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UNITE



ACT

**CALL FOR PROGRAMS
AND REVIEWERS
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CACUSS / ASEUCC

2020 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.

CRITERIA	1	2	3	4	5
IDEAS /15					
Clarity and Organization Ideas are fully developed, clearly articulated and well organized	The abstract is poorly written/ edited and vague.		The abstract describes the main points of the session and identifies the intended audience.		The abstract is well written and clearly describes the main points of the session and the intended audience.
Innovation and Creativity The proposal demonstrates innovative and/or creative approaches to professional practice or theory	The proposal does not add to existing practices or the Student Affairs body of knowledge.		The proposal demonstrates an enhancement to current practice and/or adds to the Student Affairs body of knowledge.		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.
Currency and Relevance Importance and appropriateness of the topic to the field, conference theme, and audience	The proposal does not address a topical issue in Student Affairs and/or does not incorporate non-dominant identities or perspectives.		The proposal addresses an issue in Student Affairs of interest to a wide audience or that will be of benefit to a unique audience or emerging community.		The proposal addresses a critical issue in Student Affairs and/or applies a non-dominant lens, or historically underrepresented or marginalized perspective to an important issue.
EVIDENCE /5					
Evidence Sufficient theoretical or experiential evidence is used to support the proposal's central theme	Theories, evidence or experiences are listed, but their connection to the proposal's central theme is unclear.		Theories, evidence or experiences are clearly linked to the proposal's central theme.		There is a clear indication of evidence and practice integration that supports the proposal's central theme.

DELIVERY /10						
	Structure The presentation structure and format are appropriate to the content.	The proposal provides limited or vague information on the presentation format and structure.		The proposal demonstrates a well-planned session appropriate to the content.		The proposal clearly demonstrates that the presenter has fully considered all elements of the session.
	Interactivity and Accessibility Strategies are used to engage a diverse audience	No evidence of strategies or content that will be used to engage the audience.		The proposal describes strategies/content that will be used to engage the audience.		The session incorporates a variety of content/ strategies and activities to increase accessibility and engage a diverse audience.
LEARNING OUTCOMES /5						
	Clarity and Measurability The learning outcomes are clear, measurable and align with the session format, content and audience learning needs	The learning outcomes are poorly articulated and/or cannot be measured/achieved through the methods outlined in the proposal for the stated audience.		The stated learning outcomes are clear and achievable/ measurable through the methods outlined in the proposal for the stated audience.		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 multiple levels with Bloom’s taxonomy).
COMPETENCIES /5						
	Alignment The selected competencies and levels align with the session	The identified competencies and levels do not align with the session content		The identified competencies and levels are closely aligned with the		The identified competencies are closely aligned with the session content and address

content and learning outcomes for the stated audience	and/or learning outcomes.	session content and learning outcomes.	multiple levels of expertise.
<p>IDEAS /15</p> <p>EVIDENCE /5</p> <p>DELIVERY /10</p> <p>LEARNING OUTCOMES /5</p> <p>COMPETENCIES /5</p> <p>TOTAL /40</p>	<p>COMMENTS:</p>		