



KENNESAW STATE UNIVERSITY

COLLEGE OF COMPUTING AND SOFTWARE ENGINEERING
 Doctor of Philosophy in Analytics and Data Science

Dissertation Grading Guidelines

Student Name: _____

Date _____

Instructions: Use the checkboxes for detailed feedback.

Criterion	Not Acceptable Scholarship (Fail)	Approvable Scholarship; however revisions would be needed (Pass with condition)	Acceptable Scholarship (Pass)
1. Literature Review. Mastery of theories and concepts in the field demonstrated in problem statement and literature review	<input type="checkbox"/> The research focus is unclear <input type="checkbox"/> Arguments are flawed or poorly developed <input type="checkbox"/> Objectives are poorly described <input type="checkbox"/> Limited evidence of critical thinking <input type="checkbox"/> Poor grasp of the research problem and literature <input type="checkbox"/> Limited grasp of theoretical issues <input type="checkbox"/> Supportive materials are weak <input type="checkbox"/> Hypotheses are flawed or unclear	<input type="checkbox"/> The focus is reasonably clear <input type="checkbox"/> Arguments are coherent and clearly expressed <input type="checkbox"/> Objectives are communicated <input type="checkbox"/> Acceptable level of critical skills <input type="checkbox"/> Understand the research problem and literature <input type="checkbox"/> Understands theoretical issues <input type="checkbox"/> Supportive materials are adequate <input type="checkbox"/> Hypotheses are adequately stated	<input type="checkbox"/> The research focus is clear and compelling <input type="checkbox"/> Arguments are of excellent quality <input type="checkbox"/> Objectives are well-defined and articulated <input type="checkbox"/> Exhibits superior critical analytic skills <input type="checkbox"/> Highly refined analysis of the research problem and literature <input type="checkbox"/> Clearly mastered issues of theory <input type="checkbox"/> Supportive materials are strong <input type="checkbox"/> Hypotheses are well-developed and connected to analyses
2. Methods. Mastery of methods of inquiry, design, and instrumentation	<input type="checkbox"/> The design is flawed or does not align with the focus of the research <input type="checkbox"/> Vague or ineffective plan for analysis <input type="checkbox"/> Sampling/data preprocessing is inadequate <input type="checkbox"/> The instruments used are not appropriate. Reliability and validity of the analysis are absent or unclear <input type="checkbox"/> No ethical consideration	<input type="checkbox"/> The design adequately aligns with the focus of the research <input type="checkbox"/> The plan for analysis is adequate <input type="checkbox"/> Sampling/data preprocessing is appropriate <input type="checkbox"/> Methods are reasonably adequately described <input type="checkbox"/> Ethical issues is addressed in some extend but not fully	<input type="checkbox"/> The design is innovative and/or has excellent alignment with the focus of research <input type="checkbox"/> The plan for analysis goes beyond the obvious <input type="checkbox"/> Sampling/data preprocessing is appropriate and well-justified <input type="checkbox"/> Methods are described in exceptional detail <input type="checkbox"/> Ethical consideration is addressed
3. Contribution to Discipline. Originality and potential for contribution to discipline	<input type="checkbox"/> Limited potential for discovery <input type="checkbox"/> Does not extend previously published work, findings, methods, or theories in the field <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Lacking publication potential	<input type="checkbox"/> Some potential for discovery <input type="checkbox"/> Further develops previous work, findings, methods, or theories <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication potential	<input type="checkbox"/> Exceptional potential for discovery <input type="checkbox"/> Significantly furthers knowledge from previous works <input type="checkbox"/> Substantial theoretical or applied significance <input type="checkbox"/> Exceptional publication potential
4. Quality of Written Expression.	<input type="checkbox"/> Writing is confusing or unclear <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical	<input type="checkbox"/> Writing is of publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent

5. Oral Presentation	<input type="checkbox"/> No or minimal eye contact with audience and very little movement or descriptive gesture <input type="checkbox"/> Inaudible or too loud, speak speed is too slow/fast, speaker seemed uninterested and used monotone. <input type="checkbox"/> Used no visual or most visuals are too distracting instead of helping <input type="checkbox"/> The organization is poor. Presentation is too long or too short	<input type="checkbox"/> Consistent use of direct eye contact with some audience. Movements or gestures enhance articulation to some extent <input type="checkbox"/> Overall clear articulation but not as polished. Contain some mumbling or uneven rate <input type="checkbox"/> Visual aids are used but needs to be improved at some parts <input type="checkbox"/> Organization is logical but needs improvement	<input type="checkbox"/> Maintains good eye contact with the entire audience, and body movements seemed fluid and helped the audience visualize <input type="checkbox"/> Uses a clear, audible voice and appropriate speed and demonstrates enthusiasm and confidence <input type="checkbox"/> Visual aids are well-prepared, informative, effective, and not distracting <input type="checkbox"/> Organization is excellent. The length of presentation is within the assigned time limits
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Additional comments: