**Example:**

Program: □IM □BA □TM 🗹TTLM□IFM

Student: ○○○

Thesis Title: XXXXXX

Advisor: XXX

Date: 2018.02.05

|  |
| --- |
| **Goal 1:** Students demonstrate to be integrative learners. INTEGRATIVE LEARNER |
| **Objective 1-1:** Students can understand theories, models, tools and skills relevant to their program. |
| **Criteria** |  | **Assessment tools: Thesis oral exam Video**Only questions related to theories, methodology, sources and outcomes may be used as evidence. |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Business Knowledge**

**(商管知識)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  | **✓** |  |
| Student is unable to articulate information needed to the questions related to their program about theories, methodology, sources and outcomes. | Student give satisfactory answers to questions related to their program about theories, methodology, sources and outcomes. | Student give proficient answers to questions related to their program and supplies sufficient information pertaining to theories, methodology, sources and outcomes. |

Program: □IM □BA □TM □TTLM□IFM

Student:

Thesis Title:

Advisor:

Date:

|  |
| --- |
| **Goal 1:** Students demonstrate to be integrative learners. INTEGRATIVE LEARNER |
| **Objective 1-1:** Students can understand theories, models, tools and skills relevant to their program.  |
| **Criteria** |  | **Assessment tools: Thesis oral exam Video**Only questions related to theories, methodology, sources and outcomes may be used as evidence. |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Business Knowledge**

**(商管知識)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Student is unable to articulate information needed to the questions related to their program about theories, methodology, sources and outcomes. | Student give satisfactory answers to questions related to their program about theories, methodology, sources and outcomes. | Student give proficient answers to questions related to their program and supplies sufficient information pertaining to theories, methodology, sources and outcomes. |
| **Objective 1-2:** Students can effectively apply integrative learning skills to deconstruct complex problem by addressing solutions. |
| **Criteria** |  | **Assessment tools: Video of presentation of thesis** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Awareness of Relevant Business Disciplinary Knowledge**

**(專業知識認知)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Exhibits poor ability to identify and evaluate the problem bearing upon their program. Often, lacks to the recognition of context. | Exhibits adequate ability to identify and evaluate the problem bearing upon their program. Supplies with selective information to the recognition of context. | Demonstrates credible skills to evaluate the problem, enriches with distinct information to the recognition of context and evaluation is relevant and specific to the context. |
| 1. **Accuracy and Insight of Application of Relevant Business Disciplinary Knowledge**

**(專業知識應用之正確性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Student lack of insight into applying relevant business disciplinary knowledge. | Student has some minor but no major problems in accuracy and/or insight into applying relevant business.  | Demonstrates feasible accuracy and insight into applying all or almost all relevant knowledge to solve the problem. |
| 1. **Selection of Appropriate Models and Techniques**

**(模式及技術選用之適合性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Demonstrates poor or inappropriate technique to analyze the problem. Unable to adopt a clear methodology. | Examines some relevant technique to analyze the problem. Exhibits reasonably sound understanding of the fundamental concepts to deconstruct the problem by adopting relevant methodology. | Demonstrates skillful use techniques to analyze the problem. Shows extensive understanding of the fundamentals to deconstruct the problem with appropriate methodology. |

|  |
| --- |
| **Goal 2:** Students demonstrate to have global perspective. GLOBAL PERSPECTIVE |
| **Objective 2-1:** Students can collect relevant academic literature for their theses which are of global significance and can estimate scope of it. |
| **Criteria** |  | **Assessment tools: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Appropriate selection of research articles**

**(研究主題之適合性)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
|  |  |  |  |  |  |  |  |  |
| Fewer than five articles, outdated articles, or non-primary research articles are included. The connection between the articles and the purpose is missing. | At least five research articles published in the recent 10 years are included. The connection between some of the articles and the purpose is unclear. | At least five research articles published in the recent 10 years are included. All articles are relevant to the purpose. |  |
| 1. **Logical flow of ideas**

**(研究理念之邏輯架構)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
|  |  |  |  |  |  |  |  |  |
| The arrangement of content in the literature review is haphazard and difficult to follow. | The overall arrangement of the literature review is logical but is occasionally difficult to follow. | The reader is guided smoothly through the logically arranged literature review. |  |
| 1. **Scope of articles**

**(研究範圍)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
|  |  |  |  |  |  |  |  |  |
| Student failed to create a comprehensive overview of current research, trends, concepts themes and controversies related to the topic. | Students created a simple comprehensive overview of current research, trends, concepts, themes and controversies related to the topic. | Student has created, a comprehensive overview of current research, trends, concepts, themes, and controversies related to the topic. |  |
| **Objective 2-2:** Students can produce and deliver a professional thesis with relevant arguments and sound conclusions. |
| **Criteria** |  | **Assessment tools: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| **A. Results****(結果分析)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
|  |  |  |  |  |  |  |  |  |
| The results are inadequately presented and explanation is not explicitly supported. | The results are adequately presented, relevant to the research and is often explicitly supported.  | The results are presented in an appropriate order and fully explained. All the appropriate statistics are presented and explained clearly (when applicable). |  |
| **B. Discussion & Conclusion****(討論與結論)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
|  |  |  |  |  |  |  |  |  |
| A summary of the main points is not clearly presented. Implications for nursing practice are absent, illogical, irrelevant, or unclear. | A summary of the main points is presented, but clarity could be enhanced. Implications for nursing practice are included but lack logic, relevance, or clarity. | A summary of the main points is clearly articulated. Implications for practice are logical, relevant, and clear. |  |

|  |
| --- |
| **Goal 3:** Students will have effective communication skills. COMMUNICATION |
| **Objective 3-1:** Students can write a well-structured thesis with relevant arguments. |
| **Criteria** |  | **Assessment tools: Thesis report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Identification and framing of paragraphs.**

**(文字段落)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Many paragraphs lack distinguishable topic sentences. Many paragraphs contain multiple topics and are difficult to follow. Transitions between paragraphs are imperfect. | Most paragraphs begin with a distinguishable topic sentence. Some paragraphs include multiple topics. Transitions between paragraphs are sometimes imperfect. | Each paragraph begins with a distinguishable topic sentence. The content of each paragraph is closely associated with its topic sentence. Transitions are smooth. |
|  |
| **Goal 3:** Students will have effective communication skills. COMMUNICATION |
| **Objective 3-2:** Students can write a master thesis using the APA writing style. |
| **Criteria** |  | **Thesis Report** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Citations**

**(文獻引用)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Multiple citation errors are noted. One or more citation does not have a matching reference. | One to three citation errors are noted. Each citation has a matching reference. | Citations are formatted correctly. Each citation has a matching reference. |
| 1. **References**

**(文獻格式)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Multiple formatting errors occurred in the reference list. One or more reference does not have a matching citation. | A minor formatting error or two are noted in the reference list. Each reference has a matching citation(s). | Proper formatting is used throughout the reference list.Each reference has a matching citation(s). |
| 1. **Margins**

**(版面邊界配置)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| One-inch margins are not used. Page number and page header are absent or typed rather than inserted at the top of each page. | One-inch margins are not used but not adequately. Page number and page header available and inserted correctly. | One-inch margins are used. Page number and page header are inserted at the top of each page. |

|  |
| --- |
| **Goal 3:** Students will have effective communication skills. COMMUNICATION |
| **Objective 3-3:** Students can use presentation technology in an efficient manner. |
| **Criteria** |  | **Thesis presentation video** |
| **Unsatisfactory (1~3 Points)** | **Satisfactory (4~6 Points)** | **Excellent (7~9 Points)** |
| 1. **Visual Aids**

**(視覺輔助)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Visual aids are either not used or clearly inappropriate. | Visual aids are present but do not substantively enhance presentation or reinforce ideas presented. | Visual aids enhance presentation and reinforce ideas presented. |
| 1. **Quality of slides**

**(內容品質)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| Sloppy and/or unprofessional. Inappropriate level of detail (too wordy or too vague); font size too small for readability. | Readable and professional. Appropriate level of detail that emphasizes main points. | Readable, professional, imaginative and/or high quality. |
| 1. **Use of Multimedia Technology**

**(多媒體技巧之使用)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |
| The use of multimedia technology was less conclusive and rather not relevant to the context. | The presentation was eye catching, the pictures were clear and the sequence of the presentation was well thought out and well prepared. | The presentation was eye catching, the pictures were Clear, the sequence of the presentation was well thought out. Presentation was organized; Speakers were clear and used proper terminology. |

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

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