

## ACPA23 Education Session Reviewer Rubric

To shape a high-quality learning experience, the ACPA23 Program Team created the rubric below for Program Reviewers to use to evaluate educational session program proposals.

**Convention Thematic Overview:** We encouraged program reviewers to consider the context and themes of ACPA23 when conducting their reviews. ACPA23 endeavors to find connections, build momentum, and create the future. As we convene in New Orleans where the Mississippi River and Gulf of Mexico meet, we are mindful of this land's history as a place for cultivating connections and building new opportunities. What new connections are we creating across research and practice as well as within the relationships we have with colleagues, students, and our personal lives? How are we leveraging our history to build momentum toward potential futures? In what ways have six years of engagement with the Strategic Imperative for Racial Justice and Decolonization prepared us to create a more just future? In preparing for ACPA at 100, how are these conversations influencing our vision for the future of our field and association?

**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 text responses submitted on the online review form will be provided by email 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.

### **Some Things to Consider:**

1. Programmatic Element Criteria

When developing your proposal or reviewing the details of the proposal, element criteria can be found in each row of the rubric in the first column of each row.

**2. Special Note on the “Connection to Racial Justice and Decolonization” Criterion**

When reviewing the “Connection to Racial Justice and Decolonization” Criterion, we ask that you DO NOT evaluate this section on your perception of the merit of the presenter’s response or determine whether or not you believe the program actually connects to the Strategic Imperative for Racial Justice and Decolonization OR ACPA Equity and Inclusion statements. Instead, we are asking you to assess whether not:

- Their rationale is written clearly and in a format that is easily understood;
- They used data, scholarship, observations, or lived experiences to inform their rationale as to how their session connects to the SIRJD and/ or ACPA Equity and Inclusion statements; and
- Did they follow the guidelines for this section?

**3. Special Program Track Consideration**

ACPA23 is excited to offer two special tracks in relation to the work of the association on the [Strategic Imperative for Racial Justice and Decolonization](#) as well as ongoing priorities in higher education for Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), Minority Serving Institutions (MSIs). Additionally, ACPA23 will offer a special track for sessions that specifically focus on navigating new boundaries and opportunities in higher education and student affairs. We encourage you to submit proposals with these foci and indicate as such in the program proposal submission form.

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Please contact [conventionprograms@acpa.nche.edu](mailto:conventionprograms@acpa.nche.edu) with any questions about the educational session program proposal or review process, or the Program Reviewer Rubric below.

## ACPA 2023 Convention Program Review Rubric

Criterion	Exemplary – 3	Acceptable – 2	Needs Improvement – 1	Not Acceptable - 0
<p><b>Learning Outcomes</b> The proposal provides specific learning outcomes clearly connected to the session. Note that learning outcomes should describe measurable ways for evaluating the knowledge, skills, abilities, or attitudes of participants as a result of attending the session. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Learning Outcomes.</b></p>	Includes clear, specific, and measurable learning outcomes relevant to the topic and goals of the proposed session.	Includes learning outcomes, but not all are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Includes learning outcomes, but most are not clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Does not include learning outcomes OR none of the learning outcomes included are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.
<p><b>Relevance</b> 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 to higher education, student affairs and/or college students. The proposal aligns with ACPA’s Equity and Inclusion Statement. For more information about ACPA’s Equity and Inclusion statement, visit: <a href="http://www.myacpa.org/equity-and-inclusion-statement">http://www.myacpa.org/equity-and-inclusion-statement</a>. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Relevance to the Profession</b></p>	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. Aligns with ACPA’s Equity and Inclusion Statement.	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; aligns with ACPA’s Equity and Inclusion Statement.	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; aligns with ACPA’s Equity and Inclusion Statement.	Contains no direct explanation of session relevance to higher education, student affairs, and/or college students.
<p><b>Sequence</b> The order of topics/activities is articulated and clearly explained. <b>The following sections of the proposal submission are relevant to this criterion and should be reviewed: Component Descriptions and Time Allotments.</b></p>	Includes a session timeline that demonstrates a logical order of clearly explained topics/activities.	Includes a session timeline of topics/activities; explanation of one or more topics/activities is absent or unclear, thus making it difficult to assess whether the order makes sense.	Includes a session timeline of topics/activities, none of which are clearly explained.	Does not provide an outline of the sequence of topics/activities.
<p><b>Time Allotment</b> The proposal includes a clear, realistic, and commensurate (e.g., not too much or too little) allotment of time for each topic/activity. <b>The following sections of the proposal submission are relevant to this criterion and should be reviewed: Component Descriptions and Time Allotments.</b></p>	Specific amounts of time are allotted for each topic/activity; all allocations are realistic and commensurate with the corresponding topics/activities.	Specific amounts of time are allotted for each topic/activity; some but not all allocations are realistic and commensurate with the corresponding topics/activities.	Specific amounts of time are not allotted for all topics/activities; OR allocations are not realistic and commensurate with the corresponding topics/activities.	No specific amounts of time are allotted for topics/activities.
<p><b>Engagement</b> The proposal explains the methods used to actively engage participants and is informed by Principles of Universal Design. For more information about the Principles of Universal Design, visit: <a href="https://humancentereddesign.org/index.php/inclusive-design/principles">https://humancentereddesign.org/index.php/inclusive-design/principles</a>. <b>The following sections of the proposal submission is relevant to this criterion and should be reviewed: Participation Component.</b></p>	Describes multiple methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; explains how each method supports active engagement for the intended audience and is informed by Principles of Universal Design.	Describes multiple methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; explains how some but not all methods support active engagement for the intended audience and are informed by Principles of Universal Design.	Describes one or more methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; does not explain how the methods support active engagement for the intended audience and are informed by Principles of Universal Design.	Does not specifically describe any method to actively engage participants during the session.

<p>Synthesis &amp; Application of Knowledge The proposal explains the methods to promote participants' synthesis and application of knowledge. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Synthesis and Application of Knowledge.</b></p>	<p>Describes multiple methods (e.g., reflective journaling prompt, worksheet, etc.) to promote the participants' synthesis and application of knowledge during or after the session; explains how each method supports knowledge synthesis and application and is informed by Principles of Universal Design.</p>	<p>Describes multiple methods (e.g., reflective journaling prompt, worksheet, etc.) to promote the participants' synthesis and application of knowledge during or after the session; explains how some but not all methods support knowledge synthesis and application and are informed by Principles of Universal Design.</p>	<p>Describes one or more methods (e.g., reflective journaling prompt, worksheet, etc.) to promote the participants' synthesis and application of knowledge during or after the session; does not explain how the method(s) support knowledge synthesis and application and are informed by Principles of Universal Design.</p>	<p>Does not describe any method to promote the participants' synthesis and application of knowledge during or after the session.</p>
<p>Connection to Racial Justice and Decolonization The proposal contributes to ACPA's goal of advancing racial justice, healing, and decolonizing practices and/or promotes inclusion and equity in the field. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: ACPA Strategic Imperative for Racial Justice and Decolonization.</b></p>	<p>Has a clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field. The proposal references a significant number of appropriate 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.</p>	<p>Has a somewhat clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field. The proposal references some appropriate 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.</p>	<p>Has a minimally clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field. The proposal references a limited number of appropriate 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.</p>	<p>Has no clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field. The proposal references no appropriate 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.</p>
<p>Convention Special Focus Criterion</p>	<p>N/A</p>	<p>N/A</p>	<p>Session Focuses on Special Convention Focus - 1</p>	<p>Session Does Not Focus on Special Convention Focus - 0</p>
<p>Strategic Imperative for Racial Justice and Decolonization This proposal incorporates elements that are directly related to ACPA's Strategic Imperative for Racial Justice and Decolonization. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Special Program Track Consideration &amp; Relevance to the Profession</b></p>			<p>This session focuses on the application and implementation of the Strategic Imperative for Racial Justice and Decolonization into practice on campus.</p>	<p>This session does not focus on the application and implementation of the Strategic Imperative for Racial Justice and Decolonization into practice on campus.</p>
<p>Policy development, research, and/or practice at HBCUs, HSIs, TCUs, or MSIs This proposal incorporates elements that are directly related to policy development, research, and/or practice at HBCUs, HSIs, TCUs, or MSIs. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Special Program Track Consideration &amp; Relevance to the Profession</b></p>			<p>This session focuses on policy development, research, and/or practice at HBCUs, HSIs, TCUs, or MSIs.</p>	<p>This session does not focus on policy development, research, and/or practice at HBCUs, HSIs, TCUs, or MSIs.</p>