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

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| Department of Accountancy Date of the Oral Defense 口試日期： | | | | | | Name of the Student 學生姓名： Student ID 學號： | |
| Dissertation Tittle (In Chinese) 中文題目： | | | | | | | |
| (In English) 英文題目： | | | | | | | |
| **Criteria** | | | **Unacceptable (U)** | **Acceptable (A)** | | **Outstanding (O)** |
| **Communi- cation Ability** | **Oral Skills** | 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. |
| Ways of presenting | □The student adopted media/technology inadequately. | □The student tried to use media/technology to convey the student’s ideas. | | □The student was able to use media/technology to convey arguments clearly. |
| Reactions to Negative Feedback, Critics and Conflicts | □When facing critics / challenges, the student had difficulty responding, engaging in self-reflection, controlling their emotions, and/or recognizing the contribution of the critics / challenges. | □When assistance was provided by others, the student was able to ask with respect for clarification, acknowledge errors and respond to challenges. | | □When facing critics / challenges, the student appeared assertive but respectful in their responses, able to recognize the contributions of the critics / challenges, and able to take responsibility when there were errors. |
| 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. |
| **Written Skills** | Paper Structure | □Most of the descriptions provided in the paper were irrelevant to the topics. | □The paper provided a fair and relevant description of the topic and intended to contain necessary elements. | | □The paper was structured in a clear and focused flow which contains necessary elements. |
| Academic writing skills | □Multiple errors in grammar, sentence and structure or spelling could be found in the paper, which signifying an unsatisfactory level of academic writing skills. | □Some errors in grammar, sentence structure or spelling could be identified occasionally throughout the paper. | | □The paper was adequately written in an academic writing style. |
| **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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