Feasibility of Developing a Sustainable Multidisciplinary Senior Capstone Experience

Jacquelyn Baughman  
Iowa State University, jacquelyn@iastate.edu

Gretchen A. Mosher  
Iowa State University, gamosher@iastate.edu

Ann M. Gansemer-Topf  
Iowa State University, anngt@iastate.edu

Tejas Dhadphale  
Iowa State University, tejas@iastate.edu

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Feasibility of Developing a Sustainable Multidisciplinary Senior Capstone Experience

Abstract
Today's undergraduate engineering students will enter a workforce requiring a multidisciplinary approach to problem-solving. Although both academic and industry professionals agree on the importance of providing students the opportunity to work on multidisciplinary teams, many institutions struggle to create these opportunities within their curriculum. This paper will examine the challenges of creating a multidisciplinary senior capstone course from the perspective of engineering faculty. Currently the senior capstone design course is a requirement for most engineering degree programs. Most capstone courses are departmental and discipline-specific, but the integrative problem-solving required in such courses provide an opportunity to increase the multidisciplinary nature of the capstone experience. Team members from academic areas in engineering, design, agriculture, education, and business met to determine the challenges of developing a multidisciplinary senior capstone course. Because of the experience of College of Engineering faculty, they were given the opportunity to provide input to the team on potential obstacles to the development of a multidisciplinary capstone experience. A feasibility study, supported by funds from the College of Engineering, was conducted during the Summer of 2015 to assess the potential for developing and sustaining a multidisciplinary capstone experience. Seventeen faculty members representing 10 programs in the College of Engineering were interviewed to gather their insight on benefits and challenges of creating a multidisciplinary capstone design course. Participants included department chairs, program coordinators, members of the college accreditation task force, curriculum task force members and faculty who coordinate or teach engineering capstone courses. This paper presents the findings from this study. These findings and implications will include themes from the following areas: 1.) Obstacles and benefits of creating and offering a sustainable multidisciplinary capstone course, 2.) Considerations in the development of a multidisciplinary capstone course, and 3.) Challenges from past efforts on multidisciplinary projects. The paper will conclude with recommendations for working with faculty to create a more multidisciplinary learning environment for students and initial thoughts on the next steps in the development process.

Disciplines
Agriculture | Bioresource and Agricultural Engineering

Comments
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Feasibility of Developing a Sustainable Multidisciplinary Senior Capstone Experience

Dr. Jacqulyn Baughman, Iowa State University

Dr. Jacqulyn Baughman Senior Lecturer, Mechanical Engineering Director of Graduate Education (DOGE), BRT Graduate Program Faculty-in-Charge, ADM Biorenewables Education Labs Iowa State University

Dr. Gretchen A. Mosher, Iowa State University

Dr. Gretchen Mosher is an assistant professor in the department of Agricultural and Biosystems Engineering at Iowa State University. Teaching responsibilities include undergraduate courses in total quality management and senior capstone. Research interests include human elements of safety and quality in food and agricultural systems and best practices for introducing new and complex information to learners.

Dr. Ann M Gansemer-Topf, Iowa State University

Ann Gansemer-Topf is an Assistant Professor in Higher Education and Student Affairs. She teaches courses in program evaluation and assessment, student affairs and higher education. Her research interests focus on examining the micro (student) and macro (institutional, state, federal) factors that impact student success and student learning. She has presented at several regional and national conferences and her research has been published in journals such as Research in Higher Education, Journal of the First-Year Experience and Students in Transition, Journal of Student Affairs Research and Practice, and Journal of Assessment and Institutional Effectiveness. She received her doctoral and master’s degree from Iowa State University in Ames, Iowa and her bachelor’s degree from Loras College in Dubuque, Iowa.

Tejas Dhadphale Ph.D., Iowa State University

Tejas Dhadphale is an Assistant Professor in Industrial Design at Iowa State University. He received his doctoral degree in Industrial Design from the Herberger Institute for Design and the Arts at Arizona State University. His research critically examines the role of design research in design education and practice. He has taught classes in design research methods, design thinking, multidisciplinary innovation, and human-centered design. Trained as a design researcher, he is passionate about developing new methods for investigating cross-disciplinary collaboration among faculty, students and academic units.
Feasibility of Developing a Sustainable Multidisciplinary Senior Capstone Experience

Abstract
Today’s undergraduate engineering students will enter a workforce that requires a multidisciplinary approach to problem-solving. According to data from the National Science Foundation and the National Academy of Engineering, a multidisciplinary problem-solving approach is increasingly a critical component of the nation’s innovation infrastructure. Although both academic and industry professionals agree on the importance of providing students the opportunity to work on multidisciplinary teams, many institutions struggle to create these opportunities within their curriculum. This paper will examine the benefits and challenges of creating a multidisciplinary senior capstone course from the perspective of engineering faculty.

Introduction
Most engineering educators support the idea of a multidisciplinary capstone course in concept, but long-standing obstacles have limited the development and long-term success of such projects. Saunders noted that work experience involving both engineers and non-engineers enhances the preparation as engineers and more broadly, as life-long learners. The Accreditation Board for Engineering and Technology (ABET) has articulated the importance of being able to function on a multidisciplinary, and the National Academy of Engineering’s (NAE) Grand Challenges requires a multidisciplinary approach. Curricular and knowledge differences across departments, a lack of standardization in working with industrial partners, and differences in faculty rewards and expectations limit the development of multidisciplinary capstone courses. Although few question the importance of and need for multidisciplinary education, sustainable strategies for accomplishing these goals are limited. This paper will report the results of a feasibility study performed to examine the benefits and challenges of creating a multidisciplinary senior capstone course from the perspective of engineering faculty. From this study five overall themes emerged: 1.) multidisciplinary courses reflect real world, 2.) students are primary beneficiaries of multidisciplinary courses, 3.) current university structure and organization can create obstacles, 4.) senior capstone is a critical component in engineering education, and 5.) dedication of resources. The paper will conclude with recommendations for working with faculty to create a more multidisciplinary learning environment for students and initial thoughts on the next steps in the development process.

Capstone as Part of Engineering Education
The requirements of a 21st-century engineer are considerable: engineers must not only be technically competent, but globally sophisticated, culturally aware, innovative, and flexible. In order to function effectively in a complex, diverse environment, graduates must be able to synthesize their disciplinary knowledge with relevant contributions from other fields. Sheppard forwards a new paradigm for engineering education to: i) respond to the incredible pace of intellectual change by synthesizing information from many disciplinary fields; ii) develop and implement new technologies; iii) holistically approach client social needs and priorities, effectively link social, economic, environmental, legal, and political considerations with technological sound design and innovation, and iv) reflect in its diversity, quality, and rigor the characteristics necessary to serve a 21st-century nation and world. Capstone projects are
widely acknowledged as important components in engineering, engineering technology, design, and business undergraduate education.\textsuperscript{2,6,15} Much has been written on the topic, particularly on capstone courses in engineering.\textsuperscript{6,17} Some researchers have focused on capstone programming and structure.\textsuperscript{13,17,18} Others have emphasized multidisciplinary collaborations.\textsuperscript{10,19,20} A smaller amount of research has addressed the assessment of student knowledge patterns in multidisciplinary environments.\textsuperscript{4,21,22} However, little research has examined the role of faculty and their beliefs on the success factors, as well as, time commitments for capstone courses.\textsuperscript{23,24} This is especially true when the topic is narrowed to the development and sustainability of multidisciplinary capstone programs.

**Multidisciplinary Capstone**

There is wide agreement on the need for a multidisciplinary preparation of students,\textsuperscript{16} yet strategies for doing so are limited. Long-standing obstacles have limited the development and long-term success of multidisciplinary capstone programs, even given the support by engineering faculty.\textsuperscript{3,6,27} Challenges can be broadly categorized as curricular and knowledge differences across departments, a lack of standardization in working with industrial partners, and differences in faculty rewards and expectations.\textsuperscript{3,10}

Small-scale models of multidisciplinary capstone courses have been piloted, but have depended heavily upon the network and contacts of individual instructors, and consequently have been difficult to sustain over time.\textsuperscript{16,28} Hotaling\textsuperscript{14} found that students who completed their multidisciplinary capstone design course produced higher quality engineering solutions, as evaluated by external industry professionals. Student impacts, however, are only one part of a sustainable multidisciplinary capstone program. Saunders\textsuperscript{4} note that work experience involving both engineers and non-engineers enhances the preparation as engineers and more broadly, as life-long learners.\textsuperscript{7} Industry projects provide one way to do this, but challenges include the inability of industrial and academic practitioners to speak the same “language”.\textsuperscript{18,19}

Engineering graduates are expected to work in team-based projects.\textsuperscript{30,31} Multidisciplinary capstone courses provide a unique opportunity for students to work with their peers from other disciplines, mirroring the experiences they will confront in the workplace.\textsuperscript{32} Definitions in the literature exist for terms such as multidisciplinary, cross-disciplinary, transdisciplinary, and interdisciplinary;\textsuperscript{21,3} Lattuca, Knight, and Bergom\textsuperscript{34} define “Multidisciplinary” as an effort to bring together the tools, viewpoints and understandings of two or more disciplines to explain or solve a problem while separating the thoughts of each discipline. This differs from an interdisciplinary approach, which integrates knowledge from multiple disciplines, with the goal of synthesizing differences into a new understanding or even a new disciplinary field.\textsuperscript{10,34} These types of teams have previously been defined as multidisciplinary teams.\textsuperscript{10,35,36} In this paper, we will use the term “multidisciplinary” to describe capstone courses with students from two or more disciplinary fields.

**Key Departmental Roles**

A senior capstone course is required of all students in the College of Engineering, however most are departmental and program-specific and do not provide students with an experience of working in multidisciplinary collaborative teams. Because faculty play a key role in the success of capstone courses, in the Summer of 2015 a feasibility study was conducted with department
chairs and faculty members within the College of Engineering to better understand the current structure of the capstone courses in each of the departments, and assess the potential obstacles and benefits of offering a multi-disciplinary senior capstone course.

**Methods**

We employed qualitative research methods to better understand the current structure of College of Engineering capstone courses and potential obstacles and benefits of a multidisciplinary capstone course. Specifically, we collected data through 16 semi-structured interviews. Interviews were appropriate for this study because they allowed for in-depth collection and examination of data. Before beginning data collection, we applied for and received approval from the University’s Institutional Review Board.

**Participants**

We used purposeful criterion and snowball sampling techniques to identify participants. Members of the Iowa State University College of Engineering ABET/SLTF team and department chairs from each of the engineering departments were sent an email inviting them to participate in an interview focusing on their perceptions of multidisciplinary senior capstone courses. This group was selected because they had some knowledge of the senior capstone courses and were responsible for ensuring that engineering curricula were designed to fulfill the ABET accreditation requirements. Those selected also had the ability to suggest and implement curricular changes. In some instances, department chairs recommended that we interview faculty who coordinated capstone courses for their departments. Table 1 provides an overview of the current structure of (i.e. number of semesters and credits) of the current senior capstone course by department.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Structure</th>
<th>Spring 2016 Enrollment</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace</td>
<td>2 semesters</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: 50</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: 82</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture &amp; Biosystems</td>
<td>2 semesters</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: 20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: 38</td>
<td>1</td>
</tr>
<tr>
<td>Chemical &amp; Biological</td>
<td>1 semester</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: 87</td>
<td>1</td>
</tr>
<tr>
<td>Civil, Construction, &amp; Environmental</td>
<td>1 semester (civil, environ)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: 96</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2 semesters (construction)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: 33</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: 35</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer</td>
<td>2 semesters (electrical, computer, and software)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: 81 (electrical)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: NA (electrical)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester: NA (computer)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester: 133 (computer)</td>
<td>1</td>
</tr>
<tr>
<td>Program</td>
<td>Required Credits</td>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Industrial and Manufacturing Systems</td>
<td>1 semester</td>
<td>1st semester: 61</td>
<td>1</td>
</tr>
<tr>
<td>Materials Science</td>
<td>2 semesters</td>
<td>1st semester: 11</td>
<td>2nd semester: 50</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>1 semester</td>
<td>1st semester: 206</td>
<td>combined disciplinary courses</td>
</tr>
<tr>
<td></td>
<td>(3 disciplinary courses, 1 multidisciplinary course)</td>
<td>1st semester: 41</td>
<td>(multidisciplinary)</td>
</tr>
</tbody>
</table>

**Data Collection and Analysis**
We collected data using a topical individual interview. We used a semi-structured protocol allowing for follow-up questions to probe responses to a list of prescribed open-ended questions. During interviews, we asked participants their perceptions of the benefits and challenges of a multidisciplinary capstone and any recommendations they would have for creating a successful multidisciplinary course.

We audiotaped and transcribed interviews and used inductive coding procedures to analyze the data, reviewing each transcript separately and coding data into specific categories. To ensure credibility, at least two researchers reviewed the transcriptions. We also engaged in member checking by sending a draft of the report back to participants for their suggestions.

**Findings**
Sixteen people representing the Departments of Aerospace Engineering, Agricultural and Biosystems Engineering, Chemical and Biological Engineering, Electrical and Computer Engineering, Industrial and Manufacturing Systems Engineering, Materials Science and Engineering, and Mechanical Engineering at Iowa State University were interviewed. Of the eight departments in the College of Engineering, representatives from seven departments participated in the interviews. The results of this feasibility study provided insights into the challenges and benefits of offering a multidisciplinary, as well as a list of considerations in developing a course. From the faculty interviews, five overall themes emerged: 1.) multidisciplinary courses reflect real world, 2.) students are primary beneficiaries of multidisciplinary courses, 3.) current university structure and organization can create obstacles, 4.) senior capstone is a critical component in engineering education, and 4.) dedication of resources.

**Multidisciplinary courses reflect industry projects**
Participants agreed that a multidisciplinary studio reflects what students will encounter in industry. Most participants believed that providing students with a multidisciplinary experience - giving them the opportunity to take risks outside of their discipline and work with people different than them - is extremely valuable. Others suggested that students will gain
multidisciplinary experience in industry very quickly and therefore, it is not as critical to provide this exposure within the curriculum.

Students are primary beneficiaries of multidisciplinary courses
A few participants mentioned that the university’s reputation would be enhanced if it chooses to focus on multidisciplinary capstones. Others mentioned that industry would benefit by having students experienced in multidisciplinary relations. A few participants who had prior experience in multidisciplinary courses mentioned they enjoyed the experience. However, no benefits for faculty and staff were specifically mentioned.

University infrastructure and organization cannot support multidisciplinary capstone
The current structure and organization of courses, departments and the institution is a significant obstacle in offering multidisciplinary capstone courses. Departments vary in terms of the structure and technical components of and funding for their capstone courses. Current reward structures, specifically those related to promotion and tenure may be difficult for those developing and teaching multidisciplinary courses.

Senior capstone is a critical disciplinary component of engineering education
Senior capstone design courses are considered some of the most important courses students will take. These courses are expected to support ABET requirements, demonstrate a student’s technical and non-technical skills, and provide students with key skills prior to graduation. Therefore, many departments are not supportive of the idea of using multidisciplinary courses to substitute for their current design courses. Departments felt that they would be losing a significant amount of control over their curriculum and as a result, students will not receive the appropriate amount of disciplinary content nor would the quality of their exposure to disciplinary content in a multidisciplinary capstone be acceptable.

Dedication of resources
Successful multidisciplinary work takes a dedication of resources: time, money, people, and support. The management of industry, student, and faculty stakeholders requires people willing to champion not only the initial development but also provide a sustainable structure that would allow the project to continue even if the coordinating faculty leave the university. The alignment of rewards (or lack thereof) in relation to the time and energy needed were also major concerns of the departmental representatives.

Discussion
Our findings mirror the benefits and challenges largely suggested by the first National Capstone Design Conference, which found that although there is a movement toward greater use of multidisciplined teams, they are difficult to establish without an overarching university-wide structure to make it happen. This study indicates that most faculty do favor a multidisciplinary capstone course, and highly beneficial for students as a capstone experience. However, the current university structure creates obstacles to the development and administration of a multidisciplinary capstone course due to the diversity in the way capstone courses are administered across the campus community. Additionally, the faculty interviewed for this project felt that the existing promotion and tenure processes at most universities do not currently support the participation of junior-level faculty in this type of a course.
The senior capstone design course in engineering is considered to be one of the critical courses students will take in their journey towards the attainment of an engineering degree as a key piece in career development. However, not all departments support the idea of a multidisciplinary capstone because they fear it will negatively impact their ability to meet their department’s specific curricular needs, and ensure ABET requirements are met. The administration and facilitation of a multidisciplinary capstone takes significant resource dedication, and a sustainable structure would need to be built the appropriate infrastructure to ensure future success.

**Implications and Recommendations**

Multidisciplinary capstone has much support across campus, as it reflects experiences students will encounter in industry. However, the resources needed, including faculty, time, funding, and other support have yet to be clearly defined. Designing a multidisciplinary capstone experience that meets stakeholder needs remains a challenge within the current university structure. With both industry and accreditation entities putting pressure on academic programs to offer a multidisciplinary approach, the impetus to design a multidisciplinary structure continues to grow, in order to prepare students for their impending professional career.

Faculty members mentioned ABET requirements as a disincentive to pursue multidisciplinary capstones. This concern seems to reflect an assumption that ABET does not value multidisciplinary work or that it cannot be achieved unless other criteria are not met. A primary purpose of ABET is to ensure engineers are receiving the skills and competencies needed to be successful engineers. With this purpose in mind, engaging ABET representatives in discussions around multidisciplinary capstones and how they may fit within ABET criteria may be useful – both for the university as well as for the ABET organization.

Therefore, industry-university collaboration may be needed to develop an effective and sustainable multidisciplinary capstone. This collaboration could be facilitated by having professionals from academic and industry work together to best understand and articulate what is needed from the senior capstone course in terms of multidisciplinary content and skills, and the best manner to provide needed multidisciplinary experience to students. Additionally, this collaboration could bring forth a recommended structure for the multidisciplinary capstone course.

A significant amount has been written on the challenges with developing a sustainable multidisciplinary capstone. However, the value of this study is its focus on administrator and faculty perspectives. This approach provides valuable information from those most likely to develop and implement these courses. Additionally, future research should focus on the perceptions of non-engineering faculty within the university, as it will likely be faculty from these disciplines who add some of the multidisciplinary content to engineering courses. For this reason, understanding the benefits and challenges from this group of stakeholders is critical in developing an effective and sustainable multidisciplinary capstone course.

The results from this study illustrate the perspective of the engineering faculty at a Midwest research-intensive institution on the need for and benefits of a multidisciplinary capstone
experience. Engineering faculty were supportive of the idea in concept. However, the group also recognized major obstacles in place that have prevented the development of such a capstone model, including university infrastructure, faculty instructional time, and promotion and tenure expectations. Although the development, creation, and implementation of a multidisciplinary capstone program is a challenging task, the benefits of implementing a sustainable and successful capstone course were also expressed as opportunities to provide critical learning experiences for our students.

References


