**National Taipei University- Evaluation of Learning Goals Achievement for Graduate Student in Doctor Program of College of Business**

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| Department of Business Administration Date of the Oral Defense 口試日期： | | | | Name of the Student 學生姓名： Student ID 學號： (請以電腦繕打) | |
| Dissertation Tittle (In Chinese) 中文題目： | | | | | |
| (In English) 英文題目： | | | | | |
| **Criteria** | | **Unacceptable (U)** | **Acceptable (A)** | | **Outstanding (O)** |
| **Communication**  **Ability** | Content | □The student evidently had insufficient knowledge about the topic and little relation could be found between the topic and the presentation. | □The student did a fair and satisfactory review and research about the topic but some part(s) of the presentation was irrelevant. | | □The student reviewed and researched thoroughly about the topic and the presentation content was highly relevant. |
| Mannerisms | □The student appeared anxious while delivering the presentation and had few interactions with the audience. | □The student appeared to some extent confident and logical, and the presentation was somewhat interactive and engaging. | | □The student appeared confident and logical, and the presentation was interactive and engaging. |
| Uses of business terms | □The student evidently had insufficient knowledge about terminologies and their use. | □The student tried to use terminologies properly. | | □The student was able to use terminologies in an accurate and precise manner. |
| **Research**  **Ability** | Question/ Topic | □Thesis lacks a focused research question. Topic lacks a clear connection to student's skill set. | □Research question (or statement) is clearly articulated to reader and sufficient background is provided for reader to understand the importance of the topic. | | □Effectively makes the case for conducting the research; relates importance of proposed question to key stake? holders (e.g., business, policymakers, employees). |
| Understanding of Literature | □Student does not connect research question to existing peer-reviewed scholarship. | □Comprehensive review of peer? reviewed academic literature related to student's topic; research question has solid foundation in existing academic literature; student identifies limitations of the existing literature. | | □Literature Review synthesizes existing peer-reviewed academic research on the topic to facilitate clear understanding of contribution of the thesis. |
| Methodology/  Research Quality | □Methodology is not appropriate for question being asked. | □Student justifies appropriateness of methodology for addressing proposed question. | | □Student demonstrates clear understanding of methodology and appropriateness for the project by highlighting the strengths as well as caveats of the methodology. |
| Analysis/ Presentation  of Results | □Presentation of results lacks focus; implications of results are not (or cannot be) discussed. | □Student presents results in tabular and/or graphical form to facilitate reader's understanding (professional quality tables & graphs). | | □Student interprets results in light of proposed research question and existing literature. Student considers implications of results for key stakeholders. Includes professional? quality tables & graphs. |

**Signature of the Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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