

IMBA Oral defense Assessment Criteria

Student Name:

Student ID:

Advisor/ Committee member signature:

Learning Goal:	1. Graduates will demonstrate their effective communication skills in an organizational environment.		
Learning Objective:	1-1 Students will express ideas clearly and coherently.		
Criteria	Levels		
	Below Expectation	Meets Expectation	Above Expectation
Understand subject knowledge	<input type="checkbox"/> Uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	<input type="checkbox"/> Answering questions with ease and provides explanations and some elaboration.	<input type="checkbox"/> Demonstration of full knowledge (more than required) by answering all questions with explanations and elaboration.
Express thoughts and ideas in an organized manner	<input type="checkbox"/> Presentation is unclear, disorganized, and rambled too much. The presentation was confusing and difficult to follow. Transitions between sections are awkward.	<input type="checkbox"/> Presentation is usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	<input type="checkbox"/> Presentation is consistently clear, concise, well organized. Points were easy to follow because of the good organization. Transitions between sections smooth and coordinated.
Demonstrate Stage presence	<input type="checkbox"/> Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of filler words or pauses, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.	<input type="checkbox"/> Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	<input type="checkbox"/> Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.

Learning Goal:	3. Graduates will demonstrate capabilities of developing research questions and contribution to knowledge.		
Learning Objective:	3-1 Students will identify and use appropriate sources and research methods for their studies.		
Criteria	Levels		
	Below Expectation	Meets Expectation	Above Expectation
Conduct research activities using proper methodologies.	<input type="checkbox"/> Proposed research methodology is inappropriate for the problem.	<input type="checkbox"/> Proposed research methodology is viable.	<input type="checkbox"/> Identifies the most proper methodology to answer the research questions.
Identify and apply the principles of qualitative/quantitative research methods	<input type="checkbox"/> Fail to apply the principles of qualitative/quantitative research.	<input type="checkbox"/> Able to apply the principles of qualitative/quantitative research, but some points are vague and unclear.	<input type="checkbox"/> Clearly understand how to apply the principles of qualitative/quantitative research.
Data analysis and interpretation	<input type="checkbox"/> Data interpretation is inappropriate; identifies no weaknesses in interpretation	<input type="checkbox"/> Data interpretation is appropriate ; identifies some weaknesses in interpretation	<input type="checkbox"/> Data interpretation is appropriate ; identifies weaknesses in interpretation

Learning Objective:	3-2 Students will demonstrate the abilities to conduct independent research.		
Criteria	Levels		
	Below Expectation	Meets Expectation	Above Expectation
Identify research questions.	<input type="checkbox"/> Fail to identify major research questions.	<input type="checkbox"/> Identifies major research questions, but lack of the details of research background.	<input type="checkbox"/> Clearly and accurately identifies research questions with detailed descriptions of research background.
Frame the research topic via comprehensive literature review.	<input type="checkbox"/> The framework of the study is unclear, and the literature review is not sufficient to position the research.	<input type="checkbox"/> The research topic and framework of the study is supported by literature review.	<input type="checkbox"/> The research topic is framed properly by comprehensive literature review.
Conclusions capture all key elements of results.	<input type="checkbox"/> Fail to draw conclusions, or conclusions were vague and unsupported by analysis and results.	<input type="checkbox"/> Conclusions capture some key elements of analysis and result.	<input type="checkbox"/> Conclusions capture all key elements of results, and demonstrated broader implications of the findings.
Impact of research on the field	<input type="checkbox"/> Thesis has little relevance or significance/ authenticity to field and will make little contribution to field.	<input type="checkbox"/> Thesis has fair relevance or significance /authenticity to field and will make a good contribution to field.	<input type="checkbox"/> Thesis is very relevant or has significant importance/ authenticity to field and will make an important contribution to field.