



CAPELLA

UNIVERSITY

2022 MS Human Services Annual Report

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Contents

INTRODUCTION	3
PROGRAM HIGHLIGHTS	3
Human Services Program Mission	3
Data Analysis.....	3
2022 PROGRAM DEMOGRAPHICS.....	4
PROFESSIONAL STAFF	4
INNOVATIVE PROCESSES SUPPORTING THE Program	4
Program ADVISORY Board	4

INTRODUCTION

This report contains highlights of recent activities, changes, and initiatives that affect the MS Human Services (HS) program. The MS HS program continues to focus on academic excellence through our curriculum and learner advising. A comprehensive assessment process guides program improvement at the course and program levels.

PROGRAM HIGHLIGHTS

Human Services Program Mission

The Human Services program delivers high-quality education and training to help empower human services professionals to become data-driven change agents 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

Year-over-year, overall enrollment in the MS HS program trended downward in 2022 as compared to 2021, but year-over-year retention rates in the program trended upward during this period, with some seasonal variability.

Grade Point Average

MS in Human Services	Average Quarter GPA
2021, Q1	3.08
2021, Q2	3.13
2021, Q3	3.17
2021, Q4	2.98
2022, Q1	2.91
2022, Q2	2.99
2022, Q3	2.93
2022, Q4	2.98

Learner Satisfaction

Learners averaged above a 4 on the Likert scale designation on all data points in the End of Course Evaluations (EOCE) from 2021 – 2022 with highest averages in the categories of User-friendly Courserooms, Timely response to questions, and Reliable Technology. Learners averaged an estimated 21.8 hours on their workload per week. This is within range of all learners' part-time status.

Agency Feedback

Site-based learning was introduced in January 2021. Sufficient data are not available for agency feedback. A site supervisor survey will be implemented to measure the key learning outcomes of learners, and the quality and satisfaction of site-based learning experiences for learners and agencies. Learners will also provide feedback through a survey of the site as well as an end-of-course evaluation.

2021-2022 PROGRAM DEMOGRAPHICS

Capella University Diversity and Inclusion Statement

Capella University believes that a diverse learning community is vital to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university. Capella values human potential and is committed to being an inclusive and culturally competent institution. Capella strives to promote equity within and beyond our community through intentional actions and the transformative exchange of ideas.

PROFESSIONAL STAFF

- **Heather Welzant, PhD** serves as dean for the School of Public Service and Education, providing broad strategic and operational oversight for the school and its departments.
- **Melissa McIntyre-Brandly, PhD** serves as associate dean and administrator for the School of Public Service and Education.
- **Tracee Washington, PhD** serves as program director for the Human Services program.
- **Addie McCafferty, Ed.D., LMSW, LGSW** serves as faculty director for the Human Services program as well as the Social Work program.

INNOVATIVE PROCESSES SUPPORTING THE PROGRAM

Capella University's assessment process is based upon the goal of delivering outcomes-based education that considers adult learners' educational needs as well as employers' desired outcomes. An academic program review (APR) was conducted in the summer of 2021 to evaluate the human services program. The human services evaluation team consisted of assessment specialists, faculty members, the human services program director, and the dean.

The APR serves as a holistic analysis of the Academic Quality Framework and program health metrics related to the human services program offering. The APR process is designed to support systematic reviews of programs and is conducted every five years. Recommendations were developed to address any issues identified based on this review. Please see the Human Services Assessment Handbook for a more detailed description of the review process.

PROGRAM ADVISORY BOARD

The Human Services Program started an advisory board in the fourth quarter of 2021. Members include faculty, current learners (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 as well as the program.

Academic Standards and Professional Fitness Committees

The School of Public Service and Education has an Independent Review Panel (IRP), and the Human Services Program has a Professional Fitness Standards committee. When concerns are raised about a learner, 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 Professional Fitness Standards committee.

Both committees are comprised of faculty who review the concern and render a verdict on the issue as well as determine the outcome. The IRP may address academic concerns by having the learner address the issue, such as taking a writing course or writing a paper about plagiarism. Sanctions could include dismissal from the university. The Professional Fitness Committee would work with the learner to address the professional fitness issues. Responses could vary from writing a paper on professionalism or ethics or could include dismissal from the university.