

Bakke Graduate University strengthens leaders who steward resources

with and for vulnerable people and places, by means of contextual,

Christian-based education innovatively delivered throughout the urban world.

**Professional Dissertation Evaluation**

**(7-Chapter Format)**

**Student’s Name:**

Please insert the student’s name and your name in the appropriate spaces shown below. Then fill out the evaluation table shown below. If the dissertation work is inadequate for any areas indicated, please require your student to make the necessary revisions before you submit this form to the BGU Director of Doctoral Dissertations. At the end of this form, please indicate if you approve of the dissertation to be sent to the BGU Technical Reader for a final review of formatting and grammar issues. After the student has made final revisions based on recommendations from the technical reader, an Oral Review will be scheduled which will include the following people: student, supervisor, second reader, BGU representative, and members of the student’s Personal Learning Community (PLC).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Abstract** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| There is a concise summary of * project’s purpose,
* transformational intervention approach, and
* findings

(300 words maximum). |  |   |  |  |  |
| **Introduction Chapter** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| *Statement of the problem* is clear, realistic, insightful, and well documented. The section* starts with a concise statement of the issue,
* indicates samples of studies related to the problem, and
* indicates significance of this particular project in view of previous similar studies or projects
 |  |  |  |  |  |
| *Statement of purpose* is clear with * introductory statement of project intent,
* a primary research question followed by supporting questions that guide the project, and
* summary of a transformational strategy designed to improve people’s lives, communities, organizations, and/or cultures.
 |  |  |  |  |  |
| *Definitions section* include key words and terms relevant to the project with documentation for each (should not include commonly understood words and phrases). |  |  |  |  |  |
| The *Stakeholders and Audience* section includes* beneficiaries of the project,
* people who helped develop and/or implement the project, and
* audience who will read the project report.
 |  |  |  |  |  |
| The *Integration with Dimensions of Transformational Leadership* section provides* specific definitions of the perspectives from BGU content and possibly other sources and
* clear descriptions of how the project demonstrates one or more of the perspectives.
 |  |  |  |  |  |
| *Scope and limitations* of the project have been carefully considered including * possibly selecting only some aspects of a problem,
* limited sample size, barriers to collecting data, limited funding, site issues, etc.
 |  |  |  |  |  |
| Chapter ends with a conclusion section that include a *summary and transition sentence* towards next chapter |  |  |  |  |  |
| **Context Chapter** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| *Context* of problem is clear and relevant, which describes* the people (history, worldview, values, beliefs, demography, etc).,
* other local contextual facts that shed light on the problem addressed (location, geography, infrastructures, etc.),
* the current situation as related to the problem,
* the transformational significance of the project for organizations, communities, cultures, etc.

The chapter begins with an introductory paragraph and concludes with a summary paragraph. |  |  |  |  |  |
| **Literature Review** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| 1. *Introductory paragraph* briefly and clearly summarizes the conceptual framework of the project.
2. Chapter is *organized thematically* based on components of the theoretical framework with relevant literature discussed in each section, rather than a “book report” style.
3. Chapter includes good representation of literature *generated from authors within the student’s context*.
4. The sections show good integration of relevant conceptual models and principles from other disciplines.
5. Chapter ends with *conclusions paragraph* that clearly summarizes how the various conceptual components relate to the project along with a transition into the next chapter.
 |  |  |  |  |  |
| **Theological Reflections Chapter** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| The chapter begins with an introductory paragraph introducing the biblical principles addressed and ends with a good summary of the biblical principles and application to the project.The theological chapter is not a sermon or Bible teaching lesson. The chapter provides a clear discussion of biblical principles relevant to the project with* Good application of Scriptures without an *eisegesis* approach
* Good inclusion of relevant content from various respected theologians, Bible scholars, and transformational practitioners.
 |  |  |  |  |  |
| **Research Methodology & Transformational Strategies** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| Chapter begins with an *introductory paragraph* indicating the purpose of the research and the primary research question being answered. |  |  |  |  |  |
| *Research method* *section includes** definition of the selected method based on respected sources in research methodology with comparison to other methods and
* rationale showing why the selected method is best suited to answering the research questions for the project.
 |  |  |  |  |  |
| *Sampling methods section includes** definition of the selected sampling method based on respected sources in research methodology with rationale for selecting this method,
* indication of how representative the sample is or is not of the population being studied based on the particular research method used, and
* size and demographic information regarding the members of the sample.
 |  |  |  |  |  |
| *Data-gathering strategies* are clearly identified with purposes and rationales for each as related to the research questions for the project.  |  |  |  |  |  |
| *The practical, transformational strategy includes** good planning,
* detailed descriptions of action steps used to implement the plan in a realistic time frame, and
* clear discussion of how this strategy relates to the problem statement and how it is designed to bring about transformation in a community, organization, culture, etc.

(The actual results of implementing the strategy are discussed in the results chapter 4) |  |  |  |  |  |
| *The evaluation section includes** description of the evaluation methods/approach used to determine the validity of collected data using triangulation whenever possible, and
* description of the evaluation method used to measure the effectiveness of the transformational strategy based on analysis of feedback from participants and observations of the researcher/facilitator of the project.

(The actual results of the evaluation are report in the results chapter 4.) |  |  |  |  |  |
| The *Ethical Issues section includes** steps taken to insure protection and confidentiality for each participant in the project,
* description of any consent forms used, and
* identification of any vulnerable populations involved and/or sensitive information researched, which required approval from the BGU Institutional Research Board (IRB).
 |  |  |  |  |  |
| **Findings and Results Chapter** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| *Results of data collection* are clearly demonstrated using methods such as tables, charts, and graphs to clearly display findings with in-depth analysis. |  |  |  |  |  |
| *Results of the transformational strategy* are clearly described in detail showing* how the strategy has been used to begin a process to address the project’s problem statement and
* of how people, communities, and/or organizations have begun a process of ongoing transformation as a result of the project.
 |  |  |  |  |  |
| *Results of evaluation methods* include discussion of* validity of data collected using methods such as triangulation, and
* feedback received from participants in terms of the effectiveness of the transformation strategy
 |  |  |  |  |  |
| **Discussion and Conclusions** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| The d*iscussion* chapter includes:* summary of findings in terms of answering the research questions,
* summary of the effectiveness of the transformational strategy as related to addressing the problem defined in the project,
* summary of validity and trustworthiness of the project,
* significance and implications such as -personal/professional/cultural insights -theological insights -effective communication strategies discovered -replicability of the project -role of the student’s PLC,
* recommendations & specific future action steps.

The discussion chapter begin with an introductory paragraph and ends with a concluding statement summarizing the project.  |  |  |  |  |  |
| **Mechanics of Writing** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| Chapters are logically organized using relevant subheadings, introductory and summary statements, and a professional writing format (APA preferred and Turabian accepted for DMin and others by permission). |  |  |  |  |  |
| There is evidence of critical thinking with logical academic arguments that include claims, reasons, reliable documentation, and discussion of opposing claims utilizing culturally relevant sources from expert scholars and practitioners.  |  |  |  |  |  |
| The writing uses correct grammar, punctuation, and spelling with well-organized sentences that clearly communicate intended meaning. |  |  |  |  |  |
| There is appropriate documentation throughout the project using reliable sources with no plagiarism. |  |  |  |  |  |
| At least one-third of the documentation is provided from sources generated within the students’ context. |  |  |  |  |  |
| **Professional Practitioner Standards** | **Excellent** | **Strong** | **Adequate** | **Weak** | **Inadequate** |
| Discussion of data demonstrates ethical protection of human subjects. |  |  |  |  |  |
| Overall focus of the project demonstrates the culmination and results of the student’s educational process at BGU with practical, culturally relevant implementation of holistic, transformational leadership principles.  |  |  |  |  |  |

Do you approve this dissertation to be sent to the BGU Technical Reader based on at least adequate work having been done by the student? \_\_\_\_Yes \_\_\_\_No

Electronic Signature of Supervisor or Second Reader (or simply type your name here):

***Supervisor:***

***Second Reader:***

***Date:***