

Definitions

Unit: Refers to any combination of Dean, Chair, School, Major, or Program

Faculty: Refers to any combination of instructor, professor, teacher, lecturer

External Partner: Refers to any combination of business, non-profit, industry, site supervisor, community partner, sponsor

Field Experience: Refers to any combination of internship, practicum, apprenticeship, and co-operative education experiences where students work in their chosen professional practice

Deliverable: Refers to the tangible works, artifacts, or products created in the capstone

Pathway: An articulated and guided collection of learning and personal development activities and experiences that occur inside and outside of the classroom, commence upon acceptance of admission to university, and progress gradually each semester/year through to graduation

Undergraduate Experience: Refers to any combination of program curriculum, co-curricular experiences, general education, employment, and other experiences

Defining Impact

The taxonomy document that follows differentiates the five attributes of capstones along three dimensions of impact. The common thread that works across all five attributes is defined below:

High Impact: The capstone impacts students in the short-term for the duration of the course. The positive impact of the capstone accrues to each individual student.

Higher Impact: The capstone impacts the entire class as students share experiences with each other. The impact of the capstone should be felt after the class concludes.

Highest Impact: The capstone supports or advances the engagement of students with their next steps and impacts their trajectory in a lasting way. Students see the interdependent connections between their work and the world.

Alignment with IUPUI Profiles of Learning for Undergraduate Success (PLUS)

+ COMMUNICATOR LISTENS ACTIVELY, BUILDS RELATIONSHIPS	+ PROBLEM SOLVER THINKS CRITICALLY, ANALYZES, SYNTHESIZES, EVALUATES	+ INNOVATOR INVESTIGATES, CONFRONTS, CHALLENGES, MAKES DECISIONS	+ COMMUNITY CONTRIBUTOR ANTICIPATE CONSEQUENCES
Students work with peers, the instructor and external partners to develop a capstone deliverable that could be disseminated to a wide variety of audiences.	Students incorporate learning from their undergraduate experience to solve problems, either individually or as a team. Past experiences and ongoing learning are an integral part of the capstone learning process.	Students utilize knowledge from their entire undergraduate experience to confront a problem and create a tangible deliverable.	Students work with the faculty, peers, or external partners on their capstone project. The capstone environment fosters a community of learning for the students and prepares them to work collaboratively beyond graduation.

Learn more about the IUPUI Profiles of Learning for Undergraduate Success

<https://dve.iupui.edu/plus>

Suggested Citation

Capstones: IUPUI High-Impact Practice Taxonomy. (2019). *Indiana University-Purdue University Indianapolis*. Retrieved from: scholarworks.iupui.edu/handle/1805/21503

Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
<p>Units invest in integrated capstone experiences and can clearly articulate why capstones are important to the culture and fabric of the unit</p>	<p>Units offer capstone experiences.</p> <p>Unit leadership is supportive of work done in the capstone.</p> <p>Most faculty involved in the curriculum engage in discussions about the capstone and recognize their role in the pathway to the capstone.</p> <p>Unit uses assessment outcomes to improve the course.</p>	<p>Units offer a capstone experience to all students.</p> <p>Unit leadership promotes and values the capstone when making resource decisions.</p> <p>All faculty involved in the curriculum engage in discussions about the capstone and participate in the pathway to the capstone.</p> <p>Unit uses assessment outcomes to improve the course and the major.</p>	<p>Units require capstone courses with signature work opportunities to all students in view of a fully integrated pathway.</p> <p>Unit leadership values the quality of work completed in the capstone when setting administrative and curricular priorities.</p> <p>All faculty involved in the curriculum can articulate the importance of the capstone and contribute to meaningful activities along the capstone pathway that creates an integrated capstone experience for all students.</p> <p>Unit uses assessment outcomes to inform curricular decisions and priorities.</p>
<p>Students integrate the knowledge, skills, and dispositions acquired during their previous coursework</p> <p> + PROBLEM SOLVER + INNOVATOR </p>	<p>Students draw on learning throughout the program curriculum.</p> <p>Students are asked to integrate past coursework and applying previous knowledge to new contexts.</p> <p>Students are asked to think about how the capstone may connect with their future plans.</p> <p>A connection is evident to one IUPUI+.</p>	<p>Students incorporate learning from the entire undergraduate experience.</p> <p>Students integrate content, knowledge, and skills through facilitated activities designed by the professor.</p> <p>Students discuss how the capstone connects with their future plans.</p> <p>A connection is evident to learning outcomes in the unit and multiple IUPUI+.</p>	<p>Students incorporate learning from the entire undergraduate experience and show continued capacity for lifelong learning.</p> <p>Students independently and competently leverage their past experiences at IUPUI to achieve excellent results throughout the course.</p> <p>Students articulate the connection between their capstone and their next step after college across a variety of communication methods (i.e., job interview, resume, cover letter, social media presence, portfolio).</p> <p>The learning objectives of the course are tightly and strategically linked to the learning outcomes for the major and multiple IUPUI+.</p>
<p>Students reflect on personal growth and professional development.</p> <p> + COMMUNICATOR + COMMUNITY CONTRIBUTOR </p>	<p>Students reflect upon academic experiences with opportunity for feedback.</p> <p>Timely feedback is provided at various times by the professor.</p>	<p>Reflection activities connect academic experiences to personal and professional growth throughout the capstone.</p> <p>Regular feedback is provided by faculty and peers, prompting student analysis and action.</p>	<p>Reflection serves as the bridge that connects the undergraduate experience and the next step in life in a way that allows students to see their place in the community and world.</p> <p>Reflection prompts and feedback loops are strategically scaffolded into the course. Students receive meaningful feedback from peers, mentors, faculty, external partners, and classmates on an ongoing basis in multiple formats (written, verbal, public) that guide students to identify personal and professional purpose.</p>
<p>Students produce a tangible deliverable that required a</p>	<p>The instructor identifies a problem/topic/research area for students to engage in throughout the semester.</p>	<p>The instructor, with input from students, identifies a problem/topic/research area for students to engage in throughout the semester.</p>	<p>Students, with support from the instructor and/or external partner, are challenged with a problem/topic/research area that requires ongoing collaboration and interaction with faculty where students revise and refine their work.</p>

significant investment of time and effort	Through the work product or a reflection on the product, students articulate their learning and growth through the degree program and how that learning was applied in their capstone.	Through the work product or a reflection on the product, students articulate connections between their curricular and co-curricular learning, the capstone experience, and its impact on their professional and personal growth.	Through the work product or a reflection on the product, students tell a cohesive story that articulates their learning, professional and personal growth from across their undergraduate experience and how they intend to carry this forward after graduation.
+ INNOVATOR	Deliverable impacts learning within the capstone course.	Deliverable and capstone experience impacts students beyond the capstone course.	Deliverable and the capstone experience has a lasting and significant impact for students, unit, or external partner.
Students share their tangible deliverables with stakeholders	Students share their work with faculty and peers in class.	Students share their work in class and beyond the capstone in a way that is open to the unit and/or public.	Students are required to share their work with multiple audiences (i.e., advisory board, faculty, classmates, program, across IU departments and campuses, industry) or multiple methods of communication (i.e., presentations, posters, website, videos, elevator pitch, publication, abstract, IU Scholarworks).
+ COMMUNICATOR	Students are the primary beneficiaries of the work completed.	Students, faculty and the unit benefit from the work completed in the capstone.	External stakeholders benefit from the work shared in the capstone.

+ Represents the aligned profile(s) from the *IUPUI Profiles of Learning for Undergraduate Success*

References

- Association of American Colleges and Universities. (2018). The LEAP challenge: Engaging in capstones and signature work. *Peer Review, 20(2)*. Retrieved from <https://www.aacu.org/peerreview/2018/Spring>
- Hauhart, R., & Grahe, J. (2015). *Designing and teaching undergraduate capstone courses*. San Francisco, CA: Jossey-Bass.
- Report from the 2017 Faculty Learning Community on the Capstone. (2017). Indiana University-Purdue University Indianapolis. Retrieved from <http://hdl.handle.net/2450/11763>