

# CCS2022 Proposal Rubric

Evaluation Criteria	Poor (1 Point)	Fair (2 Points)	Good (3 Points)	Excellent (4 Points)
1. Title of presentation	Provides inaccurate or unclear description of session.	Provides only minimal insight into the presentation focus	Provides audience with general topic that will be addressed.	Provides audience with clear understanding of the session focus.
2. Connection to conference theme	The explanation provided does not explain how the session relates to the conference theme.	General statement about how the session relates to the conference theme is provided.	At least one on-target explanation and example of how the session clearly relates to the conference theme is provided.	Several on-target explanations and examples of how the session clearly relates to the conference theme are provided.
3. Currency and relevance	Session content lacks relevance to audience	Session content focuses on issues previously addressed at conferences without bringing new or different perspectives or information.	Session content is current, important, and useful to community colleges and potential audience.	Session content is innovative, groundbreaking, or brings a new or varied perspective or approach to the audience
4. Session Description	Description does not provide the reader with information about the session content or approach.	Description provides only vague information about general topics and leaves the reader wondering what the session will be about.	Description provides audience with clear information about what topics will be addressed during the session.	Description provides audience with a clear understanding of the specific content that will be shared and what the experience will be like for participants.

<p>5. Learning Outcomes</p>	<p>Learning outcomes do not communicate what participants will be able to know, think, or do after the session.</p>	<p>The learning outcomes only give a vague understanding of what participants will be able to know, think, or do after the session. They may lack specificity or may not be appropriate given the session duration and approach.</p>	<p>Learning outcomes begin with action-based verbs and provide a general understanding of what participants will be able to know, think, or do after the session. Outcomes are mostly relevant, and appropriate to the session duration and approach.</p>	<p>Learning outcomes begin with action-based verbs based on Bloom's taxonomy that provide a clear and specific understanding of what participants will be able to know, think, or do after the session. Outcomes are all relevant, and appropriate to the session duration and approach.</p>
<p>6. Potential Reach and Impact</p>	<p>Extremely small reach with only a few students benefitting from the information shared.</p>	<p>Information shared focuses on only a small subsection of the community college population and may not have significant reach beyond this population</p>	<p>Information shared will assist community college practitioners with taking actions that would be of benefit to many community college students or specific underrepresented populations</p>	<p>Information shared will assist community college practitioners with taking actions that would be of significant benefit to large numbers of community college students and/or make a significant difference in terms of reducing equity gaps and increasing success for underrepresented populations</p>

7. Outline	Outline does not provide information on content and delivery approach.	Outline provides only a general sense of what content will be shared and what will happen during the session.	Outline provides a good overview of what content will be addressed and the delivery approach, including opportunities for audience interaction. The delivery approaches align with the learning outcomes identified and represent efficient use of limited session time.	Outline provides a detailed overview of what specific content will be addressed and specifics about the delivery approach, including opportunities for audience interaction. The delivery approaches align with the learning outcomes identified and represent efficient use of limited session time.
8. Relevance to audience	The target audience members would not be interested in attending	Some of the target audience members would likely be interested in attending	Most of the target audience members would likely be interested in attending	All target audience members would likely be interested in attending.
9. Overall clarity of proposal	The proposal is lacking clarity and it is difficult to determine the focus.	The proposal provides minimal clarity with minor difficulty determining the focus.	The proposal is clear and it is easy to determine the focus.	The proposal is very clear and well-written, and it is easy to determine the focus.