

University of Scranton - Counseling and Human Services Program: Student and Program Characteristics and Outcomes (AY 2019-20)

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

2017-2018 AY - total CHS majors: 102	2018 total graduates: 40
2018-2019 AY - total CHS majors: 107	2019 total graduates: 28
2019-2020 AY - total CHS majors: 108	2020 total graduates: 27

GPA by class level (AY 2019-20):

First Year:	3.37
Sophomore:	3.29
Junior:	3.31
Senior:	3.30

Internship site supervisor mean ratings of students on program learning outcomes* measures (AY 2019-20). Ratings are on a scale from 1-6 (with an option for N/A):

PLO #8: Develop and demonstrate knowledge and skills in the utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling in human services settings: 5.50 (N = 40)

PLO #10: Develop and demonstrate knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings: 5.36 (N = 36)

PLO #11: Develop and demonstrate an accurate realization and perception of the multiple roles of the human service professional in community settings: 5.56 (N = 45)

PLO #12: Develop and demonstrate knowledge and skills to apply for graduate training in the areas of counseling, social work, allied health, human resources, education, and a myriad of other professional degree programs requiring students to have a solid foundation and training in human services: 5.86 (N = 22)

*Note: The CHS program has 12 PLOs, 4 of which are rated each year for a repeat cycle every 3 years.

Program attrition/retention rates

For the Class of 2015-2019, the retention rate was 82%. It is rare for our students not to complete the program in a timely and successful manner; however, on occasion during any given AY, students may take an extra semester or year (particularly non-traditional students), change their major, 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 2019, twelve graduates reported attending higher degree programs. Note that others chose not complete the survey or not to pursue higher degrees, so these should not be construed as an acceptance rate. Programs they are enrolled in include Professional Counseling (6/12), Social Work (4/12), Child Life and Family Care (1/12), and Business Administration (1/12). Additional information is available [here](#), and University-wide information for the class of 2019 is available [here](#).

Job placement rates, especially in human services-related occupations

For the Class of 2019, of those who responded and were not enrolled in higher degree program, each were employed full-time in positions such as Clinical Research Coordinator, Volunteer Teacher/ Guidance Counselor, and Assistant Language Teacher. Additional information is available [here](#).

Human Services – Board Certified Practitioner Examination Rates

Class of 2018: NA
Class of 2019: 33%
Class of 2020: 100%

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/Program Learning Outcome assessment are distributed at yearly advisory committee meetings and the CHS Program Director leads a follow-up discussion. 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, community-based learning, accreditation, etc.) so that we can obtain feedback and direction from members, which include faculty, current students, alumni, agency partners, and at-large members. Comprehensive minutes are taken at each advisory committee meeting.

Student Evaluation of the CHS Program (AY 2019-20):

A total of 95 CHS Majors and Minors completed the evaluation in May 2020. Based on a Likert-type scale (3 = Exceeds expectations, 2 = Meets expectations, 1 = Needs improvement, plus an option for “don’t know”), students rated several dimensions as well as the overall program. Highlights include:

Three Highest Ratings:

“Expertise of faculty” (2.91)
“Program atmosphere” (2.90)
“Faculty commitment to students’ careers” (2.88)

Three Lowest Ratings:

“Adequacy of CPS Advising Center” (2.47)
“Variety of courses available” (2.40)
“Convenience of class schedules” (2.27)

“Overall rating of the CHS Program” (2.87)

Here's what our students say about the CHS program

Examples of specific qualitative feedback about aspects of the program they like (May 2020):

1. Faculty
 - a. "I like how helpful the faculty is and how much they actually care about the students. I also like how our learning prepares us to enter the world as multiculturally competent helping professionals."
 - b. "I love that most of our faculty continue to practice while teaching so they can bring the clinical perspective into class. I also love the genuine enthusiasm our faculty have for the profession. You can tell they truly love what they do as both counselors and professors."
 - c. "The professors are so knowledgeable and passionate about the field. Faculty is willing to help us in any way and wants to see us succeed."
 - d. "I love the compassion and understanding my professors have expressed through the semester. They are very sympathetic to our situations with everything going on with COVID-19, unlike my non-major professors. I also enjoy how engaged Dr. Datti is with all of us by keeping us updated on everything going on through his emails."
2. Program Atmosphere/Community
 - a. "I love the atmosphere, I feel like I belong. I also love that the professors are always there for the students."
 - b. "The support from everyone in the program is unlike any other program at Scranton."
 - c. "The community, the commitment to learning, the way in which the teachers are all truly available in any way for their students."
 - d. "Everyone you talk to including upperclassmen and professors are so nice and welcoming. Upon entering my freshman year a senior CHS major from my town told me to tell her if I needed anything."
3. Courses/Service/Internships
 - a. "The curriculum is intense with internships but it makes it a lot easier to know what you want to do."
 - b. "The quality of the staff and professors -the requirements for the program help us get real experience."
 - c. "I like the internship experiences and having that faculty support while we go through our internships."
 - d. "How friendly all the professors and my peers are and how well it prepares you for the real world with having to do two internships before even graduating."
4. Overall Program
 - a. "Faculty, commitment to Jesuit ideals, and program structure."
 - b. "I think this is one of the best programs at Scranton. Professors truly care and help us and my peers are amazing;" "In a few words, AMAZING! FANTASTIC! and AWESOME!"
 - c. "The program is amazing and allows students to feel free to be themselves, whoever they want to be. 100 out of 10!"
 - d. "Overall I am so happy I transferred into the counseling program starting my second year. This department is truly a family and I feel like I will remain connected to many faculty and peers even as I move on to a different graduate school. I grew so much personally and professionally as a direct result of learning in this program. I don't know if many other majors can say the same. This program is definitely a unique environment that can result in so much growth if you're willing to put the work in;" "When I am asked about my time at Scranton, the CHS department is in the forefront of my mind as I explain the amount of sincerity the professors have for students. I truly admire that professors are "down to earth" and often express themselves as more of colleagues than all-knowing individuals. I felt an immense sense of comfort when collaborating with or learning from all of our CHS professors. So my evaluation is that I am really going to miss it :)"