EVIDENCE-BASED RUBRIC DEVELOPMENT
NURSING PhD PROGRAM

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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
- 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. Acquire relevant literature
2. Generate initial themes (codes) from literature
3. Categorize themes into categories
4. Review categories
5. Define and name categories
6. Produce competencies and create rubrics

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)

END - SPRING 2016

RUBRICS GENERATED FROM COMPETENCIES

Comprehensive Exam
Proposal Defense
Dissertation Defense

INITIAL THEMES GENERATED

THEMES CATEGORIZED

FALL 2015

COMPETENCIES PRODUCED

Knowledge and ability to integrate theory, philosophy, and ethical principles in research:
A. Describe foundation of theory and philosophy (1)
B. Master principles of instrument design to measure research constructs and establish the
variables (9)
C. Critique and integrate different science perspectives, including theoretical/conceptual
frameworks (1, 3, 9)
D. Ability to apply skills in research operations, design, and analysis:
1. Master in-depth knowledge in substantive area, identifying gaps in
knowledge amenable to the conduct of study (1, 3, 9)
2. Conduct in-depth search of literature, and synthesize, noting strengths, weaknesses, limitations, and gaps in the evidence.
3. Design and implement research that can consistently address the problem, purpose, and theoretical/conceptual framework (1, 3, 9)
4. Identify, utilize, and apply strategies for conceptualizing and operationalizing review to variation (9)

Core principles of instrument design to measure research constructs and establish the