

GC JOURNEYS



FRAMEWORK FOR SUCCESS | CAPSTONE

GEORGIA COLLEGE & STATE UNIVERSITY HIGH-IMPACT PRACTICES

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GC JOURNEYS —
CAPSTONE



Component — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

Adherence to Characteristics — Were the high impact practice characteristics implemented as they were intended?



Characteristic 1

Scaffolded courses in a sequence lead up to the capstone course.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program includes a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a strong relationship across knowledge, skills, and dispositions.	The program includes a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a moderate relationship across knowledge, skills, and dispositions.	The program includes a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a weak relationship across knowledge, skills, and dispositions.	The program does not include a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience without a relationship across knowledge, skills, and dispositions.

Characteristic 2

Students required to synthesize and apply what they have learned as a culminating experience.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students are required to synthesize and apply knowledge, skills and dispositions relative to their field.	Students are required to demonstrate their understanding and ability to apply knowledge, skills and dispositions relative to their field.	Students are required to demonstrate their understanding of knowledge, skills and dispositions relative to their field.	Students are not required to demonstrate their ability to synthesize and/or apply knowledge, skills and dispositions relative to their field.

Characteristic 3

Faculty guidance and feedback in the course of an independent or collaborative research project enriches learning as represented by student self-reported gains.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Faculty provides extensive ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty provides moderate ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty provides minimal ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty does not provide ongoing, descriptive feedback to students. Opportunities do not exist for students to integrate feedback into their work for improvement across the capstone experience.

Characteristic 4

Students reflect on the process.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>Multiple opportunities exist for students to synthesize and demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.</p>	<p>Multiple opportunities exist for students to demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.</p>	<p>A few opportunities exist for students to demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.</p>	<p>No opportunities exist for students to demonstrate connections that encompass their knowledge across the program and into their professional career.</p>

Quality of the Program

Was the program of high caliber?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The program is well-developed and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty across the discipline continuously review and refine the program to ensure high-quality.</p>	<p>The program is moderately developed and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty teaching the capstone course continuously review and refine the program to ensure high-quality.</p>	<p>The program is minimally developed and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty teaching the capstone course continuously review and refine the program to ensure high-quality.</p>	<p>The program is not well developed or organized, and lacks clear instructions outlining appropriate deadlines and relevant resources. Faculty review and refine the program for improvement.</p>

Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>Students have an equal opportunity to actively participate in all learning activities leading to successful professional outcomes.</p>	<p>Students have an equal opportunity to actively participate in most learning activities leading to successful professional outcomes.</p>	<p>Students have an equal opportunity to actively participate in a few learning activities leading to successful professional outcomes.</p>	<p>Students do not have an equal opportunity to actively participate in learning activities leading to successful professional outcomes.</p>

Responsiveness

How engaged were the participants of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students have multiple opportunities for diverse forms of active engagement across varied aspects of their profession.	Students have some opportunities for diverse forms of active engagement across varied aspects of their profession.	Students have an opportunity for a diverse form of active engagement across varied aspects of their profession.	Students do not have opportunities for diverse forms of active engagement across varied aspects of their profession.

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students have opportunities to participate in experiences that require them to create and/or evaluate, synthesize, and apply knowledge, skills, and dispositions that mirror their future professions.	Students have opportunities to participate in experiences that require them to analyze and apply knowledge , skills, and disposition that mirror their future professions.	Students have opportunities to participate in experiences that require them apply knowledge , skills, and disposition that mirror their future professions.	Students have opportunities to participate in experiences that require them to understand knowledge , skills, and disposition that mirror their future professions.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.