

# **University of Scranton - Counseling and Human Services (CHS) Academic Program: Student, Program, and Faculty Characteristics and Outcome/Evaluative Information (AY 2015-16)**

**Total number of students and graduates majoring in Counseling and Human Services** (note that the CHS major numbers typically rise consistently during the AY as students transfer into the CHS major)

2013-2014 AY - total CHS majors: 153	2014 total graduates: 57
2014-2015 AY - total CHS majors: 120	2015 total graduates: 39
2015-2016 AY - total CHS majors: 140	2016 total graduates: 31

## **Program attrition/retention rates**

For the Class of 2015, all but two students graduated in four or five years, with one changing out of the major. The two students decided to leave the University during their first year. It is rare for students not to complete our program successfully; however, on occasion during any given AY, some students may change their major, be dismissed, or withdraw for financial or other reasons.

## **Acceptance into higher degree programs (master's, doctorate)**

For the Class of 2015, approximately 56% of our B.S. graduate respondents reported attending higher degree programs. Note that some of the other graduates may not have pursued higher degrees, so this should not be construed as a typical "acceptance rate." Additional information about such student outcomes per class year is available [here](#).

## **Job placement rates, especially in human services-related occupations**

For the Class of 2015, of those who responded to the survey (N = 34) and were not enrolled in higher degree program (N = 15), 10 were employed full-time. No information is available about the remaining five. Additional information about such student outcomes per class graduating year is available [here](#).

## **Employment advancement related to education/training**

Please see above under pursuit of higher degree programs and job placement rates.

## **Pass rate on the Human Services – Board Certified Practitioner (HS-BCP) Credentialing Examination**

Class of 2013: 100%
Class of 2014: 100%
Class of 2015: 83%
Class of 2016: 80% (as of July 1, 2016)

## Agency/Employer Feedback on Student Performance

Below is a summary of a survey of agency supervisors (n = 10) from May 2016 who worked with our students in both regular and advanced internship placements throughout the 2015-2016 AY. This data provides us with feedback on our program's ability to prepare students for internship and their actual professional performance as rated by their agency supervisors.

### Professional and Personal Attributes

Key: 1 = needs improvement; 2 = below average; 3 = average; 4 = above average; 5 = exceptional

Identifies professional role/function and integrates personally	3.6
Commitment to learning	4.3
Interpersonal skills	3.8
Critical thinking	4.0
Openness to supervision	4.4
Time management	3.5
Stress management	3.4
Record keeping	3.5
Use of research and assessment	4.6
Diversity: including respect and openness	4.6

### CHS Knowledge Areas

Key: 1 = not prepared; 2 = min. prepared; 3 = prepared; 4 = well prepared; 5 = exceptional

Professional orientation and ethical practice	4.0
Social and cultural issues	3.8
Human growth and development	4.1
Counseling theories	4.0
Career development	4.1
Helping relationships/case management	4.0
Group work	4.3
Assessment	3.3
Research and program evaluation	3.6
Advocacy	3.8
Clinical skills	3.8

## Graduate follow-up surveys (both graduates and their employers)

Related information can be found [here](#).

## CHS program advisory committee and further evaluation processes:

Summaries of available evaluative surveys are distributed at yearly advisory committee meetings and the CHS Program Director leads a follow-up discussion. Also, selected course syllabi are shared with the committee for input and course improvement suggestions. Outcome data related to other selected components of the program is addressed at each meeting (e.g., internship process, student evaluation process, employment outcomes, service learning, accreditation, etc.) so that we can obtain feedback and direction from members, which include faculty, current students, alumni, and agency partners. Comprehensive minutes are taken at each advisory committee meeting.

## Here's What Our Students Say about the CHS Program

The information below is from the student evaluations of the CHS program completed in May 2016. A total of 165 majors and minors completed the survey. Based on a scale of 1-3 (1 = Needs improvement, 2 = Meets expectations, and 3 = Exceeds expectations, plus an option for "don't know"), students rated program areas as well as the overall program. Here are some highlights:

<i>"Faculty morale and enthusiasm"</i>	2.91
<i>"Program atmosphere"</i>	2.87
<i>"Expertise of faculty"</i>	2.87
<i>"Quality of Teaching"</i>	2.85
<i>"Overall program rating"</i>	2.85

In addition, many students provided specific open-ended feedback about aspects of the program they like best. Here are some examples:

1. Faculty
  - a. "The professors—they are my favorite out of all the professors I have. They are understanding, caring, and very good at what they do."
  - b. "Professors are excellent and always willing to work with you."
  - c. "The faculty are extremely approachable, accessible and knowledgeable."
  - d. "The expertise of faculty, most are practicing counselors and are able to relate real life experiences to class."
2. Program Atmosphere/Community
  - a. "Teachers are really great, insightful and understanding. Also like the relaxed class atmosphere and open discussion."
  - b. "I like that this program provides a great atmosphere for students and faculty."
  - c. "I love all my teachers and I really do feel like I've fit into this community comfortably."
  - d. "This program is excellent. The faculty, atmosphere and fellow students exceeded my expectations."
3. Courses/Service/Internships
  - a. "Commitment to service; professional development."
  - b. "The broad range of classes."
  - c. "Most classes have elements that make you interact and participate."
  - d. "Internship experience...best/most valuable part of our curriculum."
4. Overall Program
  - a. "How the program is set up that you succeed! (internships required, service learning, career seminar)."
  - b. "Welcoming staff and faculty, opportunities to learn outside the classroom, the "open door" policy of professors."
  - c. "I have learned so much in depth information regarding counseling. We are learning everything early. I feel very prepared."
  - d. "Two things I like best about the program is the support and guidance the faculty provide. They treat each student with respect and are always eager to help us move forward."