

**University of Scranton - Counseling and Human Services (CHS)
Academic Program: Student, Program, and Faculty Characteristics
and Outcome/Evaluative Information
(AY 2016-17)**

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)

2014-2015 AY - total CHS majors: 120	2015 total graduates: 39
2015-2016 AY - total CHS majors: 140	2016 total graduates: 34
2016-2017 AY - total CHS majors: 134	2017 total graduates: 37

Program attrition/retention rates

For the Class of 2012-2016, two students did not finish the program in the four year time frame. It is rare for our students not to complete our program in a timely and successful manner; however, on occasion during any given AY, students may change their major, be dismissed, or withdraw for financial or other reasons. It is important to note that the majority of our students typically do not begin as CHS majors, but transfer in from other majors or after being undecided.

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

For the Class of 2016, of those who responded to the survey, approximately 53% (18) of our B.S. graduates reported attending higher degree programs. Note that others may not have pursued higher degrees, so these should not be construed as typical "acceptance rates." Programs they are enrolled in include Professional Counseling, Social Work, Child Life and Family, and Early Childhood Education. Additional information is available [here](#).

Job placement rates, especially in human services-related occupations

For the Class of 2016, of those who responded to the survey and were not enrolled in higher degree program, 8 were employed full-time. No information is available about the remaining 8 students. Additional information is available [here](#).

Employment advancement related to education/training

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

Human Services – Board Certified Practitioner Examination Rates

Class of 2015: 83%
Class of 2016: 80%
Class of 2017: 33%

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

Related information regarding University of Scranton graduates in general can be found [here](#).

CHS program advisory committee and further evaluation processes:

Summaries of available evaluative surveys and Student Learning Outcome assessment 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 2017. A total of 156 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>	2.92	<i>"Expertise of faculty"</i>	2.90
<i>"Program atmosphere"</i>	2.90	<i>"Quality of Teaching"</i>	2.87
<i>"Overall program rating"</i>	2.82		

In addition to quantitative data, many students added specific qualitative feedback about aspects of the program they like best and least. Examples of student feedback include:

1. Faculty
 - a. "Teachers/instructors are amazing/supportive and willing to help."
 - b. "The dedicated professors who are passionate about being a human service professional...I look forward to going to my CHS class weekly because I enjoy the informative and interesting lectures."
 - c. "Accessibility of faculty/faculty's commitment to not only student education but health and well-being, too."
 - d. "All of the professors I have had so far are extremely qualified and passionate about both teaching as well as clinical work."
2. Program Atmosphere/Community
 - a. "The atmosphere of the classes due to course material, leaders, and students."
 - b. "I love the program because it is open and accepting."
 - c. "Encouraging atmosphere to be in with extremely involved faculty."
 - d. "The sense of community between students and faculty."
3. Courses/Service/Internships
 - a. "Quality of information learned in class that translates to everyday life and in the clinic."
 - b. "Experiential learning (internships, service learning)."
 - c. "The classes are all relevant to future practice-no irrelevant classes are present in the major."
 - d. "The internships-best learning experiences!!"
4. Overall Program
 - a. "The actual desire of the program to set us up for life after college."
 - b. "Resources and connections we gain through the program."
 - c. "The integration of applying what you have learned to the 'real world'."
 - d. "I like that there are so many classes to pick from within the major that focus on different aspects you normally wouldn't consider outside the classroom."