



## Second Attempt: Report of the Final Examination of the Dissertation for the Degree of Doctor of Education, Educational Leadership

If you are using the web form, once completed and signed by you, it will be automatically sent to the appropriate parties. However, if you are using the PDF version, complete the top and bottom section of the form and sign it. Then send it to your dissertation chair, followed by the remaining members of your committee for completion and signature. Finally, email the form to [edd@csusb.edu](mailto:edd@csusb.edu) for the Program Director's signature. Kindly ensure that the COMPLETED form is sent to [edd@csusb.edu](mailto:edd@csusb.edu). If you request signatures via Adobe Sign, please CC [edd@csusb.edu](mailto:edd@csusb.edu), but DO NOT request signatures from [edd@csusb.edu](mailto:edd@csusb.edu) through Adobe Sign. If you need assistance, please contact our office at [edd@csusb.edu](mailto:edd@csusb.edu).

### Part I: Second Attempt Results

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Phone # : \_\_\_\_\_ Student Email: \_\_\_\_\_

Cohort # \_\_\_\_\_ Date of the Final Defense: \_\_\_\_\_

#### Title of Dissertation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is to report that the above-named student, under the direction of their committee, completed the Dissertation Defense with the following results:

- Passed second attempt unconditionally. Dissertation accepted as presented.
- Passed second attempt conditionally. Dissertation requires revisions to be approved by the committee by the following date \_\_\_\_\_. The required revisions are as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Did not pass the second attempt.

Part II: Dissertation Rubric

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Ed.D. in Educational Leadership

Candidate Name: \_\_\_\_\_

<p><b><u>QUALITY INDICATORS DISSERTATION</u></b></p>	<p>2 Exceeds Expectations</p> <p>Approved with Commendation, Exceptional Level of Scholarship</p>	<p>1 Meets Expectations</p> <p>Approved as Written (may have minor edits/modifications required) All Critical Elements Present</p>	<p>0 Does Not Meet Expectations</p> <p>Must be Resubmitted and Re Defended</p>
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**Chapter 1: Introduction to the Study: Statement of the Problem** (Overall Focus/Purpose)

Quality Indicator \_\_\_\_\_

1. The research/problem of practice topic was developed and was clearly explained.
2. The importance of the research/problem of practice was clear and included citations from the literature that validated the importance of the study.
3. The research/problem of practice was situated in a context in which it was to be studied.
4. There were no more than 2 – 3 research questions included in the study.
5. The significance of the study was explained in detail and included citations from other studies and research scholars to validate the importance of this study to the field.
6. The theoretical framework/underpinnings was appropriate and clearly defined.
7. Assumptions that identify factors potentially influential to the study were delineated.
8. Delimitations made for this study were clearly identified and explained.
9. The definitions of key terms were from literature and included appropriate citations.
10. The summary included the main points covered in Chapter 1 and included an introduction of what was included in Chapter 2.

**Chapter 2: Review of the Literature**

Quality Indicator \_\_\_\_\_

**The research included in the literature review was clearly placed in a practitioner tradition.**

1. The literature review included the problem of practice and purpose of the study in the introduction.
2. The literature review included a discussion of the theoretical framework of the proposed study in the introduction.
3. Research studies included in the literature review were appropriate and comprehensive.
4. Research studies included in the literature review included comprehensive summaries of the studies clearly linked to the proposed study and included but was not limited to, analysis if methodologies, data collection processes, and findings and conclusions.
5. The literature review was relevant, recent, and clearly linked to the purpose and problem of practice being studied.
6. Research studies included in the literature review were compared and contrasted to similar studies also included in the literature review.
7. The literature review was logically and coherently organized.
8. The literature review included a summary of the most salient findings of the research reviewed that tied closely to the research/problem of practice being studied.
9. The literature review established a convincing basis for the study.

**Chapter 3: Design of study & methodology for research using inferential statistics & quantitative methods**

**Quality Indicator \_\_\_\_\_**

1. The overall study design was appropriate for the research question(s) posed.
2. The research design was linked to Literature Review in Chapter 2.
3. The research design described the context of the research (where and when).
4. The research design clearly explained who participated in the study and how they were selected.
5. The research methodology was clearly presented, explained, and appropriate.
6. The type of data that was used was clearly described and appropriate for the study.
7. The validity and reliability/trustworthiness methodology was clearly explained.
8. The data collection process was clearly described and appropriate for the study.
9. The instrumentation, equipment, materials and measurements used were well-chosen and adequate.
10. The data analysis methods were clearly explained and appropriate.
11. The positionality of the researcher was clearly defined.
12. Relevant ethical issues were clearly identified and addressed.

**Chapter 3: Design of study and methodology for research using qualitative methods.**

**Quality Indicator \_\_\_\_\_**

1. Overall study design was appropriate for the research question(s) posed.
2. The research design was linked to the Literature Review in Chapter 2.
3. The research paradigm and research tradition were adequately explained and justified.
4. There was a clear description of the researcher as a “credible witness”.
5. The research design and methodology were clearly presented, explained and adequate.
6. Triangulation issues, where appropriate, were addressed.
7. Data collection methods were clearly described and adequate.
8. The criteria/process for selecting participants was appropriate and clearly explained.
9. The role of the researcher in relation to participants was examined and explicated.
10. Relevant ethical issues were clearly identified and addressed.
11. The process of analyzing and generating meaning from the data was clearly explained.
12. The process for keeping track of emerging understandings was described in detail.

**Chapter 4: Presentation of findings from quantitative research study.**

**Quality Indicator \_\_\_\_\_**

1. Included an introduction to the current study.
2. Included an analysis of the sample’s demographics.
3. The results of the study were organized by research question with appropriate tables and statistical analysis.
4. Quantification efforts included were adequate.
5. Data were clearly, logically and economically presented and explained.
6. Variations from the study as proposed were presented and justified.
7. Data were handled with appropriate concern for accuracy and methodological rigor.
8. Meanings that were generated were justified by the data.
9. Where appropriate, the researcher was established as a “credible witness”.

**Chapter 5: Conclusions and Recommendations**

**Quality Indicator \_\_\_\_\_**

1. The chapter began with a brief overview of how and why the study was done, reviewed the questions or issues addressed and a included a summary of the findings.
2. Recommendations for educational leaders were based on the data analysis and recommendations for the problem studied were also presented.
3. The interpretation of findings included conclusions that addressed all the research questions or hypotheses with references to outcomes listed in Chapter 4.
4. The argument of what was established from the data was well-considered, justifiable, and presented in an appropriate tone.
5. Generalizations, where indicated, were confined to the population from which the sample was drawn.
6. Next steps for educational reform were presented and were supported by the data.
7. Recommendations for future research included questions that had emerged as a result of this study.
8. Limitations of what can be claimed from the study were acknowledged and adequately considered.
9. The conclusions included final conclusions made by the researcher that showed the impacts of future research or practice.

**OVERALL PRESENTATION: STYLE AND FORMAT**

**Quality Indicator** \_\_\_\_\_

**TOTAL** \_\_\_\_\_

Note: The dissertation must conform to the guidelines for style as set forth in the most recent edition of the *Publication Manual of the American Psychological Association (APA Manual)*. This includes, but is not limited to:

- a. Correct grammar, usage, punctuation, and spelling.
- b. Proper in-text citations for references, direct quotations, and paraphrasing.
- c. The reference list.
- d. All tables and figures.
- e. Headings and sub-headings.

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Student Signature

Date

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Name of Dissertation Chair

Dissertation Chair Signature

Date

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Name of Committee Member

Committee Member Signature

Date

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Name of Committee Member

Committee Member Signature

Date

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Ed.D. Director Signature

Date