



ACPA27 Educational Session Reviewer Rubric

To shape a high-quality learning experience, the ACPA27 Program Team created the rubric below for Program Reviewers to use to evaluate educational session program proposals.

Convention Thematic Overview: We encourage program reviewers to consider the context and themes of ACPA27 when conducting their reviews. ACPA27 in Toronto is about returning to the heart of what we do. Our guiding value is being ‘Connected by Purpose,’ which leverages the incredible diversity of our host city to bring the international higher education community together.

In Toronto we will reconnect with our mission, our peers, and the experiences that drive student success. It’s an opportunity to align our individual roles into a collective movement that will shape the future of our field. We hope you’ll join us in Toronto to experience it together.

Program Review: Program Reviewers should use this rubric for evaluating educational session program proposals. The rubric below is for reference only and all program reviews must be submitted by Reviewers online. Reviewers will receive their login information and password for the program evaluation system when program review begins. **Please note after the review process is complete, all qualitative text responses submitted by reviewers on the online review form will be provided as feedback to the Coordinating Presenter.**

Review Bias: We ask Reviewers to consciously consider their own biases and how they may impact your reviews. All individuals hold biases based on their various identities, professional positions, and life experiences. Consciously considering your biases allows you to understand how they impact your reviews, be that in a negative or positive way. We ask that you make note of these impacts and, if necessary, adjust your reviews to compensate for them. If there is a proposal that you do not have the capacity to adjust your bias please direct the program review back to the Peer Review Process Coordinators.

ACPA 2027 Educational Program Reviewer Rubric:

Convention Program, Cultivating Community Discussions, Spotlight Sessions, Creative Expression and Pre-Convention Workshop.

General Criterion	Exemplary – 4	Strong - 3	Acceptable – 2	Needs Improvement – 1	Not Acceptable - 0
Learning Outcomes The proposal provides specific key takeaways clearly connected to the session. Note that key takeaways should describe measurable ways for evaluating the knowledge, skills, abilities, or attitudes of participants as a result of attending the session. The following section of the proposal submission is relevant to this criterion and should be reviewed: Learning Outcomes.	Includes clear, specific, and/or measurable key takeaways that are all relevant to the topic and goals of the proposed session.	Includes clear, specific, and/or measurable key takeaways that are mostly relevant to the topic and goals of the proposed session.	Includes key takeaways, but only some are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Includes key takeaways, but most are not clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Does not include key takeaways OR none of the learning outcomes included are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.

Outline, Descriptions and Time Allocation The order of topics/activities is articulated and clearly explained with clear, realistic, and commensurate allotment of time for each topic/activity. In addition, it clearly demonstrates how participants will engage with the content. The following sections of the proposal submission are relevant to this criterion and should be reviewed: Outline of Session Presentation, Component Descriptions and Time Allotments.	Includes a session timeline that demonstrates a logical order of clearly explained topics/activities and significant opportunities for participants to engage. AND Specific amounts of time are allotted for each topic/activity; all allocations are realistic and commensurate with the corresponding topics/activities.	Includes a session timeline that demonstrates a logical order of clearly explained topics/activities and some opportunities for participants to engage. AND Specific amounts of time are allotted for each topic/activity; most allocations are realistic and commensurate with the corresponding topics/activities.	Includes a session timeline of topics/activities/participant engagement; explanation of one or more topics/activities is absent or unclear, thus making it difficult to assess whether the order makes sense. AND Specific amounts of time are allotted for each topic/activity; some but not all allocations are realistic and commensurate with the corresponding topics/activities.	Includes a session timeline of topics/activities, none of which are clearly explained. AND Specific amounts of time are not allotted for all topics/activities; OR allocations are not realistic and commensurate with the corresponding topics/activities.	Does not provide an outline of the sequence of topics/activities. AND No specific amounts of time are allotted for topics/activities.
Relevance Review the following section: Connection to the Profession and to ACPA's Core Values, including the Strategic Imperative for Racial Justice & Decolonization. The proposal provides an overview of this session's relevance to the student affairs profession. This can include relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world that explain why the topic matters	Includes a direct explanation of session relevance to higher education, student affairs, and/or college students. Includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world. Additionally, the session topic represents current	Includes a direct explanation of session relevance to higher education, student affairs, and/or college students. Includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world.	Does not succeed in one of the following criteria: includes a direct explanation of session relevance to higher education, student affairs, and/or college students; includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world.	Does not succeed in multiple of the following criteria: includes a direct explanation of session relevance to higher education, student affairs, and/or college students; includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world.	Contains no direct explanation of session relevance to higher education, student affairs, and/or college students.

to higher education, student affairs and/or college students.	and critical applications to the higher education and student affairs field.				
Connection to ACPA's Core Values including the Strategic Imperative for Racial Justice & Decolonization The proposal contributes to ACPA's core values and commitment for members to develop competencies in advancing racial justice and decolonization within their respective roles and responsibilities and/or promotes equity and inclusion in the field. The following section of the proposal submission is relevant to this criterion and should be reviewed: Connection to the Profession and to ACPA's Core Values, including the Strategic Imperative for Racial Justice & Decolonization.	Has a <u>clear explanation</u> as to how this session is believed to contribute to ACPA's core values including how the session promotes inclusion and equity in the field. <i>This can be demonstrated through connected theoretical frameworks, evidence (e.g. data from a campus climate survey, observations, reflections), or ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs and postsecondary and tertiary education.</i>	Has a <u>mostly clear explanation</u> as to how this session is believed to contribute to ACPA's core values including how the session promotes inclusion and equity in the field. <i>This can be demonstrated through connected theoretical frameworks, evidence (e.g. data from a campus climate survey, observations, reflections), or ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs and postsecondary and tertiary education.</i>	Has a <u>somewhat clear explanation</u> as to how this session is believed to contribute to ACPA's core values including how the session promotes inclusion and equity in the field. <i>This can be demonstrated through connected theoretical frameworks, evidence (e.g. data from a campus climate survey, observations, reflections), or ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs and postsecondary and tertiary education.</i>	Has a <u>minimally clear explanation</u> as to how this session is believed to contribute to ACPA's core values including how the session promotes inclusion and equity in the field. <i>This can be demonstrated through connected theoretical frameworks, evidence (e.g. data from a campus climate survey, observations, reflections), or ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs and postsecondary and tertiary education.</i>	Has <u>no clear explanation</u> as to how this session is believed to contribute to ACPA's core values including how the session promotes inclusion and equity in the field. <i>This can be demonstrated through connected theoretical frameworks, evidence (e.g. data from a campus climate survey, observations, reflections), or ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs and postsecondary and tertiary education.</i>

Please contact conventionprograms@acpa.nche.edu with any questions