2025 MS Human Services Annual Report

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Introduction

This report contains student achievement data and highlights of recent activities and initiatives of the MS Human Services (MS HS) program during 2023 and 2024. The MS HS program continues to focus on academic excellence through its curriculum and student advising. A comprehensive assessment process guides program improvement at the course and program levels.

MS HS Program Mission

The MS HS program delivers high-quality education and training to help empower human services professionals to become data-driven change agents and leaders who endeavor to serve and advocate for clients and communities of all backgrounds with the knowledge of historical roots of social inequity, understanding of social and built environments, and application of scholarly findings through multidisciplinary partnerships to address individual, family, community, organizational, and social needs.

Data Analysis

Enrollment and Retention Trends

Table 1 provides information on retention rates for the master's program in Human Services. Retention rates remained flat from 2023 – 2024; slightly more than half of the students remained enrolled in the program during this time.

Table 1. Retention Rates

MS in Human Services	Retention
2023	53.18%
2024	52.60%

Student Learning Outcomes

Table 2, below, measures student learning outcomes with grade point average (GPA). The data are based on term GPA for all students enrolled as of the third Friday of each given term. It is not cumulative GPA or cumulative graduate GPA. Student GPA increased slightly from 2023 to 2024.

Table 2. Grade Point Average

MS in Human Services	Average Term GPA
2023	3.10
2024	3.28

Graduation Rates

Table 3, below, shows graduation rates. Graduation rate is the percentage of cohort learners who have graduated within a given time frame. Graduation rates for the MS in Human Services are measured at 4 years from cohort inception. Slightly less than half of the students completed their program in four years in 2023; graduation rates dropped in 2024 to approximately 38%. It should be noted that many of the students are working full time and take courses as they are able, so that can delay graduation rates.

Table 3. Graduation Rate 4 Years from Cohort Inception

Graduation Rates by Cohort Year	Percent of Students Who Graduated within 4 Years
2019	44.5%
2020	37.7%

Student Satisfaction

Students were asked to rate the statements shown below in Table 4 on a Likert scale with 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree. Students averaged above a 4 on the Likert scale designation on all data points in the end-of-course evaluations (EOCE) from 2023–2024. The student responses indicate they found the courses to be relevant to their professional development, and they were satisfied with the quality of their instructors. Students averaged an estimated 20.2 hours on their workload per week. This is within the range expected for part-time status.

Table 4. Average Response Scores on EOCE

EOCE: Average Response Score	2023	2024
Course Quality	4.43	4.49
I have applied what I learned in this course in other areas of my life, beyond my job.	4.33	4.41
I have applied what I learned in this course to my current job.	4.33	4.42
The activities in this course helped me learn the material (e.g., assignments, readings, discussions)	4.47	4.52
The assignments in the course enabled me to demonstrate my knowledge, skills, and abilities.	4.46	4.52
The courseroom was user-friendly (i.e., easy to navigate and find what I needed).	4.52	4.60

EOCE: Average Response Score	2023	2024
The technology in this course was reliable (e.g., links, media, originality detection tools, course content).	4.44	4.54
The work in this course was distributed across the weeks in a way that enabled me to complete assignments on time.	4.51	4.53
Interactive content in this course helped me learn	4.33	4.40
Instructor Quality	4.47	4.50
My instructor graded my work using the criteria I expected (i.e., based on the rubric, expectations, and instructions for the assignments).	4.57	4.59
My instructor provided specific and helpful feedback for me to improve my work.	4.41	4.51
My instructor responded to my questions in a timely way.	4.49	4.45
My instructor shared their professional expertise in the course.	4.51	4.46
Overall*	4.27	4.39
How would you rate the quality of the course overall?*	4.28	4.38
How would you rate the quality of the instructor's online teaching activities?*	4.26	4.38
How would you rate this course's contribution toward achieving your overall learning goals?*	4.28	4.41

*The last four EOCE questions were rated on a Likert scale with 5=Excellent, 4=Very Good, 3=Good, 2=Fair, and 1=Poor.

Agency Feedback

Sufficient agency feedback data are not available because few students choose to participate in a site-based learning experience. Site-based learning was introduced as an option for MS HS students in January 2021. Successful completion of the capstone course is a requirement for graduation, however, most students fulfill the requirement through their full-time employment in the human services field and do not engage in site-based learning. For students who do participate in a site-based learning experience, a site supervisor survey is implemented to

measure the key learning outcomes of students, and the quality and satisfaction of site-based learning experiences for students and agencies. Students also provide feedback through a survey of the site as well as an end-of-course evaluation.

Employment Data

Table 5, below, shows employment data. Most of the graduates who responded to the alumni survey indicated they were employed full time after graduation. A few graduates were employed part time or were unemployed but seeking employment. Others were not employed for various reasons, such as being a stay-at-home caregiver.

Table 5. Employment Data

Current Employment	2023	2024
Employed full time (includes self-employed)	56	46
Employed part time	2	2
Unemployed and looking for work	6	3
Not working due to personal reasons	1	0
Enrolled in a program of continuing education	0	2
Retired	0	1
Stay-at-home caregiver	2	0
Other	1	0
Total Responses	**68**	**54**

Capella University Inclusion and Belonging Statement

Capella University believes a vibrant learning community is vital to achieving its mission of extending access to higher education. Capella values human potential and commits to being an inclusive institution. Attracting, engaging, and supporting learners, faculty, and staff from a wide variety of backgrounds and with varied experiences and perspectives strengthens the university. Capella strives to promote inclusion and belonging within and beyond its community through intentional actions and the transformative exchange of ideas.

Professional Staff

- **Lisa Kreeger, PhD, RN**, serves as executive dean for the School of Nursing and Health Sciences providing broad strategic and operational oversight for the school and its departments.
- **Tracee Washington, PhD**, serves as program director for the Human Services program.
- **Kimberly Hires, PhD, RN**, serves as assistant faculty director for the Human Services program as well as the Public Service Leadership, Doctorate in Nursing, and Public Health programs.

Program Advisory Board

The MS HS Services program established an advisory board in the fourth quarter of 2021. Members include faculty, current students (representing each of the degree programs), alumni, and an external member. All of them are either currently working in human services or have worked in human services in the past, so they are familiar with the needs within human services organizations and the program.

Academic Standards and Professional Fitness Committees

The School of Public Service and Education has an Independent Review Panel (IRP), and the MS HS program has a Professional Fitness Standards Committee (PFSC). When concerns are raised about a student, either regarding academics (such as academic honesty) or professional fitness, they are sent to Capella's Office of Academic and Community Standards (OACS). If the concern is deemed valid, then academic concerns are sent to the IRP for review and professional fitness concerns are sent to the PFSC.

Both committees are comprised of faculty who review the concern and render a verdict on the issue to determine an outcome. The IRP might address academic concerns by having the student take a writing course or write a paper about plagiarism in order to rectify the issue. The PFSC would work with the student to address professional fitness issues. Responses from the PFSC could vary, including having the student write a paper on professionalism or ethics. Sanctions from both committees could include dismissal from the university.