

<b>1. Knowledge</b>	<b>Excellent=4</b>	<b>Good=3</b>	<b>Satisfactory=2</b>	<b>Unsatisfactory=1</b>
<p><b>Clearly specifies objectives for project including personal role, key stakeholders departments, or parties for action project and materials for analytical project.</b></p> <p><b>Clarify the problem, need, or opportunity being addressed by the project by identifying the main issues to be addressed, including potential risks, appropriate approvals and buy-in for the project.</b></p>	<p>Setting is well defined and shows broad consideration of key agencies, departments, parties or research resources as appropriate.</p> <p>Clearly explains how project is related to individual, community or organization goals and articulates how this project will be approved by stakeholders and of benefit.</p>	<p>The setting is defined and most key agencies, departments, parties or research resources are considered but concepts are less well developed than in Excellent category..</p> <p>Explanation is adequate but the scope and complexity of the project is more narrowly defined than for Excellent. Potential risks are narrowly defined.</p>	<p>Setting is defined but some key agencies, departments, parties or research resources are either not included or not connected meaningfully.</p> <p>Explanation is adequate but leaves out key factors and potential risks that might increase/decrease the benefit to and buy in of the project from the individual, community or organization.</p>	<p>Setting is not clearly defined and description fails to address broader context.</p> <p>Project does not seem significant enough to warrant cooperation of key stakeholders and/or scope of project is not sufficient for capstone project.</p>
<p><b>Applies theories and concepts from the major degree to the Capstone project.</b></p>	<p>Makes coherent connections between the objectives of the project and relevant course work required for the degree. Demonstrates mastery of coursework into an integrated business approach.</p>	<p>Makes connections between the objectives of the project and relevant courses but does not present an integrated business approach.</p>	<p>Makes connections between the objectives of the project and some of the relevant courses but some of the connections are ambiguous or inappropriate.</p>	<p>Fails to make meaningful connections between the objectives of the projects and degree requirements. Apparently has not integrated course requirements into a coherent business approach.</p>
<p><b>Organizes appropriate concepts and activities that insure the successful accomplishment of the project.</b></p>	<p>Clearly explains each outcome or “deliverable” with details that can be objectively evaluated and demonstrates successful completion of the project.</p>	<p>Clearly explains each outcome or “deliverable” but does not include details that will allow objective evaluation.</p>	<p>Outcomes are so limited in scope that it will be difficult to evaluate the success of the project on the organization.</p>	<p>Outcomes or “deliverables” are not sufficiently complex to satisfy requirements of capstone project.</p>

<p><b>Describe steps that will be taken to accomplish stated objectives including resources needed and criteria for evaluating success</b></p>	<p>Process for accomplishing goals of project is well articulated and criteria for measuring success are appropriate and clearly defined.</p>	<p>Process is well defined but some criteria for measuring success are missing or ambiguous.</p>	<p>The process description has limited detail and criteria for evaluation are broadly defined making it difficult to determine the degree of success or impact of the project.</p>	<p>Description of the process is so limited and/or criteria for success are so ambiguous, it is difficult to evaluate the project plan or the overall success of the project.</p>
<p><b>Describe intended modes of research including data gathering strategies and/or identification and acquisition of references.</b></p>	<p>Provides a strong, in-depth rationale for the choice of data-gathering methods that reflects the goals of the research.</p>	<p>The rationale for the choice of data-gathering methods is less in-depth or does not as clearly reflect research goals, but is still sound.</p>	<p>The rationale for the choice of data-gathering methods lacks depth and detail, and only minimally reflects the research goals.</p>	<p>A rationale for the choice of data-gathering methods is not presented, is not sound, or fails to reflect the research goals.</p>
<p><b>Provide a detailed week-by-week plan that realistically distributes the workload and provided adequate lead time to obtain deliverables from others..</b></p>	<p>Timeline is detailed and realistic, covering all items that are needed to complete project..</p>	<p>Timeline is complete, but rationale for timing and assurances of completion are incomplete.</p>	<p>Timeline has a few gaps but can be accomplished within the parameters established.</p>	<p>Timeline has gaps and documentation indicates that project is behind schedule.</p>
<p><b>Provide a literature review to provide background and guide project.</b></p>	<p>Literature review is complete and well documented making clear and accurate connections between materials and capstone project.</p>	<p>Literature review is complete and well documented but connections between materials and capstone are not well articulated.</p>	<p>Literature review is adequate but documentation and connection to project are now well articulated.</p>	<p>Literature review is superficial and little attention is paid to connecting information to project goals.</p>

<b>Provide project summary which analyzes in a critical way successes and changes that were made in the course of implementation.</b>	Summary provides documentation of actions taken and clear explanations for any problems which impacted the activities outlined in the updated research summary.	Summary provides documentation of actions taken but does not connect activities with plans in the research summary..	Summary provides general description of actions.	Actions are not described well and do not appear to be directly connected with activities described in project summary.
<b>As objectively as possible, assess the successes and or/failures of the project against the criteria stated in original proposal and make recommendations for future development. To the extent possible, refer to both short and long term results and recommendations.</b>	Provides thorough evaluation of project based on established criteria and clearly articulates possible causes of problems. Makes immediate and long-term recommendations that demonstrate a thorough understanding of the implications and goals of the project.	Evaluates the project based on established criteria but shows little understanding of circumstances that might have contributed to problems. Recommendations indicated an understanding of the issues but lack insight into the underlying causes.	Project evaluation is adequate but ties to established criteria are not well articulated. Problems with implementation and recommendations for the future lack insight.	Project evaluation appears to have been hastily constructed with little or no attention to the evaluation criteria described in the research summary.

<b>2. Critical Thinking</b>	<b>Excellent=4</b>	<b>Good=3</b>	<b>Satisfactory=2</b>	<b>Unsatisfactory=1</b>
<b>Presents logical arguments, defends and justifies conclusions, and makes decisions based on objective analysis rather than opinion.</b>	Ideas are logical, clearly presented, well argued, and well supported.	Ideas may not be as carefully presented, reasoned, or supported, but there are no serious errors in logic.	Ideas presented demonstrate a basic understanding of the assignment, but have less effective or complete development (weaker arguments).	Ideas are incoherent, serious errors in reasoning exist, and little or no support for ideas is provided.

<p><b>Demonstrates ability to integrate and synthesize complex ideas.</b></p>	<p>Creates new ideas by integrating numerous and seemingly different ideas to form a coherent whole. Demonstrates a depth and complexity of thought.</p>	<p>Creates new ideas by integrating a few key ideas to form a coherent whole. Demonstrates some depth and complexity of thought.</p>	<p>Although the implication of the research is realized, the formulation of new ideas based on the synthesis of ideas is not achieved.</p>	<p>The implications of the research are not realized nor are new ideas formulated. At best, previous ideas are reinforced for no good reason.</p>
<p><b>Demonstrated ability to select and gather a variety of appropriate data, and analyze that data to solve problems, show relevance to the project, and/or draw relevant conclusions.</b></p>	<p>Selects and gathers data providing strong support for the project goals and objectives. Demonstrates the analytical skills to solve problems, make decisions, and draw conclusions.</p>	<p>Selects and gathers some data, but support is uneven and does not fully support project goals and objectives. Demonstrates some analytical skills, but lacks depth to fully solve problems, make decisions, and draw conclusions.</p>	<p>Data selection and gathering lacks the depth and breadth to support project goals and objectives. Weak data and analysis does not fully address problems, needed decisions, or allow for strong conclusions.</p>	<p>Data selection and gathering is faulty and misdirected. Data does not address the project goals or objectives, or allow for serious analysis. Lack of relevant data and analysis does not allow for solving project problems, making decisions, or drawing conclusions.</p>
<p><b>Demonstrates intellectual honesty and identify lessons learned from completing the Capstones project as well as the positives and negatives of a values based Regis education.</b></p>	<p>Recognizes the limitations of his or her knowledge, demonstrates an openness to ideas not explored in the research (is not dogmatic), cites and quotes accurately from numerous sources, including those that disagree with his or her ideas.</p>	<p>Is not dogmatic and seems to recognize the limitations of his or her knowledge, cites and quotes accurately, provides several sources of support for an idea, but is not as far-reaching in including those that disagree with his or her ideas.</p>	<p>May demonstrate some dogmatism in presenting ideas. While key ideas are supported, the material cited and quoted in some cases may be minimally related to the issue at hand. Little discrepant evidence is introduced and addressed.</p>	<p>Limitations of ones knowledge are not recognized and ideas are presented dogmatically. Cited and quoted material is related tangentially if at all to the key ideas expressed. No discrepant evidence is addressed.</p>

<b>3. Communication</b>	<b>Excellent=4</b>	<b>Good=3</b>	<b>Satisfactory=2</b>	<b>Unsatisfactory=1</b>
<b>Has a clear thesis (<i>written and oral</i>) .</b>	The thesis is clearly stated and reinforced throughout the paper or presentation.	The thesis is clear, but may not be as clearly reinforced throughout the paper or presentation.	The thesis may be vague and less effective.	There is no thesis.
<b>Uses correct spelling and punctuation (<i>written</i>) .</b>	One to three errors may exist that appear to be typographical errors.	Several (four to eight) errors may exist that appear to be typographical errors.	Errors in spelling and punctuation exist, but are not serious or frequent enough to consistently distract from the content.	Reader understanding is impeded by numerous errors in spelling and punctuation.
<b>Uses complete and grammatically correct sentences (<i>written and oral</i>) .</b>	No errors in mechanics, usage, and sentence structure occur.	Very few (one to three) errors in usage and sentence structure occur.	A few problems with usage and awkward or ineffective sentences may occur, but the errors are not serious or frequent enough to consistently distract from the content or delivery.	Reader understanding is impeded by numerous grammatical errors and poorly constructed sentences.

<p><b>Organizes written documents and presentation: Has a clear and complete introduction, body and conclusion; clear transitions; the thesis is partitioned into clear main points (<i>written and oral</i>).</b></p>	<p>The introduction contains a compelling attention-getter, thesis, and preview of main points. Main points are clearly stated and developed in the body. The conclusion contains a restatement of the thesis and main points, discusses the implications of the research, and ends with a clincher. Transitions connect major parts of the paper or presentation and main points.</p>	<p>All major sections of the paper/presentation are present. The attention-getter and clincher may be less compelling, and the transitions may be less clear. Overall, the paper or presentation is well organized.</p>	<p>The presentation and paper may have a vague thesis and less clear main points. Although the introduction and conclusion may be incomplete, both are organized well enough to allow the reader/listener to follow the discourse.</p>	<p>A combination of the following occurs: lack a thesis, unclear main points, organization, and no transitions. Such errors and omissions are sufficient enough to interfere with reader/listener comprehension.</p>
--	--	---	--	--

<p><b>Capstone deliverables (proposal, research summary/literature review, project, project summary, presentation) are well organized and citations appropriately documented, using headings and providing all the information required for each element/deliverable</b></p>	<p>All Capstone deliverables are well organized, using appropriate headings and APA documentation style. All required information is presented in each deliverable, and written using correct standard English.</p>	<p>The capstone deliverables show organization, but is not always consistent with guidelines. APA and standard English is used, with minor mistakes or typographical errors.</p>	<p>The organization of capstone deliverables is inconsistent and does not meet several of the guidelines. APA is not used correctly in places and there are some major mistakes in English usage.</p>	<p>The capstone deliverables lack organization, APA is not used or used incorrectly, and English usage is incorrect and numerous places.</p>
<p><b>Demonstrates appropriate written and computational skills in completing all of the Capstone deliverables: concept draft, proposal, final project, project summary, and self-assessment report .</b></p>	<p>Demonstrates economy of style, is direct and to-the-point, uses language accurately and appropriately with a keen sense of nuance. Defines all terms and creates clear and well-supported definitions based on the work of others.</p>	<p>Ideas may not be expressed as succinctly, but the lack of succinctness does not interfere with overall readability. Language is used accurately and appropriately and key terms are defined. Some nuances may be overlooked.</p>	<p>Wordiness of expression interferes occasionally with the clarity of ideas expressed. Language use is generally clear although questions concerning meaning may occasionally arise. Some terms may be vaguely defined, although definitions are provided.</p>	<p>Writing style is excessively wordy. Words may be used colloquially or carelessly, thereby obscuring the meaning of ideas. Terms are inappropriately defined or not defined at all.</p>
<p><b>Demonstrates excellence in delivery (<i>oral</i>).</b></p>	<p>Does not read presentation; has good eye contact; uses movement and gestures that enhance the message and show enthusiasm; has good volume, rate and articulation; connects with a the audience, has clear visual aids and uses them well.</p>	<p>Two of the criteria for “excellent” are not be met. For example, there may be less frequent and personal eye contact, repetitive use of gestures, or limited vocal inflection. Overall, the weaknesses constitute only minor distractions.</p>	<p>Three or four of the criteria for “excellent” are not met. Overall, the weaknesses distract from the effectiveness of the presentation, but do not keep the listener from grasping and understanding the key points.</p>	<p>Few, if any, of the criteria for “excellent” are met, thereby impeding the ability of the speaker to convey his or her ideas effectively.</p>