

University of Scranton - Counseling and Human Services Program: Student Outcomes and Program Evaluation (AY 2024-25)

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):

2022-2023 AY - total CHS majors: 69	2023 total graduates: 24
2023-2024 AY - total CHS majors: 83	2024 total graduates: 18
2024-2025 AY - total CHS majors: 89	2025 total graduates: 19

GPA by class level (AY 2025-26, as of October 2025):

First Year: TBA
Second Year: 3.28
Third Year: 3.27
Fourth Year: 3.24

Internship site supervisor mean ratings of students on program learning outcomes* measures (AY 2024-25). Ratings are on a scale from 1-6 (with an option for N/A):

PLO #5: Develop and demonstrate knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings: 5.55 (N = 33)

PLO #6: Develop and demonstrate knowledge and skills in human service systems to facilitate advocacy through local, state, national and international organizations: 5.42 (N = 24)

PLO #7: Develop and demonstrate knowledge and skills to implement social justice into human services systems of care: 5.42 (N = 33)

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: 5.38 (N = 21)

*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 2021-2025, the retention rate was 84%. Note that this is based on incoming first year students who declared CHS as their major in that year and does not account for the many transfer majors that we have on an annual basis; therefore, our overall retention rate may fluctuate. 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), attend part-time, change their major, or withdraw for financial or other reasons. In addition, the COVID-19 pandemic may have affected retention rates, as it did with our enrollment rates. We have been experiencing an increase in enrollment and expect this to continue in the future. 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.

Graduate Outcomes

Pursuit of higher degree programs (master's, doctorate)

For the Class of 2024, 57% reported attending higher degree programs. Note that others chose not to complete the survey or not to pursue higher degrees, so these should not be construed as acceptance rates. Programs that students typically enroll in include Professional Counseling (Clinical Mental Health, Clinical Rehabilitation, School), Social Work, Child Life and Family Care, and others. More specific information is available [here](#). Please note that this information is always one year behind.

Job placement, especially in human services-related occupations

For the Class of 2024, 43% of those who responded and were not enrolled in higher degree programs reported being employed full-time. Positions typically pursued at the undergraduate level include Behavioral Technician, Program Assistant, Caseworker, and others. More specific information is available [here](#). Please note that this information is always one year behind.

Click [here](#) for the University's 2024 Final Destination Survey, which provides more information on the above as well as overall University outcome information, including salary information (please see page 10 for more specifics on our program).

Human Services – Board Certified Practitioner Examination Pass Rates

Class of 2025: NA

Class of 2024: 100%

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, students of concern, etc.) so that we can obtain feedback and direction from members, which include faculty, current students, alum, agency partners, and at-large members. Comprehensive minutes are taken at each advisory committee meeting.

Student Evaluation of the CHS Program (AY 2024-25):

A total of 70 CHS majors and 23 CHS minors completed the program evaluation surveys in May 2025. Based on a Likert-type scale (3 = Exceeds expectations, 2 = Meets expectations, 1 = Needs improvement, plus an option for "don't know"), CHS majors rated 18 program areas (13 program areas for minors) as well as the overall program. Highlights of CHS majors' ratings include:

Three Highest Ratings:

Expertise of faculty (2.94)
Faculty morale and enthusiasm (2.94)
Program atmosphere (2.93)

Three Lowest Ratings:

Convenience of class schedules (2.07)
Variety of courses available (2.36)
Adequacy of LCHS Advising Center (2.44)

Overall rating of the CHS Program = 2.94

Here's what our students say about the CHS program:

Examples of specific qualitative feedback about aspects of the program they like (May 2025):

1. Faculty

- a. "Professors - all so personable, caring, and genuine people with best interest in each of their student's success."
- b. "The professors in this program make sure students know that if they need help with anything that they are there to help."
- c. "All faculty are about your success and the course material is thought provoking and fulfilling."
- d. "The faculty is always so kind / helpful. It is so obvious that they care for their students. The people that this program attracts are also amazing! I look forward to continue working with them."

2. Curriculum

- a. "Amazing / engaging classes."
- b. "The courses I have taken are very interesting and the workload is not overwhelming."
- c. "Info we learn is all relevant and opens us up to a lot of different perspectives."
- d. "The classes are all highly interesting and engaging."

3. Fieldwork (Internships, Community Based Learning)

- a. "Requiring internships twice - great experience professionally."
- b. "Hands on work in classes and internships."
- c. "How welcoming everyone is and how we get experience by doing internship."
- d. "Internship experiences helped me get to where I am today."

4. Jesuit Ideals and Mission

- a. "The emphasis on community outreach."
- b. "The program's emphasis on cultivating not only good students but students who will be empathetic, compassionate workers."
- c. "Development of critical thinking skills."
- d. "I love the service and reflection aspects and the way we are trained to think and act like human service professionals."

5. Overall Program

- a. "I love how everyone is so kind and the teachers are the best."
- b. "I like the major as a whole and how diverse the classes are."
- c. "The community/environment is warm and welcoming."
- d. "I like the variety of classes available for students, every class is unique. I also think that the faculty and professors make this program. They encourage students to do their best while providing a warm and positive atmosphere."

University of Scranton - Counseling and Human Services Program: Student Outcomes and Program Evaluation (AY 2023-24)

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):

2021-2022 AY - total CHS majors: 66	2022 total graduates: 27
2022-2023 AY - total CHS majors: 69	2023 total graduates: 24
2023-2024 AY - total CHS majors: 83	2024 total graduates: 18

GPA by class level (AY 2024-25, as of September 2024):

First Year:	2.99
Second Year:	3.32
Third Year:	3.29
Fourth Year:	3.37

Internship site supervisor mean ratings of students on program learning outcomes* measures (AY 2023-24). Ratings are on a scale from 1-6 (with an option for N/A):

PLO #1: Develop and demonstrate awareness and understanding of the developmental needs of individuals, families, groups, communities, and other supported human services organizations and functions at all developmental levels of care: 5.45 (N = 31)

PLO #2: Develop and demonstrate awareness of cultural diversity, disability, socio-economic trends, changing roles and lifestyle patterns of persons and impact of these changes on clients: 5.76 (N = 29)

PLO #3: Develop and demonstrate awareness and understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity, and competence: 5.77 (N = 31)

PLO #4: Develop and demonstrate knowledge and skills in applying theoretical frameworks to human service and counseling practice: 5.33 (N = 27)

*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 2020-2024, the retention rate was 100%. Note that this is based solely on incoming first year students who declared CHS as their major and does not account for the many transfer majors that we have on an annual basis; therefore, our overall retention rate may fluctuate. 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), attend part-time, change their major, or withdraw for financial or other reasons. In addition, the COVID-19 pandemic may have affected retention rates, as it did with our enrollment rates. We have been experiencing an increase in enrollment and expect this to continue in the future. 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.

Graduate Outcomes

Pursuit of higher degree programs (master's, doctorate)

For the Class of 2023, 16 (out of 20 respondents)* reported attending higher degree programs. Note that others chose not to complete the survey or not to pursue higher degrees, so these should not be construed as acceptance rates. Programs that students typically enroll in include Professional Counseling (Clinical Mental Health, Clinical Rehabilitation, School), Social Work, Child Life and Family Care, and others. Additional university and individual college information is available [here](#). Please note that this information is always one year behind.

Job placement, especially in human services-related occupations

For the Class of 2023, of those who responded and were not enrolled in higher degree programs, 3 (out of 20 respondents)* were employed full-time. Positions typically pursued at the undergraduate level include Behavioral Health Technician, Caseworker, Social Services Assistant, and Admissions Specialist. Additional university and individual college information is available [here](#). Please note that this information is always one year behind.

*Note that 19 out of 20 who responded were employed full-time or pursuing further education; one chose "Other."

Human Services – Board Certified Practitioner Examination Pass Rates

Class of 2024: 100%

Class of 2023: 100%

University Graduate follow-up surveys (graduates, employment, higher ed, location, etc.)

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, alum, agency partners, and at-large members. Comprehensive minutes are taken at each advisory committee meeting.

Student Evaluation of the CHS Program (AY 2023-24):

A total of 66 CHS majors and 32 CHS minors completed the program evaluation surveys in May 2024. Based on a Likert-type scale (3 = Exceeds expectations, 2 = Meets expectations, 1 = Needs improvement, plus an option for "don't know"), CHS majors rated 18 program areas (13 program areas for minors) as well as the overall program. Highlights of CHS Majors' ratings include:

Three Highest Ratings:

Expertise of faculty (2.94)
Faculty commitment to student career development (2.94)
Program atmosphere (2.92)

Three Lowest Ratings:

Convenience of class schedules (2.18)
Reasonableness of prog requirements (2.44)
Adequacy of LCHS Advising Center (2.55)

Overall rating of the CHS Program = 2.94

Here's what our students say about the CHS program:

Examples of specific qualitative feedback about aspects of the program they like (May 2024):

1. Faculty

- a. "The faculty truly caring about students. The content is explained well and in a way so that we can connect with it."
- b. "All the teachers care about us academically, professionally, and personally; the teachers all seem genuinely excited to teach which makes us excited to learn."
- c. "I like how available the professors are; I like how the professors include their real-world experiences in their lectures."
- d. "The professors in the CHS department are some of the most wise, genuine, and empathetic people I have ever met."

2. Curriculum

- e. "The courses are also interesting and I don't get bored during them."
- f. "I really like the classes offered, and the flexibility of our schedules."
- g. "I also love the interesting content of our courses, and the variety of topics we learn."
- h. "Interesting classes that teach us a lot about the profession."

3. Fieldwork (Internships, Community Based Learning)

- e. "I like the program's requirement of internship to develop direct experience."
- f. "I love the experiential component to CHS classes."
- g. "Gives you a lot of practice and experience."
- h. "The opportunities this program provides... You always learn new things in the field/program."

4. Jesuit Ideals and Mission

- a. "The professors; The mission; The care of the whole person."
- b. "Faculty, person-centered/social justice approach."
- c. "I like the added use of service/volunteering;" and "The courses are absolutely fascinating and overall, life changing."
- d. "Faculty support and expertise; course requirements (I feel very competent)." focus on personal growth and reflection."

5. Overall Program

- a. "I like the faculty and the attention the program gives to each student; The program allows for a personalized experience."
- b. "The availability and understanding demonstrated by faculty and the sense of togetherness demonstrated by peers. Also the specialty of classes and service offered by CHSA."
- c. "I love the sense of community and how welcoming and kind everyone is; I like the professors, they are all awesome."
- d. "I love the kindness of the people in this program. It seems like everyone has the common goal of helping people."