

Rubric for Evaluation of Dissertation

The following rubric is to be used for evaluation of the quality of TCSPP dissertations both at the proposal (Chapters 1-3) and defense (Chapters 1-5). Each chapter of doctoral dissertations, to be accepted at TCSPP, must achieve or be rated at **Performance Level 3 or 4**. Failure to meet these standards requires rewrites until the standards are met. For consistency, all academic programs are expected to use this rubric since the results will be part of the school-wide Academic Review Process. Departments may add other rubrics to measure discipline-specific or methodology-based approaches.

Dissertation Element	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Performance Level
Chapter 1/ Articulation and originality of a question of interest/ Problem statement	<ul style="list-style-type: none"> • The problem statement lacks articulation and does not describe the issue under study. • The problem statement mimics previous work and lacks uniqueness. 	<ul style="list-style-type: none"> • The problem statement is presented and begins to describe the topic of study. • Shows limited distinctiveness in the area of study. • The importance of the research is minimally presented. 	<ul style="list-style-type: none"> • The problem statement is presented and articulated in a clear and unique way. • The importance of the research is presented and relationships between concepts and/or variables under study are examined. • A new perspective on previous research is presented. 	<ul style="list-style-type: none"> • The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated. • Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. • A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented. 	
Chapter 2/ Comprehensive literature review	<ul style="list-style-type: none"> • Does not discuss status or gaps in current research literature. • Literature review does not establish a theoretical framework. 	<ul style="list-style-type: none"> • Limited discussion of status and gaps in current research literature on the topic. • Limited establishment of theoretical framework for current research. • Topic, question, or hypothesis is simply stated. 	<ul style="list-style-type: none"> • Literature review presents status of current research literature on the topic under study. • Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession. • Begins to establish a theoretical framework for the current research questions and gaps in literature. 	<ul style="list-style-type: none"> • Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic under study. • Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession. • Identifies gaps where further research is needed. • Establishes a theoretical framework for investigating those gaps and questions. 	
Chapter 3/ Methodology	<ul style="list-style-type: none"> • Does not discuss a methodology for collection of data or developing a product. 	<ul style="list-style-type: none"> • Limited discussion of suitability of methodology for collection of data. 	<ul style="list-style-type: none"> • Presents a methodology suitable and systematic for the topic. 	<ul style="list-style-type: none"> • An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. • Presents and assesses the suitability of the methodology to the topic. 	

Chapter 4/ Communication of results	<ul style="list-style-type: none"> • Does not present results of the data collection. 	<ul style="list-style-type: none"> • Results are simply stated in an objective manner. 	<ul style="list-style-type: none"> • Results are presented in an objective manner. • Results of the data collection are described limitedly to reveal meaningful relationships that exist in the data. 	<ul style="list-style-type: none"> • Results of the data collection are presented in an objective manner. • Results of the data collection use techniques that describe the data and reveal meaningful relationships that exist in the data. • The results are interpreted, which allows for a speculation on new/hidden relationships. 	
Chapter 5/ Discussion of results/ Implications for future research	<ul style="list-style-type: none"> • An analysis of the results is not present. • Conclusions do not clearly follow from the results. • Does not discuss either the clinical, professional, or academic implications. Shows no awareness of place of current study in the body of knowledge on the topic. • Does not discuss either the limitations of research methodology, findings, or implications of these limitations with regard to the study's efficacy and value. 	<ul style="list-style-type: none"> • Conclusions follow from the results and are explained in terms of the analysis of the data. • Addresses only one of the following areas: Clinical, professional, or academic implications. • Shows limited awareness of the study's applicability to the topic. • Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. • Cannot or does not recognize how the current study may be improved. 	<ul style="list-style-type: none"> • Results are analyzed in an objective manner, employing several different perspectives on the same data. • Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. • Addresses at least two of the following areas: Clinical, professional, or academic implications. • Can describe the significance of the study within the contextual history of research on the topic. • Discusses possible limitations in research methodology. Connects these limitations to results and possible implications of results. • Makes only a limited attempt to describe changes which would strengthen the study. 	<ul style="list-style-type: none"> • Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. • Conclusions clearly follow from results, are accurately described in detail in terms of data analysis, and show methodological and conceptual rigor. • Fully accounts for the study's clinical, professional, and academic implications. Understand the place of the study in history and meanings associated with research on topic. Is capable of using the current study as a platform for discussion of the topic globally and historically. • Fully describes possible limitations to research methodology, alternatives for operational definitions of constructs, and possible researcher influences. Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations. 	