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CAPSTONE PROJECT EXPECTATIONS

WHAT IS A CAPSTONE PROJECT?

For our capstone projects, we use the AAC&U's conceptualization of a "community-engaged signature work," which they define as a "culminating experience -- or a signature work -- in which students synthesize their knowledge and skills across general education, majors, the co-curriculum, and off-campus study, applying what they know and can do to important, unscripted real-world problems" (Hoy and Wolfe 2016). The purpose of the Capstone project is to show the culmination of your community engagement work and community-based learning through a capacity building project created by you (with the help of your community partner in identifying the need). The Capstone project should not feel like an additional task to your community engagement work, but an extension of the work that you have been doing; a way for you to leave your mark on the work after you graduate.

WHAT ARE THE CORE COMPONENTS OF A CAPSTONE PROJECT?

A capstone project is a student-led, community engaged experience conducted in one's senior year that is:
- *A Project*:
  - *Bounded:* has a beginning and an end, distinguished from the sustained contributions organizations need in an ongoing way
  - *Outcome-based*: results in some form of creative product (artifact, event, initiative, etc.)
- *Integrative*: connects identity, engaged commitments, and academic interests
- *Culminating*: a signature experience that organically builds on and concludes your college experience
- *Co-created* with communities beyond the campus, addresses community-identified needs
- *Capacity-Building*: when the project is *finished* it leaves the partner with more capacity to do what they do and fulfill their mission. This is distinguished from traditional volunteering/internship efforts, in which *finishing* volunteering is deficit-leaving, leaving a gap in the organization that needs to be filled.
- *Skill and knowledge-based*: builds on and applies what you have learned in and alongside the classroom during your CC experience, connects with what you know and your specific assets.

Additional resources for understanding and building in these elements are found later in this document.

Apart from these core components, the expectations for a capstone project are purposefully open-ended, so that you may conduct a project that feels genuinely relevant, meaningful, and organic to your engaged experience and passions. The hope is that this project is not a theoretical exercise or something to check off a program requirement checklist, but an opportunity to apply ideas, knowledge, and know-how learned in and alongside the classroom to an issue about which you are passionate – and in so doing, make a meaningful and memorable impact during your college experience.

IDEALS AND BEST PRACTICES
Ideally, capstone projects:

- Follow all best practices of community engagement
- Organically connect to and extend your senior thesis project (though this may not always be the case)

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IDEAL TIMELINE OF A CAPSTONE PROJECT

This timeline is not a hard and fast timeline for everyone. It is a suggestion on how to begin reflecting on your work and generating ideas for your project. **Bolded** steps are required!

SEMESTER	STEPS
SOPHOMORE SPRING & JUNIOR FALL: *IDENTIFY CORE PROJECT IDEA*	1. Engage in self-inquiry to identify assets and interests. Complete this brainstorming worksheet. *(Sophomore Spring)* 2. Engage in asset-mapping (use this worksheet) to identify the resources you can leverage toward your project. *(Sophomore Spring)* 3. Decide on a general project theme. Use this venn diagram to determine where your identity, engaged commitments, and academic interests intersect. *(Sophomore Spring)* 4. Identify project need by conducting a needs assessment with your partner to ensure you address a *community*-identified need. Here are suggestions for questions to use for a needs assessment. *(Junior Fall)* 5. Co-decide the type of capacity-building project you'll conduct, along with your partner. Check out this list of types of capacity-building projects . You can also review some of these examples of real community engaged capstones. Finally, review these resources for specific types of projects. *(Junior Fall)* a. Not totally clear on what capacity-building means? Here is a short article that explains the concept. 6. Need some additional support in identifying a capstone project idea? Consider taking on a PEAK Inquiry project for your capstone – review general information on PEAK Inquiry here and a list of project ideas here.

JUNIOR SPRING
 	
PLAN PROJECT LOGISTICS
 	
WRITE CAPSTONE PROPOSAL
	7. Plan the "nuts and bolts" of your project
	   a. Complete this logic model to think through all components of your project
	   b. Identify SMART goals for the project, and map out a concrete timeline for yourself with benchmarks and intermediary steps.
	8. **Submit capstone proposal in block 7 through Summit**. If you'd like to preview the questions and draft response, you can review the proposal questions here.
	   a. Determine funding needs and apply for funding if necessary (through the apps above). Seniors may apply for up to $250.
	   b. Review this project proposal assessment rubric, which CCE staff will use to review the project, and follow up as necessary.

SENIOR FALL: *IMPLEMENT PROJECT*	9. **Meet with your CCE advisor at least once to discuss your Capstone and plan of action moving forward** 10. These steps will be different for each student and each project!
SENIOR SPRING: *COMPLETE PROJECT*	11. **Aim to complete by block 7**, as block 8 is dedicated to storytelling and reflection
SENIOR BLOCK 8 *STORYTELLING*	12. To prepare for capstone presentations in block 8, read through these expectations and review past presentations. **Prepare your narrative and accompanying visuals or powerpoint for capstone presentations in block 8.**

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	*Note: You will not be turning in a paper. Your capstone project will be what you present in block 8

GUIDANCE AND RESOURCES:

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Brainstorming Worksheet

If you're feeling stuck in coming up with a capstone project idea, freewrite on the following questions … and see where your answers lead you.

1. What change do you hope to see in the world? What are some issues about which you care enough to take action?

2. Where does your identity (background, values, history, narratives), education (major, issue area interests, and interdisciplinary interests), and community engagement experiences and interests intersect?

3. Where do YOU best fit in? How might you build on your own strengths and assets, bringing together your greatest passions and abilities with the world's greatest needs? How can you best meet yourself where you are?

4. What organizations are you interested in working with? Where have you engaged before?

5. What are you majoring in? Why does the field interest you? In general, what interests and excites you? What do you like to learn about?

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6. Who are people who have significantly impacted your life? Who are some of your mentors? Who is someone that inspires you?

7. What are some experiences that have shaped your life?

8. What are some careers that are interesting to you?

9. What problems or challenges have you encountered while working with an organization? What questions have come up while you have engaged?

10. Where do you have the most support (community and resources)?

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Asset Mapping

Identifying the resources available to you

List 3 of your greatest strengths:
   1.
   2.
   3.

List 3 courses that have been most interesting to you – or about which you are most excited this year.
   1.
   2.
   3.

Identify 3 faculty members who are teaching or doing work that interests you.
   1.
   2.
   3.

Identify 3 staff whose work or organization you're interested in.
   1.
   2.
   3.

Explore 3 community partners whose work aligns with your engaged interests.
   1.
   2.
   3.

Identify 3 issue areas that you're interested in learning more about or pursuing.
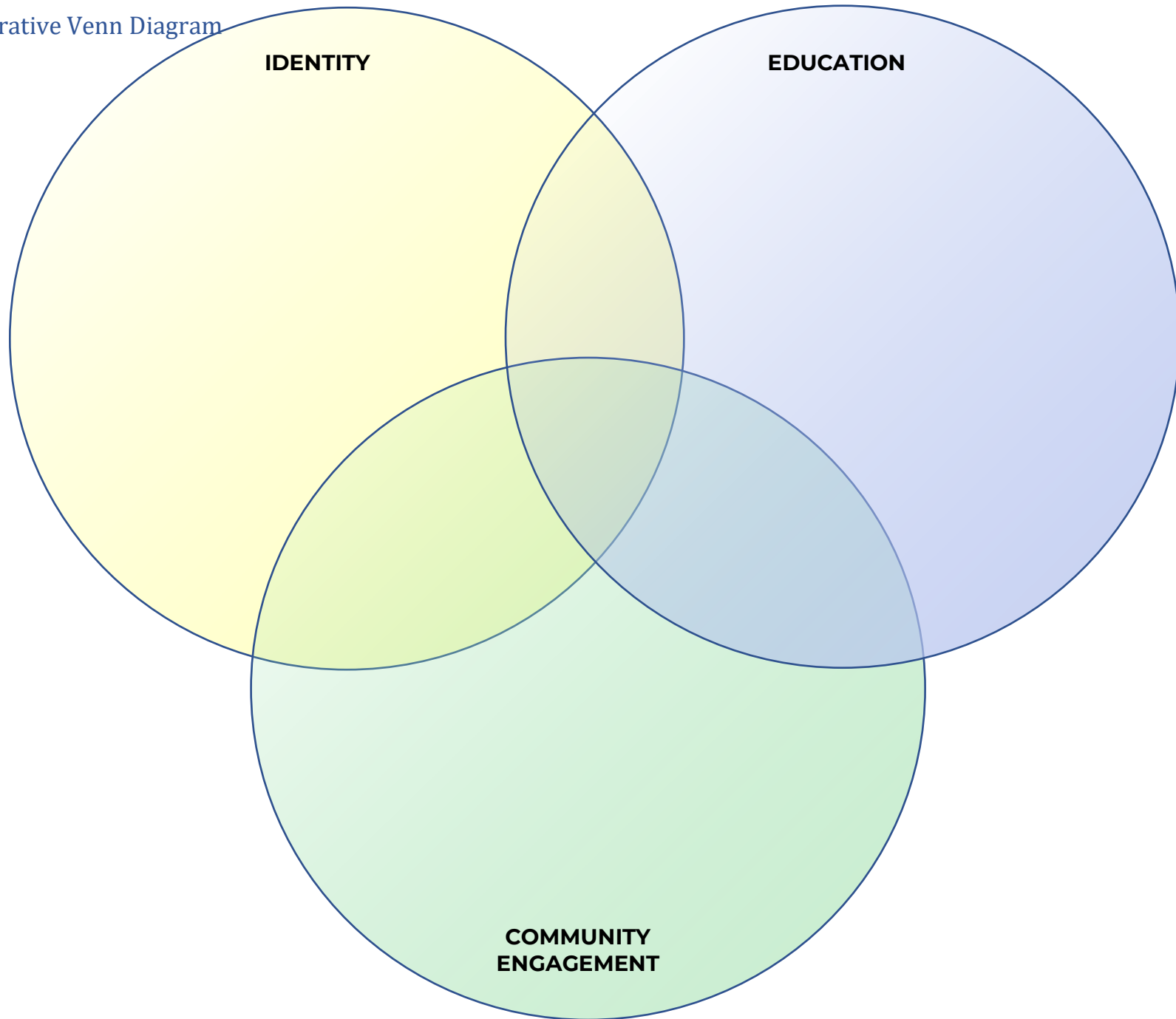   1.
   2.
   3.

Identify 3 students who engage in work or ways that you admire, that you can reach out to for guidance or support.
   1.
   2.
   3.

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Integrative Venn Diagram

IDENTITY

EDUCATION

COMMUNITY ENGAGEMENT

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Needs Assessment

NEEDS BRAINSTORMING: *What do you need to know to identify areas where your capstone might build the capacity of your partner organization?*

Brainstorming Question	Support Understanding Of:
Why does your organization exist? What do you wish you better understood about the problems, issues, cultures, and systems that produce a need for your organization?	Mission/Purpose
What are the dreams and goals for your organization? How might these dreams and goals need to evolve?	Objectives
To what extent is you organization making a difference? How do you know? How do you tell the story of that impact?	Impact
What is limiting your organizational effectiveness? How might your organization be more effective? What work, models, or organizations inspire you?	Effectiveness
What problems do you currently face? What are their solutions? What is your greatest challenge for the next month, and how is your organization addressing it? What about for the next year, five years, or ten years?	Problem-Solving
What changes do you foresee impacting your organization in the future, and how might you adapt to them?	Navigating Change
What decisions do you make, or have made, when the best option isn't clear? On what issues do people disagree within your organization?	Decision-Making
What might you want to know about your clients, or the population with whom you work, that you don't have the time and resources to find out?	Understanding Community/Clients
To what extent do you work *with* not *for* the community? To what extent is your organization diverse, inclusive, and equitable?	Inclusion and Equity
How might you work more collaboratively and strategically with other organizations in your field?	Collective Impact
What do funders and donors want to know?	Fundraising
What questions do clients and communities ask that you are unsure how to answer? What about partners and collaborators? Volunteers?	Communicating Knowledge
What questions should your organization be asking?	Strategic Thinking
If you had more time or resources, what would you like to learn more about?	Professional Development

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Examples of Types of Capacity-Building Projects:

NEEDS	Types of Projects	Common Outcomes, Products

CAPACITY OF KNOWLEDGE
 	
Projects address what partners might need to KNOW to better fulfill their mission
	1. Primary Data Collection -- *creating <u>new</u> information through for example focus groups, surveys, or interviews*
	
	2. Secondary Data Analysis -- *understanding <u>existing</u> information to share through, for example, a report or presentation*
	
	3. Needs Assessment -- *identifying and prioritizing community needs*
	
	4. Asset Mapping – *identifying the resources and stakeholders that could be mobilized toward addressing a community need*
		- Research Report
		- Presentation of Findings
		    information
		    gained through:
		- Survey(s)
		- Interviews
		- Oral Histories
		- Quantitative Data Analysis
		- Focus Groups
		- Mapping
		- Content Analysis

PROGRAMMATIC CAPACITY *Projects address HOW partners might more effectively fulfill their mission through strategic ACTIONS*	1. Program Evaluation – *understanding the effectiveness of organizations' program(s) or service(s)* 2. Best Practices and Models – *exploration of case studies that would be helpful or instructive* 3. Program Design/Development – *Designing and/or making recommendations for the development of particular program, curriculum, process, event, or other form of infrastructure the organization can then sustainably implement*	- Program Implementation with a summary of the process (so it may be replicated) - Written plan or presentation for a new or evolved program - Handbook - Curriculum Development - Written Report (of best practices or program evaluation)
COMMUNICATIONS CAPACITY *Projects address how partners might better share their story to RAISE AWARENESS of issues or their work, and/or EDUCATE others on their mission*	1. Synthesizing Existing knowledge – *for example, creating videos, brochures, website text, social media campaign, or a marketing plan* 2. Extending Knowledge to New Communities – *e.g. efforts to translate materials into Spanish, adapting materials to new audiences, etc.*	- Video - Brochure - Website, blog - Social media - Marketing campaign - Logo or brand development - Theatric representation - Contributions to news outlets - Storytelling or Creative events

	3. Creative Projects -- *representation of knowledge through for example, logo or brand development, theatric representation of an educational theme* 4. Storytelling Initiatives -- *efforts to better communicate untold or less visible stories; particularly impactful in centering and elevating marginalized voices, narratives, and forms of knowledge*	
FINANCIAL CAPACITY *Projects address how partners might mobilize more (or more sustainable) FUNDING*	1. Grant Writing – *supporting grant-writing efforts through synthesizing or gathering relevant knowledge* 2. Fundraising Support – *through design of sustainable strategies, events, and processes*	- Foundational research report to be used for grant - Grant proposal - Fundraising Event - Fundraising Strategy
HUMAN RESOURCES/CAPACITY *Projects address how partners might best leverage PEOPLE (staff, volunteers) to fulfill their mission*	1. Volunteer Support Projects -- *supporting recruitment, training and preparation, and retention* 2. Professional Development projects – *supporting professional development, training and preparation, fulfilment and retention of professional staff*	- Volunteer Training or Professional Development events or curriculum planning - Volunteer or Staff Handbook - Retention Analysis (volunteers or staff) - Human Resource Analysis– staff structures, models, etc.
CAPACITY OF OPPORTUNITY *Projects help understand or create EXTERNAL CONDITIONS (e.g political or social) that enhance an organization's ability to fulfill their mission*	1. Policy Review– *evaluating the effectiveness, outcomes, and/or implementation of a policy* 2. Campaign – *organizing collective action toward a particular political or social goal that impacts your partner's work*	- Policy Analysis - Policy Recommendation - Social Action Campaign

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Examples of Community Engaged Capstone Projects

Selected examples of Bonner Capstones:
Reducing Youth Health Disparities Capstone: Angela Jones, a student at College of Charleston, was working with a local after-school program on youth development. For her capstone, she applied her major in Public Health to analyzing five health interventions and their effects on students. This research helped to shape the efficacy of the programs.

Addressing Equity in Local Tax Policy: Miguel Liriano, a student at Allegheny College, had worked for several years with the city of Meadville. With the help of its City Manager, Miguel applied his studies in Public Policy to analyze the effects of local taxation policies by income. He proposed and advocated for changes in the policies to improve the equity for families.

Assessing Poverty and Needed Services: Two students as Washington & Lee had observed the negative effects of disjointed and inadequate social services for low-income residents of the county. With the support of local agency staff and faculty, they completed a poverty study for Rockbridge County. They were able to hold focus groups and write a comprehensive report, later publishing that report and holding public forums about what they learned. The report led to several other community-based research and other projects conducted through campus-community partnerships.

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Resources for Specific Types of Projects

*Adapted from the Non-Profit Consulting Corps Training Guide created by Chelsea Naylor at DePauw University--
a member of the Bonner Network.*

Non-Profit Consulting Overview

- [Project Consultant Job Description](#)
- [How to Start a Nonprofit Side Hustle: Know the Basics](#)

Social Media/Communication Resources

- Read:
    - [A Strategic Guide to Social Media for Nonprofits](#)
    - [4 Easy Steps to Develop a Social Media Content Strategy for Your Nonprofit](#)
- Watch:
    - [How to Create a Social Media Strategy for Your Nonprofit](#)

General Communication Resources

- Read:
    - [An Ultimate Guide To Nonprofit Storytelling (30+ Tips)](#)
    - [10 tips for creating great newsletters | Effective guide](#)
    - [Drafting a Nonprofit Communications Strategy](#)
- Watch:
    - [Content Marketing Strategy for Nonprofits - GaryVee Content Model](#)

Volunteer Recruitment & Management
- Read:
    - [Volunteer Management Practices and Retention of Volunteers](#)
    - [Volunteer Retention: How to Keep Your Nonprofit Volunteers](#)
    - [How to Attract the Best Volunteers (And Keep Them)](#)
    - [Three Reasons Why People Don't Volunteer, and What Can Be Done About It](#)
- Watch:
    - [Volunteers won't sign up? 5 things Nonprofits or Service Clubs must do](#)

Community Engaged Research:

- Watch:
    - [What is Community Engaged Research?](#)
- Read:
    - [Community-Engaged Research Cheat Sheet](#)
    - [Differences Between Community-Based Research, Community-Based Participatory Research, and Action Research | Institute for Civic and Community Engagement](#)
    - [Bonner / Community-Based Research - Overview](#) (Overview)

Development/Fundraising:

- Watch these videos on fundraising:
    - [Basics of Non Profit Fundraising in 12 minutes!](#) (13 minutes)

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- How to be a better fundraiser | Kara Logan Berlin | TEDxSantaClaraUniversity (17 minutes)

Website Optimization:

- Read:
  - What You Need to Build a Website 2020: The Ultimate Checklist
  - 5 Basic Must-Haves for Every Nonprofit Website
- Watch:
  - 5 Website Design Hints. Web Design Tutorial For Beginners.
  - 5 UX Design Tips & Techniques | UX Design Basics

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PEAK Inquiry

Are you interested in community-engaged learning and research for a capstone project, but need an idea for a project or a community partner? Do you want to ensure that your work meaningfully addresses community-identified needs? The CCE can help connect you to ideas for course projects, student assignments, or research projects submitted by community organizations and city departments!

Project-based community engagement serves as a great option for virtual community work during COVID-19, for it allows us to collectively meet community partner needs as a campus in creative and innovative ways, while promoting collaboration and connection-building amongst the CC community and limiting the spread of the virus**.**

The CCE launched the PEAK Inquiry Project last year: A platform through which community organizations can submit applied problem-solving and creative project ideas to share with CC faculty and students. Looking for an idea for an engaged course or a thesis or capstone project? Wanting to get involved in meaningful work? **View a list of ideas**. The mission of the project is to bring the knowledge of the campus to bear on public, real-world issues. Why PEAK Inquiry? PEAK stands for "Publicly Engaged, Actionable Knowledge," and is shorthand for the Pikes Peak community. The goal is to connect campus changemakers to community inquiries: community-identified questions, challenges, and problems.

As examples, here are some past projects at CC:

- A political science course that analyzed survey data to better understand voting patterns on an upcoming ballot issue
- Film students that annually produce short films for community organizations to facilitate storytelling about the organization
- A team of sociology students that annually conduct a program evaluation of a local organization's safe sex curriculum
- A student volunteer that explored archival data for a community organization to better understand their organizational history
- A environmental studies course that regularly conducts energy audits of local homes

Here's how the program works:

1. Community organizations and city departments submit "idea briefs" for projects.
2. The CCE posts the ideas on this website for your perusal throughout the year for reference and organizes them by issue-area. These issue-areas align with our coalitions, which are the primary support systems for project-based work.
3. The CCE will also actively seek to "match" the idea to targeted faculty and/or students whose interests align with the project if coalition members do not have the capacity or interest in picking up the project.

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Logic Model

STATEMENT OF NEED:

What has your community partner identified as a need for their organization?

My Assets	Capacity-Building Strategies		Capacity-Building Hopes and Goals		
What knowledge, skill-sets, experiences, resources, passions and commitments do YOU bring to this project?	*What might you do to build capacity around the needs your partner has identified?*		*What difference do you hope to make?*		
	Broad Approach (Type of Project)	***Specific Ideas***	**Outputs** Direct Results & Products of your Project	**Outcomes** Change that results from Outputs	**Impacts** Social change: conditions/systems influenced by outcomes
Identity Civic Experiences Academics					

Collaborators, Support Systems & Advisors, External Resources

Challenges:

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Capstone Proposal Questions

PROJECT DESIGN

1. **Existing Knowledge**: How does this project build on existing knowledge? Support the need for, design of, or projected impacts of your project with at least 5-10 sources of knowledge. These can be academic sources, government/non-profit reports, or primary sources (community experts, interviews or conversations with professors, etc.)

2. **Problem Statement:** What changes do you hope to enact at the organization you have chosen to work with?
How might you utilize your experiences and knowledge of this organization to build the organization's capacity to do the work they are already doing in a more broad, deep, or meaningful way? How might this relate to your own personal goals for creating change in the world after graduation?

3. **Project design:** Describe your project. Articulate in detail what resources you will use, what actions you will take, with whom you will collaborate, and the intended end-results or outcomes of your efforts (think back to your logic model).

IMPACTS AND BENEFITS

4. **Partnership:** Explain how this project supports and emerges from a reciprocal partnership. Please include details about how your community partner was involved in identifying this problem and co-creating this project/program.

5. **Sustainability:** Describe how you will ensure the future sustainability of the project or program. If relevant, include how you will obtain a sustainable source of funding in the future.

6. **Impacts:** Describe how your project or program benefits the community and/or impacts social change.

7. **Culminating Project:** How does this project integrate and build on the knowledge, perspectives, interests, and skills you've gained at CC? How is this a culmination of your college experience, including academic courses, co-curricular involvement, and community experiences?

LOGISTICS

8. **Timeline:** Please upload a document that visually depicts the timeline for this project. This timeline should include start and end dates, as well as other key dates, goals, and phases.

9. **Funding Need:** If funding is needed to implement this project, Bonner and CEL seniors are eligible to apply for up to $250 funding from the CCE. Are you requesting funding to support this capstone?

   a. **If yes, budget:** Upload a detailed budget in spreadsheet form. Use a "notes" column to provide any necessary narrative details.

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Project Proposal Assessment

Capstone proposals will be evaluated according to the following dimensions. CCE will follow up with ideas, suggestions, and questions to help you continue to develop your proposal if areas are underdeveloped.

Preparation – To what extent do students' knowledge, relationships, skills, and personal narratives prepare them for the project?

- To what extent do students have place-based, local, contextualized knowledge? Or, to what extent can students draw on relationships with individuals or organizations with such knowledge?
- To what extent was the project co-designed with community members/organizations in order to leverage local expertise, and under the guidance of academic mentors?
- To what extent do students have the capacities needed to implement the project?
- To what extent do students' personal backgrounds and identities prepare them for the project?

Implementation – To what extent does the project follow best practices of community-engaged work?

- To what extent does the project…
    1. address community-driven needs, those identified by the people most impacted by the issue?
    2. engage local citizens and organizations as collaborators in the design and implementation of the project?
    3. provide opportunity for community-building?
- To what extent is the project …
    1. asset-based, building on existing ideas, initiatives, organizations, relationships, or structures within communities?
    2. place-based, in which the location of the project is justified by the need (rather than vice versa)?
- To what extent is the plan thorough and comprehensive, detailed and practical?
- To what extent does the project acknowledge the complexity and nuance of the social world? Can the plan adjust to unforeseen circumstances and challenges, and are the applicants adaptable?

Outcomes – To what degree can the project meaningfully influence communities and student participants?

- To what extent can the project produce meaningful impacts?
- To what extent does the project provide opportunity for student development and growth, building students' capacities as engaged citizens?

Sustainability – To what extent can the project lay the groundwork for more long-term, sustainable work?

- To what extent do applicants propose a thoughtful, realistic plan to transition the project into a sustainable initiative (if assessment of the project supports this need)?
- To what extent does the project enable the local community to continue the work?
- To what degree will the project's impact be lasting?

Feasibility – To what degree can applicants do what they propose to do?

- To what extent are the goals of the project obtainable?
- To what extent is the project design, timeline, and budget realistic?
- To what extent is the project safe? Does the project minimize risk for all stakeholders?

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Capstone Presentation Expectations

In preparation for your capstone presentation, please prepare a ~15 minute, engaging presentation (using powerpoint, prezi, or another software/format to share visuals and text) that addresses the following:

1. **What led you to this project?**
   a.   Since the capstone project is intended to culminate your academic studies and co-curricular experiences, share what led you to this point. How does this project integrate and build on your previous experiences, courses, interests, skills, etc? What was your pathway?

2. **Why did you do the project?**
   a.   Share the purpose/goals of the project.
   b.   Identify the community-driven problem/need that your project addresses, share relevant statistics/descriptors as necessary
   c.   Show how the project builds on existing knowledge – provide the relevant theoretical framework (concepts/definitions) and any important academic work to your journey and project

3. **How did you do the project?**
   a.   What did you do? How did you implement the project?
   b.   What methods/strategies did you use to engage in the issue, and why? Provide any relevant evidence to demonstrate that this strategy is needed/effective, if it exists.
   c.   Describe any collaborators and partnerships

4. **What did you find, learn, and impact?**
   a.   What was the community impact/benefits of the project?
   b.   How did you learn, change, or grow through doing it?

5. **What next**
   a.   How does your project contribute into more long-term, sustainable efforts?

6. **Acknowledgements –** thank collaborators, contributions

You will have an additional 15 minutes at the end of your presentations for audience questions

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Distilled Best Practices/Principles of Community Engagement

Just community engaged work aspires to be…

1. **Democratic** – Partnerships are co-created with communities most impacted by the issue; emphasizes shared voice, power, decision-making, and meaning-making in every phase.

2. **Reciprocal, Interdependent** – Each side is an equitable stakeholder and beneficiary toward a shared end; purposes, processes, outcomes, and meanings have been co-created by, influence, and benefit communities both in and outside of the academy.

3. **Asset-based** – Each side engages in self-inquiry and shared inquiry to intentionally identify assets that can support the shared goal of the partnership; in perception and practice, view communities by strengths rather than needs or deficiencies.

4. **Capacity-building –** Partnerships not only identify, but support and strengthen the social structures, processes and knowledge already existing in the community and academy.

Just community engaged work aspires to …

5. **Address Community-Driven Needs –** Assert that communities are best equipped to identify their own challenges, needs, and outcomes, and take seriously this principle by centering the voices of those most impacted by first asking questions and engaging in deep listening.

6. **Facilitate co-learning:** Honors the validity of both academic knowledge and community knowledge and seek to fuse systematic empirical and theoretical inquiry with local, contextual, experiential knowledge; both sides seek to teach and learn their respective ways of knowing.

7. **Attends to inequalities:** Recognize the inherent inequalities between communities and higher education institutions, and attempt to address these by sharing information, resources, and decision-making, as well as interpersonal strategies to avoid reinforcing power dynamics.

8. **Purposeful** – Seek to clearly and explicitly co-identify mission, goals, outcomes & accountability.

9. **Sustainability** – Recognizing the complexity of addressing social, civic, and environmental challenges, commit to a long-term process and partnership.

10. **Center Relationship-Building** – Center relationship-building, investment and maintenance rooted in a framework of trust, authenticity, and honest, ongoing communication and feedback, taking into account the power dynamics that can inhibit truth-telling.

11. **Impactful** – Partners hold themselves accountable to specified intended outcomes for all engaged in the partnership, and seek to correct course if outcomes are not being met.

12. **Inclusive** – Partners seek to ensure that purposes, framing, and practices resonate with, benefit, and are inclusive of and accessible to diverse communities; individuals commit to taking the personal and interpersonal risks associated with trying to understand difference**.**