

2026 MS Human Services Annual Report





CAPELLA

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Introduction

This report contains student achievement data and highlights of recent activities and initiatives of the Capella Master of Science in Human Services (MS HS) program during 2024 and 2025. 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.

Data Analysis

Enrollment and Retention Trends

Table 1 provides information on retention rates for the MS HS program. Retention rates increased from 2024–2025.

Table 1. Retention Rates

MS in Human Services	Retention
2024	52.60%
2025	62.94%

Student Learning Outcomes

Table 2, below, shows student learning outcomes in terms of grade point average (GPA). The data are an average of term GPA for all students enrolled as of the Friday of Week 2 of each given term. They are not cumulative GPA or cumulative graduate GPA. Student GPA increased slightly from 2024 to 2025.

Table 2. Grade Point Average

MS in Human Services	Average Term GPA
2024	3.28
2025	3.32

Graduation Rates

Table 3, below, shows graduation rates for the MS HS program. Graduation rate is the percentage of cohort students who have graduated within a given time frame. The university measures graduation rates for the MS HS at 4 years from cohort inception. In 2024, 37.7% of students completed the program in 4 years; graduation rates increased to 44% in 2025.

Table 3. Graduation Rate 4 Years from Cohort Inception

Graduation Rates by Cohort Inception Year	Percent of Students Who Graduated within 4 Years
2020	37.7%
2021	44.0%

Student Satisfaction

Students provided responses in the end-of-course evaluations (EOCE) to the statements shown below in Table 4 on a 5-point Likert scale with 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree. Across all EOCE items, the average student rating exceeded 4 on the Likert scale in every category in both 2024 and 2025. 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 reported spending an estimated 19.95 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	2024	2025
Course Quality	4.49	4.55
(ONLY if applicable) The interactive content in this course helped me learn	4.40	4.45
I have applied what I learned in this course in other areas of my life, beyond my job.	4.41	4.45
I have applied what I learned in this course to my current job.	4.42	4.46
The activities in this course helped me learn the material (e.g., assignments, readings, discussions)	4.52	4.61
The assignments in the course enabled me to demonstrate my knowledge, skills, and abilities.	4.52	4.61
The courseroom was user-friendly (i.e., easy to navigate and find what I needed).	4.60	4.64
The technology in this course was reliable (e.g., links, media, originality detection tools, course content).	4.54	4.54
The work in this course was distributed across the weeks in a way that enabled me to complete assignments on time.	4.53	4.58
Instructor Quality	4.50	4.50
My instructor graded my work using the criteria I expected (i.e., based on the rubric, expectations, and instructions for the assignments).	4.59	4.55
My instructor provided specific and helpful feedback for me to improve my work.	4.51	4.56
My instructor responded to my questions in a timely way.	4.45	4.45
My instructor shared their professional expertise in the course.	4.46	4.45

EOCE: Average Response Score	2024	2025
Overall*	4.39	4.41
How would you rate the quality of the course overall?*	4.38	4.42
How would you rate the quality of the instructor's online teaching activities?*	4.38	4.38
How would you rate this course's contribution toward achieving your overall learning goals?*	4.41	4.43

*The last three 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 chose to participate in a site-based learning experience. The university introduced site-based learning as an option for MS HS students in January 2021. Successful completion of the capstone course is the requirement for graduation rather than participation in a site-based learning experience. For students who do participate in a site-based learning experience, the site supervisor completes a survey assessing the student's key learning outcomes and the overall quality of the experience. Students also provide feedback through a survey of the site as well as an end-of-course evaluation. Due to the small number of students who participate in site-based learning, results from student feedback surveys are not statistically significant.

Employment Data

Table 5, below, shows employment data from MS in Human Services graduates who responded to the Alumni Outcome Survey (AOS). 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 responded that they enrolled in further education.

Table 5. Employment Data

Current Employment	2024	2025
Employed full time (includes self-employed)	46	56
Employed part time	2	1
Unemployed and looking for work	3	1
Not working due to personal reasons	0	0
Enrolled in a program of continuing education	2	1
Retired	1	0
Stay-at-home caregiver	0	0
Other	0	0