About Capella University

• 100% online
• More than 39,000 learners
• 5 Schools, offering 136 specializations
  - School of Business and Technology
  - School of Education
  - Harold Abel School of Behavioral Sciences
  - School of Public Service Leadership
  - School of Undergraduate Studies
• 13% military affiliated
• Learners in all 50 states and 59 countries
• Accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (NCA),
• Member Institution of AQIP Academic Quality Improvement Program
**Learner Profile** (Updated annually - data as of December 31, 2010)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrollment Status</th>
<th>Ethnicity</th>
<th>% Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>74% female</td>
<td>6% full-time</td>
<td>53% learners of color</td>
<td>13%</td>
</tr>
<tr>
<td>26% male</td>
<td>94% part-time</td>
<td>47% white, non-Hispanic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>% Receiving Financial Aid</th>
<th>% Urban/Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 (average)</td>
<td>86%</td>
<td>84% urban</td>
</tr>
<tr>
<td>19-89 (range)</td>
<td></td>
<td>16% rural</td>
</tr>
</tbody>
</table>

Capella learners come from all 50 states and 59 other countries.

*Federal Integrated Postsecondary Education Data System (IPEDS) data on enrollment are available as well. Since IPEDS data are generated according to U.S. Department of Education rules and are used by Capella in standardized external reports, these data may differ from the numbers presented in this Fact Sheet. IPEDS data provide an accurate snapshot of enrollment as of the census date each fall, where census date is the 12th calendar day of the main session in a quarter – e.g., October 15, 2006, for the 2006-2007 academic year.*
Don’t relearn what you already know. Certifications like the SSCP® or CISSP® may position you to use Capella’s Prior Learning Assessment process to demonstrate skills and knowledge that match the competencies of specific courses in your degree program. Your enrollment counselor can provide details.

**ABET accreditation for BS in IT**

ABET, the recognized accreditor for college and university programs in applied science, computing, engineering, and technology, has accredited Capella’s BS in IT program. ABET accreditation is a key indicator of Capella’s dedication to educational quality that prepares our graduates for entry or advancement in the IT profession.

- Read the news release announcing our ABET accreditation.
- Learn why ABET accreditation is important.

**NSA and Homeland Security designation**

Capella has been designated a National Center of Academic Excellence in Information Assurance Education (CAEIAE) for the academic years 2007-2012.

**Credit for prior learning may save you substantial time and money**

The courses in this specialization reflect the Systems Security Certified Practitioner (SSCP®) and Certified Information Systems Security Professional (CISSP®) body of knowledge frameworks developed by the International Information Systems Security Certification Consortium (ISSC2). People who choose this specialization are often pursuing technical specialist or analyst-level information security positions in businesses, government, and the military.

**Gain more value from your degree**

Expand your educational and career opportunities by choosing one of Capella’s degree enrichment options:

- Tuition discount grows as you learn
- Earn graduate credits while completing your bachelor’s degree
- Add a concentration to gain deeper expertise
- Expand your career options with additional specializations
BS in Information Technology

• Program Profile
  • 100% Online
  • 6 Specializations in Program
    • Health Informatics, Project Management, Information Assurance and Security, Network Technology, Software Architecture, and General
  • 1600+ learners
    • Majority are part-time; courses per learner = approx. 1.2
  • Graduation Rate = 77%
    • Time to Degree = 4 years
BS in Information Technology

• Learner Profile
  • Average age = 41
  • 70% male, 30% female
  • Majority are already employed
  • 60% white, 40% persons of color
BS in Information Technology

• Learner Courseroom Experience
  • All courses are designed in advance by a team of faculty and staff so all section of a course have the same content.
    • Faculty create their audio/video messages using a variety of tools
      • Adobe Connect and PGI teleconference are standard tools for all
  • Most courses don’t have lectures
    • Some have additional video messages
  • Quizzes are not commonly used for assessment
  • All assignments assessed using a rubric
    • All assignments mapped to competencies that are in turn mapped to Program Outcomes and to ABET outcomes
    • All data on performance is captured.
Integrated Support
How to be successful if you are online?

Meet the criteria required for the accreditation regardless of the instructional delivery mode used.
Self Study

• Prepare multiple versions in order to meet a variety of needs of the program evaluators
  • May need web or other online version in order to best demonstrate how learners experience courses
  • But reviewers need a hard copy to easily review the documents they are assigned to cover
  • And ABET headquarters needs a CD for their archives
• If your program is large, decide how to easily deal with the evidence required.
  • A document management system helps immensely
Site Visit Logistics

• Determine how to deal with off-site interviews
  • May involve administrators, faculty, and/or students
  • How can you do the interviews confidentially?
  • What can you use that will allow ABET to control the technology for the interviews but you can ensure that the technology will work at your site.
    • We used ABET’s Adobe Connect server for the meetings
    • We had Capella’s Adobe Connect server as a backup
    • No recording by ABET or Capella of the interviews
  • Conducted interviews of 35 part time/full-time faculty as well as 2 groups of learners plus the IT External Advisory Board and alumni
Site Visit Logistics

• Display of course materials
  • Which materials will be online and which will be print?
  • Which texts displayed and which online?
  • How do you organize a virtual display room?
  • Also need to figure out how to display student work
• Library
  • How do you demonstrate that an online library meets the same requirements as a physical facility?
• On-site and off-site IT requirements
  • What kind of ID’s do you provide to the program evaluators?
    • Do they want to see courses in session? (FERPA issues?)
    • Do you create special sections of all of the courses w/o students?
  • How do you get them onto appropriate internal networks?
Site Visit Logistics

- Computer Labs
  - All of our learners experience hands-on labs
    - Virtualized Microsoft network servers
    - Virtual Labs for Cisco network experience
    - Second Life for programming as well as Greenfoot and BlueJay
    - Mobile software as well as Java and .net
  - How do you help the evaluators experience these labs?
    - We created a web site that allowed the evaluators to click on the assignments and then go to the labs so they could quickly get into the lab environment.
Lab Guide provides real world lab instructions

“Day-in-the-Life” Avatars, Meetings, and Locations

Virtual Environment: phones, email, pager, etc
Site Visit Logistics

• Transfer Students
  • Transcripts and how to understand them
  • Make it clear how all requirements are met, whether through transfers, petitions/waivers, prior learning credit, CLEP, military credit, ACE, or other forms of credit.
  • Explain how you ensure that the requirements are met for your program
    • We have created a repository of accepted transfer credits
      • Reviewed regularly by academics
      • Created by staff in RPO
    • Associate Dean/Faculty Chair review all waivers
    • Faculty review all Prior Learning petitions
Site Visit Logistics

• Advising
  • How do you explain that you provide adequate advising services?
    • We provide on-going support from enrollment through graduation
    • Faculty supply support in the courseroom and staff supply additional support outside of the courseroom
    • Data on student performance allows us to flag learners that appear to be at high risk in a class…or at high risk of not continuing in their program towards completion.
  • Be sure to allow time for program evaluators to talk with people who actually interact with students on a daily basis, advising them about next steps and dealing with any issues
Site Visit Logistics

• Special Concerns – Be ready to explain how you do these
  • Oral Presentations
    • We use Adobe Connect meeting rooms
  • Team Projects
    • Students use Skype or Adobe Connect
    • Faculty use Adobe Connect for learners to meet formally with them
      • Informal groups often meet using Skype
  • Committee Meetings/ Learner Meetings
    • Faculty meet remotely for committee meetings using Adobe Connect
      • Every faculty member has their own Adobe Connect account / meeting room as well as a PGI teleconference phone number.
• Highly recommend this publication for sound advice

*Nine Effective Practices to Support Student Success Online*

Available from the Blackboard Institute

Questions ??