**附件5**

National Taiwan University

**(Unit Name) Final Evaluation Report**

**for the ○○○ Academic Year**

【for Departments/Graduate Institutes/degree Programs】

Evaluation Committee Convener：

Evaluation Committee Members：

Evaluation result：□ Pass □ Conditional Pass □ Fail

Date： / / (mm/dd/yyyy)

**Guidance for Writing the Final Evaluation Report**

NTU’s Final Evaluation Report is divided into two parts: “Evaluation Checklist” and “Evaluation Summary Report.” Please follow the writing style requirements listed below:

1. **Evaluation Checklist:**
2. Evaluators shall mark the unit under evaluation according to the four evaluative criteria: teaching, research, service, and administration. A four-level grading system is adopted: Excellent, Very Good, Good, and Fair.

Excellent: The unit has achieved outstanding and clearly distinguishable outcomes supported by extensive and concrete evidence.

Very Good: The unit has fulfilled the essential requirements and has achieved satisfactory outcomes supported by extensive and concrete evidence.

Good: The unit has fulfilled the essential requirements and has achieved decent outcomes supported by concrete evidence.

Fair: The unit has just met the essential requirements, or barely achieved desirable outcomes, or failed to provide sufficient evidence to support the said claims.

1. Evaluators shall thoroughly consider the unit’s performance according to the four criteria before marking the unit as “pass,” “conditional pass,” or “fail” as its final evaluation result.
2. **Evaluation Summary Report**
3. For the sake of clarity, evaluators shall follow the designated form and select one language as medium of expression.
4. Evaluators shall summarize the main evaluation results at the beginning of the Evaluation Summary Report.

**A. Evaluation Checklist**

|  |
| --- |
| 1. Teaching |
| Evaluation item | Evaluation |
| Excellent | VeryGood | Good | Fair |
| 1-1 The connection between the orientation, teaching objectives, and development strategies of the unit is clear and reasonable. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-2 The courses planned and provided by the unit can help the unit achieve educational objectives and the students develop core skills. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-3 The teaching personnel recruited by the unit is capable of meeting educational objectives, course planning to satisfy the learning needs of the students, and assist the development of the unit. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-4 Teachers of the unit design the curriculum and adjust the teaching methods in accordance with the educational objectives of the unit and the temperament of the students with effective outcomes. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-5 The unit has a reasonable admission procedure, understands the student composition, and provides guidance for new students. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-6 The unit understands the academic performance, extra-curriculum activities, life, and career development of its students. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-7 The unit has established a feedback mechanism concerning the academic performance of its students. | 🞏 | 🞏 | 🞏 | 🞏 |
| 1-8 The unit has achieved desirable outcomes in promoting international cooperation on teaching and researching. | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. Research |
| Evaluation item | Evaluation |
| Excellent | VeryGood | Good | Fair |
| 2-1 In accordance with its orientation, the unit has built good relationships and achieved desirable outcomes cooperating with relevant industries, the government, and other academic institutes. | 🞏 | 🞏 | 🞏 | 🞏 |
| 2-2 The teachers of the unit acquire appropriate expertise in their academic fields. | 🞏 | 🞏 | 🞏 | 🞏 |
| 2-3 The students of the unit acquire appropriate expertise in their academic fields. | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. Service |
| Evaluation item | Evaluation |
| Excellent | VeryGood | Good | Fair |
| 3-1 The unit makes good use of teaching resources and research achievements to take on social responsibilities. | 🞏 | 🞏 | 🞏 | 🞏 |
| 3-2 The teachers of the unit participate in services on and off campus, displaying spirits of service and achieving positive outcomes. | 🞏 | 🞏 | 🞏 | 🞏 |
| 3-3 The students of the unit participate in services on and off campus, displaying spirits of service and achieving positive outcomes. | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. Administration |
| Evaluation item | Evaluation |
| Excellent | VeryGood | Good | Fair |
| 4-1 The unit has a sound administration, and its administrative resources and equipment can facilitate the operation and development of the unit. | 🞏 | 🞏 | 🞏 | 🞏 |
| 4-2 The unit provides an effective support system to its teachers in terms of teaching and academic research. | 🞏 | 🞏 | 🞏 | 🞏 |
| 4-3 The unit provides an effective support system to its students in terms of learning, extra-curriculum activities, life, and career development. | 🞏 | 🞏 | 🞏 | 🞏 |
| 4-4 The unit keeps track of its graduates and uses the information as constructive feedback for self-improvement. | 🞏 | 🞏 | 🞏 | 🞏 |
| 4-5 The unit has a well-established mechanism for self-assessment and keeps improving based on the feedback. | 🞏 | 🞏 | 🞏 | 🞏 |
| \*The unit under evaluation can add evaluation items based on its own characteristics. |
| EvaluationResult | Pass | Conditional Pass | Fail |
| 🞏 | 🞏 | 🞏 |

**B. Evaluation Summary Report**

I. Summary of the Evaluation Results

II. Introduction

III. Teaching

 i. Current Strengths and Weaknesses

 ii. Suggestions for Improvement

IV. Research

 i. Current Strengths and Weaknesses

 ii. Suggestions for Improvement

V. Service

 i. Current Strengths and Weaknesses

 ii. Suggestions for Improvement

VI. Administration

 i. Current Strengths and Weaknesses

 ii. Suggestions for Improvement

VIII. Conclusion

\*Apart from the four major criteria listed above, the unit under evaluation can add other evaluation items according to their needs. Additional evaluation items should also be listed in the “Evaluation Checklist” in the first part of this report.