EVIDENCE-BASED RUBRIC DEVELOPMENT
NURSING PhD PROGRAM
Alice Tse, Associate Professor and Nursing PhD Committee Chair

THE PROCESS AND RESULTS

START - SPRING 2014

LITERATURE REVIEWED
- Published documents
- Commission on Collegiate Nursing position statements
- Higher education state-of-the science papers
- White papers and grey literature

THEMES REVIEWED
Two major categories:
1. Research Competencies
2. Disciplinary Competencies

CATEGORIES DEFINED AND NAMED
Two major categories:
1. Research Competencies (Development of the Science)
2. Disciplinary Competencies (Stewardship of the Discipline)

THEMES CATEGORIZED

END - SPRING 2016

RUBRICS GENERATED FROM COMPETENCIES

COMPETENCIES PRODUCED

CONTEXT
The Nursing PhD Program needed to develop rubrics for the evaluation of our PhD students' performance.

Using an evidence-based approach, we sought to develop rubrics for the evaluation of students' comprehensive exam, dissertation proposal defense, and dissertation defense.

PARTICIPANTS
- All members of the PhD Curriculum, Evaluation and Student Affairs Committee (N = 18-20 PhD faculty)
- Committee workgroup (volunteers) (N = 4-6 PhD faculty)

METHODS
Thematic Content Analysis:
1. ACCRUE RELEVANT LITERATURE
   - Review of the higher education and nursing literature on "PhD competencies"
2. GENERATE INITIAL THEMES (CODES) FROM LITERATURE
   - Independent review by participants
   - Group meetings to standardize theme identification
3. CATEGORIZE THEMES INTO CATEGORIES
   - Group meetings to negotiate individual themes
4. REVIEW CATEGORIES
   - Workgroup initial review, followed by Committee review
5. DEFINE AND NAME CATEGORIES
   - Workgroup generated definitions, followed by Committee review
6. PRODUCE COMPETENCIES AND CREATE RUBRICS
   - Committee approval of the products

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THEMES CATEGORIZED

COMPETENCIES PRODUCED

Tse, A. (2016, April). Evidence-based rubric development. Poster session presented at the Assessment for Curricular Improvement Poster Exhibit at the University of Hawai'i at Mānoa, Honolulu, HI.