The culminating experience development, poster, and presentation TOGETHER will be evaluated using the following evaluation rubric:

N473 Culminating Experience Evaluation Rubric*
University of Louisville School of Nursing

	1-Beginning	2 - Developing	3-Proficient	4-Exemplary
Content Application	**RANGE OF POINTS: 0-1.0**	**RANGE OF POINTS: 1.1-2.0**	**RANGE OF POINTS: 2.1-3.0**	**RANGE OF POINTS: 3.1-4.0**
Key Question, Problem, or Issue; **Needs assessment (15%)**	Few, if any attempts are made to connect knowledge gained in the academic program with the culminating experience.	Superficial connections are made among some knowledge gained in the academic program and culminating experience.	Thorough (Depth) discussion of the connections among some content with the culminating experience.	Comprehensive (*Depth and Breadth)* connections made among knowledge gained in the academic program and culminating experience.
	--Fails to list the issues, problems, strengths and risk factors; does not recognize the core issues, problems and risk factors.	--lists some issues, problems, strengths and risk factors, but poorly (superficially, narrowly); may overlook some core issues; does not accurately examine issues, problems and risk factors.	--Lists all core issues, problems, strengths and risk factors, but may not fully explore their depth and breadth; minor inaccuracies may be present.	*Precisely* and *accurately* lists the issues, problems, strengths or risk factors; accurately identifies the key findings during needs/community assessment.
			Examines the depth and breadth of problems, issues, or risk factors identified in needs assessment of community, the general description of the population, and the previous learning, motivation and support of the population., but not to the same depth and breadth of a "4"	--Thoroughly and completely examines the *depth and breadth* of problems, issues, or risk factors identified in needs assessment of community, the general description of the population, and the previous learning, motivation and support of the population.
	--Fails to maintain a fair-minded approach toward the problems identified and psychosocial/cultural differences of the population.	--Has trouble maintaining a fair-minded approach toward the problems identified and psychosocial/cultural differences of the population.	--Demonstrates fair-mindedness toward problems identified and psychosocial/cultural differences of the population.	--Demonstrates *fair-mindedness* toward problems identified and psychosocial/cultural differences of the population.
	--Fails to use the care plan format OR uses the care plan format to demonstrate only a	--Uses the care plan format to demonstrate some of the essential links between	--Uses the care plan format to demonstrate many of the essential links between	--Uses the care plan format to demonstrate most of the essential links between

	few of the essential links between assessment and intervention.	assessment and intervention.	assessment and intervention.	assessment and intervention
Point of View **Problem Identification (15%)**	Unclear identification of the issue, topic or situation for the experience.	Formulates an identifiable issue, topic or situation.	Clearly identifies a topic or situation for the experience.	*Clearly* identifies the relevant issue, topic or situation for the experience.
	--Fails to complete the community needs assessments and development of a program plan.	--Lists some issues, problems, strengths and risk factors, but poorly (superficially, narrowly); may overlook some core issues; does not accurately examine issues, problems and risk factors.	--Completes the community needs assessments with minimal errors and utilizes this knowledge in program planning development.	--Completes the community needs assessments *thoroughly and accurately* and utilizes this knowledge in program planning development.
	Fails to identify a community-based need from the assessment data.	Fails to identify a community-based need from the assessment data.	Identifies a community- based need from the assessment data.	Identifies a high-priority and highly relevant community-based need from the assessment data.
	Fails to apply knowledge regarding community resources.	Unable to apply knowledge of community resources	--Applies limited knowledge of the community resources.	Thoroughly assesses the community resources with the intent to utilize in program planning development.
	--Fails to demonstrate empathy for community members and organizations located within the service area.	--Has trouble maintaining an empathetic approach toward the problems identified and psychosocial/cultural differences of the population.	--Demonstrates empathy for the community members and organizations located within the service area.	--Demonstrates empathy for the community members and organizations located within the service area.
Information **Assessments & Planning (20%)**	--Relies on insufficient, inaccurate, irrelevant and/or or unreliable information related to the health needs of the population.	--Gathers some accurate and credible information, but not enough; some information may be irrelevant related to the health needs of the population.	Accurate interpretation of limited relevant information.	--Accurately *interprets* relevant information.
	--Confuses information and inferences drawn from that information.	--Sometimes confuses information and the inferences drawn from it or inferences are frequently inaccurate.	--Gathers sufficient, accurate, credible, and relevant information to support opinions, assessments, and recommendations related to the health needs of the	--Gathers sufficient, *accurate*, credible, *relevant* information (observations, statements, logic, data, facts, questions, graphs, themes, assertions,

			population.	descriptions, etc) via selection of appropriate assessment methods to support opinions, assessments, and recommendations related to the health needs of the population.
	--Confuses or does not identify primary factors impacting the health needs of the population.	Identifies few primary factors impacting the health needs of the population	--Identifies (with minimal errors) primary factors impacting the health needs of the population.	
	--Fails to create a nursing diagnosis for the population..	--Sometimes confuses the primary factors or fails to create a nursing diagnosis for the population..	-- Uses primary assessment findings to create a nursing diagnosis for the population	--Accurately distinguishes the primary findings from the assessment and uses these findings to create a nursing diagnosis for the population.
Concepts **Planning & Goals (10%)**	-- Develops an inaccurate and incomplete program plan according to program development guidelines; or fails to complete program plan.	-- Develops an inaccurate and/or incomplete program plan by utilizing inaccurate and/or inappropriate evidence; or fails to follow program development guidelines.	--Develops a general goal for the program, considering most of the following: the problem identified; the expected change; and the time frame for implementation.	--Develops a general goal for the program, considering the problem identified, the expected change, and the time frame for implementation.
	None of the objectives for the program are measurable and behaviorally-stated and formulated measurable cognitive, psychomotor, and/or affective domains.	Few objectives for the program are measurable and behaviorally-stated and formulated measurable cognitive, psychomotor, and/or affective domains.	Most objectives for the program are measurable and behaviorally-stated and formulated measurable cognitive, psychomotor, and/or affective domains.	All objectives for the program are measurable and behaviorally-stated and formulated measurable cognitive, psychomotor, and/or affective domains.
	Creates an illogical statement that fails to demonstrates how the objectives lead to the program goal	Creates an illogical statement that fails to demonstrates how the objectives lead to the program goal	Creates a logical statement that demonstrates how the objectives lead to the program goal	Creates a *logical* statement that demonstrates how the objectives lead to the program goal
	Fails to identify the general program goal either accurately or complete	Fails to identify the general program goal either accurately or completely.	Identifies the general program goal accurately, but not with the preciseness of a "4"	Identifies the general program goal *accurately and precisely.*
Interpretations and Inferences **Intervention (Program)**	Attempts to draw conclusions but they are undeveloped. --Misunderstands key	Develops superficial conclusions. --Identifies some (not	Develops limited well-reasoned conclusions. --Identifies,	Develops *well-reasoned* conclusions. --*Identifies and*

(15%)				
	concepts /data required for program or ignores relevant key concepts altogether.	all) key concepts/data required for program, but use of concepts is superficial and inaccurate at times.	accurately explains, and uses the key concepts/data required to formulate a thorough program plan including budgeting and timeline for program, but not with the depth and precision of a "4". Many objectives for the program are measurable and behaviorally-stated and formulated measurable cognitive, psychomotor, and/or affective domains.	*accurately* explains possible solutions, and examines these solutions for relevancy, cost, resources needed, risks, consequences, and expected outcomes.
	Single focus of assumptions, implications and consequences.	Attempts to consider assumptions, implications and consequences of alternative points of view.	Usually considers assumptions, implications and consequences of alternative points of view.	Consistently considers *assumptions, implications and consequences* of alternative points of view.
	--Uses superficial, simplistic, or irrelevant reasons and unjustifiable conclusions or solutions for program planning,	--Does follow some evidence to conclusions, or solutions for program planning, but inferences are more often than not incomplete, unclear, illogical, inconsistent, superficial, and/or inaccurate.	--Follows where evidence and reason lead to obtain justifiable, logical conclusions or solutions for program planning related to population teaching needs and community resources.	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions for program planning related to population teaching needs and community resources.
		--Implements somewhat detailed program plan with little evidence to support intervention that meets the population's identified need.	--Implements detailed program plan with moderate evidence to support intervention that meets the population's identified need.	--Implements detailed program plan with strong evidence to support intervention that meets the population's identified need.
	--Does not implement a program plan or if implemented, evidence is not appropriate to support intervention.	Accurately identifies only a few relevant and needed resources and timeline for preparation and delivery of the program.	Accurately identifies most relevant and needed resources and timeline for preparation and delivery of the program.	*Accurately* identifies all relevant and needed resources and timeline for preparation and delivery of the program
	Fails to identify relevant and needed	--Has trouble evaluating relevant	--Evaluates most of the relevant	--*Completely* evaluates the most

	resources and a timeline for preparation and delivery of the program.	implications and consequences related to program intervention and how this information assists student in ability to address future health needs.	implications and consequences related to program intervention and how this information assists student in ability to address future health needs.	relevant implications and consequences (whether positive and/or negative) related to program intervention and how this information will assist student in ability to address future health needs.
***Implications, Consequences* Evaluation and "Next Steps" (20%)**	Fails to evaluate the degree to which the overall program goal was met (to what degree was risk reduced?).	Incompletely and inaccurately evaluates the degree to which the overall program goal was met (to what degree was risk reduced?).	Accurately evaluates the degree to which the overall program goal was met (to what degree was risk reduced?).	*Completely and accurately* evaluates the degree to which the overall program goal was met (to what degree was risk reduced?).
	Fails to evaluate how the project worked to meet the overall program goal.	Incompletely and inaccurately evaluates how the project worked to meet the overall program goal.	Accurately evaluates how the project worked to meet the overall program goal.	*Completely and accurately* evaluates how the project worked to meet the overall program goal.
	Fails to suggest "next steps"	Incompletely and inaccurately suggests "next steps"	Accurately suggests "next steps"	*Completely and accurately* suggests "next steps"
APA (5%) (a list of references must be included on front or back of poster)	Multiple errors in citation and reference list OR no citations or reference list.	Frequent errors in citation/reference list	Minimal errors in citation/reference list	--No errors in citation/reference list

Comments:

*Adapted from the Foundation for Critical Thinking's *Critical Thinking Grid* (www.criticalthinking.org) and the National Service Learning Clearinghouse's *Using Rubrics to Assess Learning through Service in Maine* (http://www.winona.edu/AIR/documents/Guide3.pdf).

Peer and Self Evaluation (10% of Total Grade)