University of Scranton - Counseling and Human Services (CHS)
Academic Program: Student, Program, and Faculty
Characteristics and Evaluative Information

Total number of students and graduates majoring in Counseling and Human Services (note that the current year’s numbers will likely rise as students change into the CHS major)

- 2012-2013 AY - total CHS majors: 138, 2012 total graduates: 45
- 2014-2015 AY - total CHS majors: 120, 2014 total graduates: 52

Program attrition/retention rates

Our freshmen retention and graduation rate from 2010-2014 was 89%. Note that this statistic reflects only the percentage of students who completed the program in 4 years, and does not include those who take longer. It is rare for our students not to complete our program successfully; however, during any given year one or two students may change their major, be dismissed, or withdraw.

Acceptance into higher degree programs (baccalaureate, master’s doctorate)

In 2013, 50% of our B.S. graduates reported attending higher degree programs. Note that some of the other graduates may not have pursued higher degrees as well, so these should not be construed as typical “acceptance rates.” Additional information about such student outcomes per class year is available at:


Job placement rates, especially in human services-related occupations

In 2013, 0% of our B.S. graduates reported being unemployed, and those reporting were employed full-time. Additional information about such student outcomes per class graduating year is available at:


Employment advancement related to education/training

Please see above under acceptance into higher degree programs and job placement rates.

Pass rate on HS-BCP Credentialing Examination

- Class of 2012: N/A
- Class of 2013: 100%
- Class of 2014: 100%
Agency/Employer Feedback on Student Performance

Below is a summary of a survey of agency supervisors (n = 24) from May 2014 who worked with our students in both regular and advanced internship placements throughout the 2013-2014 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 4.65
Commitment to learning 4.75
Interpersonal skills 4.67
Critical thinking 4.50
Openness to supervision 4.75
Time management 4.50
Stress management 4.45
Record keeping 4.48

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

Professional orientation and ethical practice 4.42
Social and cultural issues 4.29
Human growth and development 4.27
Counseling theories 4.27
Career development 4.17
Helping relationships/case management 4.45
Group work 4.47
Assessment 4.09
Research and program evaluation 4.18
Advocacy 4.30
Clinical skills 4.29

Overall Satisfaction with intern(s) 4.58

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

Related information can be found at:


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.
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 2014. A total of 203 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:

“Faculty morale and enthusiasm” 2.86
“Expertise of faculty” 2.80
“Program atmosphere” 2.79
“Overall program rating” 2.74

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

1. The Faculty
   a. “Quality of professors (you can tell a CHS professor from all the others).”
   b. “I really appreciate that the majority of our professors have extensive clinical experiences and hearing their experiences helps me to learn better.”
   c. “Faculty is great, every class is not just textbook stuff; we learn to apply it to the real world.”

2. Program Atmosphere and Community
   a. “The students are the best people you’ll ever meet and faculty is enthusiastic.”
   b. “The open and humanistic atmosphere of the department, students, and faculty and class materials.”
   c. “It is really comforting that all professors are really approachable and you get to know them all by the time you graduate. I trust all members of the program, my peers and professors, they are all wise and great to learn from.”

3. The Overall Program
   a. “The program aims to help the community, not only with the profession but with service learning.”
   b. “I like the overall philosophy of the program and the tendency of the professors to be very invested.”
   c. “How students evolve in this program—the genuine care and commitment you see at the end is amazing.”