Outcomes articulate.	The learning outcomes do not articulate the intended learning for the session or are not written at the appropriate level for the stated audience.		The learning outcomes articulate the intended learning for session participants and appropriate level of learning for the stated audience.		The learning outcomes clearly articulate the intended learning for the session and meet the learning needs for a diverse audience.
	The learning outcomes align with the program description.	The learning outcomes are poorly articulated/don't align with the program description or are not achievable		The learning outcomes align with the program description		The learning outcomes align with the program description and are achievable/measurable through the methods outlined in the program description.

COMPETENCIES /10						
	The learning outcomes integrate the competencies for Student Affairs and Services (SAS) professionals in Canada.	The learning outcomes do not integrate the competencies for Student Affairs and Services (SAS) professionals in Canada.		The learning outcomes integrate the competencies for Student Affairs and Services (SAS) professionals in Canada.		The learning outcomes align closely with one or more of the competencies for Student Affairs and Services (SAS) professionals in Canada.
	The level of this session (Core, Intermediate, or Advanced) is appropriate.	The level of this session is not as described.		The level of this session could be as described with changes.		The level of this session is as described.
	DELIVERY /30 EVIDENCE /10 /5 (Big Ideas/Campfire/Storytelling) IDEAS /20 LEARNING OUTCOMES /10 COMPETENCIES /10 TOTAL /80 /75 (Big Ideas/Campfire/Storytelling)	COMMENTS:				