

Input Requirements to Thesis Evaluation Tool Development for a Higher Learning Institution

Riomar Obliopas^{1,*}, Virgilio Rapada Jr² and Mila Casillano³

*^{1,2}College of Education, Eastern Samar State University, Borongan City, Philippines
E-mail: ¹<rgobliopas@gmail.com>, ²<rapadabagets@gmail.com>*

*³Graduate School, Eastern Samar State University, Borongan City, Philippines
E-mail: mbcasillano@gmail.com*

KEYWORDS Graduate School Thesis. Higher Education. Thesis Examiner's Guide. Thesis Examination. Thesis Standards and Guidelines

ABSTRACT Objectivity in thesis evaluation is an integral aspect of the entire thesis examination process. With an aim to developing an evaluation tool that would foster objective judgment and eliminate biases, this study analyzed input requirements to thesis evaluation tool development through content analysis of an adopted Proposed Evaluation Model and the existing university-graduate school thesis evaluation tool. The study employed the qualitative approach to research through content analysis as a method of answering the research problem. Two relevant materials were analyzed in order to arrive at meaningful qualitative descriptions that would serve as input in designing an evaluation tool. After a thorough analysis from a two-stage coding process and categorization, the findings revealed three themes considered as inputs to thesis evaluation tool development, which include: (1) technical/formal aspects of the paper, (2) format/organization and dissemination, and (3) impacts of the thesis. By understanding these inputs, designing a thesis evaluation tool will be properly informed and guided, thus creating a more comprehensive, enhanced and accurate assessment tool instrumental in recalibrating evaluation processes and outputs.