Capella University Program Outcomes

Below are four general domains, or categories, of outcomes. Essential outcomes are listed under each domain. These are the institutional or common outcomes Capella expects its graduates to demonstrate as a result of completing their academic program.

Domain 1: Relevant Knowledge
1.1: Understanding of current theoretical, research, and practice literature in the discipline.
1.2: Familiarity with accepted research methodologies in the discipline.
1.3: Familiarity with “best practices” in the discipline.

Domain 2: Academic/Intellectual Skills
2.1: Ability to find relevant literature and information.
2.2: Ability to evaluate the usefulness and quality of relevant literature and information.
2.3: Ability to critically analyze literature, issues, problems, concepts, ideas, theories, arguments, statistics, figures, and other information relevant to one’s discipline.
2.4: Ability to write clearly and in conjunction with APA form and style.
2.5: Ability to identify a problem in one’s discipline and frame it into an appropriate research question.
2.6: Ability to apply an appropriate method of inquiry in response to a research question.
2.7: Ability to examine phenomena through interrelationships with other phenomena.

Domain 3: Practical Proficiencies
3.1: Ability to integrate learning into practical applications.
3.2: Ability to solve practical problems.
3.3: Ability to cooperate with others in pursuit of common learning goals.
3.4: Ability to collaborate with others in pursuit of common learning goals.
3.5: Ability to influence and persuade others.

Domain 4: Self-Regulation
4.1: Ability to motivate one’s self.
4.2: Ability to continuously learn through self-awareness.
Masters-Level Program Outcomes

4.3: Ability to set learning goals and objectives.

4.4: Ability to efficiently manage one’s time.

4.5: Ability to persist in pursuit of learning goals and objectives in light of uncertainly, obstacles, and resistance from others.

4.6: Ability to assess one’s own learning.

4.7: Ability to evaluate one’s own professional practice, occupation or work and make appropriate improvements.

4.8: Ability to act in an ethical and legally responsible manner.

4.9: Ability to appreciate diversity and multiple perspectives.

4.10: Ability to empathically view and relate to others.

The curricula at Capella focuses on developing the outcomes of domains one, two, and three, while affirming and helping to refine the attributes of domain four.

School of Education Higher Education/Corporate Specialization Outcomes: Masters Level

1. Synthesize best practices in higher education.
2. Demonstrate professional and ethical leadership.
3. Demonstrate professional competence.
4. Interpret and apply education research in higher education.
Leadership in Higher Education (LHE) Specialization:
Program Outcomes

1. Communicate effectively.
2. Integrate technology effectively.
3. Lead and manage change in higher education organizations.
4. Develop and manage resources of higher education organizations.
5. Exemplify professionalism.
6. Apply relevant research.

Competencies for Each Program Outcome

1. Communicate effectively:
   a) Demonstrate appropriate, effective interpersonal communication skills.
   b) Model effective communication within the organization and with the larger community.
   c) Speak and write clearly and convincingly.
   d) Analyze the importance of communicating a shared vision to successful organizational leadership.

2. Integrate technology effectively:
   a) Apply technology to develop and support data collection, organization, and analysis.
   b) Develop effective technological strategies to higher education institutions.
   c) Synthesize the processes and procedures involved in data-driven organizational improvement.

3. Lead and manage change in higher education organizations:
   a) Demonstrate effective group development and team building skills.
   b) Integrate best practices in program development and assessment.
   c) Reinforce best practices in student support, instruction, and guidance systems.
   d) Analyze current governance and political issues in higher education.
   e) Synthesize a comprehensive range of historical and modern higher education models.

4. Develop and manage resources of higher education organizations:
   a) Analyze the core principles of higher education law.
   b) Synthesize the best practices of higher education financing.
   c) Synthesize the best practices in human resources leadership.
   d) Synthesize the best practices in planning and resource allocation.

5. Exemplify professionalism:
   a) Demonstrate ethical leadership.
   b) Value diversity, learning differences, and inclusiveness in programming.
6. Apply relevant research:
   a) Understand the conceptual, philosophical, and methodological foundations of the design and evaluation of research.
   b) Conceptualize and plan relevant, scholarly research using qualitative, quantitative, and/or mixed methods.
   c) Master the tools relevant to communication and dissemination of research findings.
   d) Contribute to the enrichment of theory and practice as practitioner-scholars.
Instructional Design in Online Learning (IDOL)

Specialization: Program Outcomes
1. Define instructional needs.
2. Design instructional solutions.
3. Implement instructional solutions.
4. Lead instructional design projects.
5. Apply the results of instructional design research.
6. Adhere to ethical standards in all instructional design activities.

Competencies for Each Program Outcome
Competencies in the IDOL specialization are based on the International Board of Standards for Training and Performance Instruction (IBSTPI) competencies and ethical standards for instructional designers.

1. Define instructional needs:
   a) Conduct a needs assessment that includes a description of target population characteristics and characteristics of the environment (IBSTPI 4).
   b) Identify and describe target population characteristics (IBSTPI 7).
   c) Analyze the characteristics of the environment (IBSTPI 8).
   d) Analyze the characteristics of existing and emerging technologies and their use in an instructional environment (IBSTPI 9).
   e) Reflect upon the elements of a situation before finalizing design solutions and strategies (IBSTPI 10).

2. Design instructional solutions:
   a) Communicate effectively in visual, oral and written form (IBSTPI 1).
   b) Update and improve knowledge, skills and attitudes pertaining to instructional design and related fields (IBSTPI 2).
   c) Design a curriculum or program (IBSTPI 5).
   d) Select and use a variety of techniques for determining instructional content (IBSTPI 6).

3. Implement instructional solutions:
   a) Select and use a variety of techniques to define and sequence the instructional content and strategies (IBSTPI 12).
   b) Select or modify existing instructional materials (IBSTPI 13).
   c) Develop instructional materials (IBSTPI 14).
   d) Design instruction that reflects an understanding of the diversity of learners and groups of learners (IBSTPI 15).
   e) Evaluate and assess instruction and its impact (IBSTPI 16).

4. Lead instructional design projects:
   a) Plan and manage instructional design projects (IBSTPI 17).
   b) Provide for the effective implementation of instructional products and programs (IBSTPI 21).
5. Apply the results of instructional design research:
   a) Apply current research and theory to the practice of instructional design.
   b) Apply fundamental research skills to instructional design projects.
   c) Critically evaluate and analyze research literature that applies to an educational setting.
   d) Apply research methods to a problem resulting from practice.

6. Adhere to ethical standards in all instructional design activities:
   a) Protect the privacy, candor, and confidentiality of client information and communication in all project processes and procedures (IBSTPI ethical standard 3a).
   b) Adhere to intellectual property regulations (IBSTPI ethical standard 3b).
   c) Ensure that the ideas or works of others are attributed to the original authors (IBSTPI ethical standard 3d).
   d) Provide efficient, effective, workable, and cost-effective solutions that advance organizational performance goals (IBSTPI ethical standard 5a).
Postsecondary and Adult Education (PAE) Specialization: Program Outcomes

1. Understand adult learning theories.
2. Understand curriculum development for teaching adults.
3. Apply relevant adult education research.
4. Facilitate the learning process for adults.
5. Demonstrate professional behavior.

Competencies for Each Program Outcome

1. Understand adult learning theories:
   a) Analyze how adult learning theories change and develop.
   b) Synthesize best practices in teaching adults as informed by theory and research.
   c) Develop an educational philosophy.

2. Understand curriculum development for teaching adults:
   a) Analyze curriculum and course development in adult education programs.
   b) Develop curricula for adult education programs.
   c) Assess the effectiveness of both the learning experiences and course effectiveness.

3. Apply relevant adult education research:
   a) Analyze research literature.
   b) Apply research methodology to a problem resulting from practice.
   c) Apply critical thinking to professional situations.

4. Facilitate the learning process for adults:
   a) Appreciate how learners’ diversity and learning styles affect their learning.
   b) Apply best practices for adult education to create multiple paths to knowledge including the use of technology.
   c) Communicate effectively, especially in writing.
   d) Analyze the instructor’s role in forming collaborative relationships with learners, colleagues, and the community.
   e) Provide leadership in the field of adult education.

5. Demonstrate professional behavior:
   a) Communicate in a professional manner.
   b) Demonstrate professional ethical standards and socially responsible behavior.
Professional Studies in Education (PSE) Specialization: Program Outcomes

1. Train and educate effectively in professional and business settings.
2. Provide leadership in the field of professional studies.
3. Lead the change process in the field of professional studies.
4. Apply relevant research.

Competencies for Each Program Outcome

1. Train and educate effectively in professional and business settings:
   a) Appreciate how learners’ diversity and learning styles affect their learning by creating multiple paths to knowledge.
   b) Synthesize best practices for training and education including the use of technology as appropriate.
   c) Communicate effectively, especially in writing.
   d) Synthesize adult learning and training theories.
   e) Analyze the effectiveness of learning experiences in professional and business settings.

2. Provide leadership in the field of professional studies:
   a) Synthesize best practices for training and education programs.
   b) Analyze training and education programs in professional and business settings.
   c) Formulate ethical concepts and their implications for practice.

3. Lead the change process in the field of professional studies:
   a) Effectively participate in the change processes.
   b) Analyze the social and cultural contexts and their implications.
   c) Assess educational outcomes in professional and business settings.

4. Apply relevant research:
   a) Analyze research literature that applies to professional training and education.
   b) Analyze research methodology to practical situations in professional and business settings.
Training and Performance Improvement (T&PI)
Specialization: Program Outcomes

1. Analyze systems performance.
2. Select and design interventions.
3. Implement interventions.
4. Support training and performance improvement in the workplace.
5. Evaluate training and performance improvement interventions.

Competencies for Each Program Outcome

Competencies in the TP&I specialization are based on the International Board of Standards for Training and Performance Instruction (IBSTPI) competencies.

1. Analyze systems performance:
   a) Diagnose systems for performance strengths and deficiencies
   b) Generate a cause analysis
2. Select and design interventions:
   a) Apply current research and theory to the practice of TP&I processes.
   b) Select appropriate interventions to improve learning or performance.
   c) Design appropriate interventions to improve learning or performance.
   d) Apply appropriate interventions to improve learning or performance.
3. Implement interventions:
   a) Manage the business, project, and people aspects of performance improvement.
   b) Collaborate with others to achieve project and organizational objectives.
4. Support training and performance improvement in the workplace:
   a) Provide effective consultation practices to improve performance.
   b) Facilitate groups to successful completion of learning or task objectives.
5. Evaluate training and performance improvement interventions:
   a) Analyze workplace performance.
   b) Analyze learning strategies.
   c) Analyze interventions.
6. Lead training and performance improvement processes:
   a) Collaborate with others in the change process.
   b) Leverage diversity to achieve improved communication and productivity.
   c) Act ethically and responsibly in carrying out all job responsibilities by applying best practices through both “hard” and “soft” competencies.
   d) Create and manage knowledge to achieve organizational effectiveness.
   e) Communicate clearly and effectively in writing.
   f) Apply technology effectively and efficiently.
Enrollment Management (EM) Specialization: Program Outcomes

1. Design enrollment management strategies that demonstrate best practices.
2. Design, develop, and implement an enrollment management strategic plan.
3. Integrate technology into enrollment management.

Competencies for Each Program Outcome

1. Design enrollment management strategies that demonstrate best practices:
   a) Communicate effectively.
   b) Use recruitment marketing best practices.
   c) Apply retention best practices.
   d) Evaluate enrollment management rules and regulations.
   e) Value ethics, diversity, and social responsibility.

2. Design, develop, and implement an enrollment management strategic plan:
   a) Design an enrollment management strategic plan.
   a) Lead the development of enrollment management strategic plans.
   b) Implement an enrollment management strategic plan.

3. Integrate technology into enrollment management:
   a) Evaluate current and future trends in technology.
   b) Evaluate the impact of technology.
   c) Develop strategies to use technology effectively.