

## **University of Scranton - Counseling and Human Services Program: Student, Program, and Faculty Characteristics and Outcomes (AY 2018-19)**

### **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)

2016-2017 AY - total CHS majors: 134	2017 total graduates: 37
2017-2018 AY - total CHS majors: 102	2018 total graduates: 40
2018-2019 AY - total CHS majors: 107	2019 total graduates: 28

### **Program attrition/retention rates**

For the Class of 2014-2018, the retention rate was 83.3%. 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 take an extra semester or year (particularly non-traditional students), 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 2018, twelve of the forty graduates responded to the survey and 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 (7/12); and Social Work, Child Life and Family Centered Care, Business Administration and Public Policy, and Law School (1 each). Additional information is available [here](#), and University-wide information for the class of 2018 is available [here](#).

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

For the Class of 2018, of those who responded to the survey and were not enrolled in higher degree program, each were employed full-time in positions such as: Behavioral Health Worker, Vocational Rehabilitation Counselor, Crisis/Intake Worker, Employment Specialist, and Refugee Settlement Specialist. Two completing a year of service in Maggie's Place and the Jesuit Volunteer Corps. 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 2017: 33%  
Class of 2018: NA  
Class of 2019: TBA

### **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, 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.

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

The information below is from the CHS student evaluations of the CHS program in May 2019. A total of 136 CHS Majors and Minors completed the survey. 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:

"Expertise of faculty" (2.95)                      "Faculty morale and enthusiasm" (2.92)  
"Program atmosphere" (2.93)                      "Faculty commitment to students' careers" (2.91)

### **"Overall rating of the CHS Program" (2.84)**

Many students added specific qualitative feedback about aspects of the program they like. Examples include:

1. The Faculty
  - a. "I love the professors. They embody care for the whole person and are always welcoming. I enjoy my classes. I learn a lot and they are social justice oriented."
  - b. "Professors! We have the most understanding and passionate professors. Self-reflection has helped me greatly to identify my goals."
  - c. "I think the best part about the program is my professors and all of the advisors. They show genuine compassion for all students."
  - d. "Faculty is extremely experienced. Professors are enthusiastic and welcoming."
2. Program Atmosphere and Community
  - a. "I like that the faculty is very supportive in answering questions whether it be career wise, academically, and personally. Classes allow you to implement skills in sessions and receive feedback."
  - b. "I love the program administration. Everyone is very open and willing to talk about anything. Variety of courses is very broad making learning topics easier."
  - c. "The program is dedicated to the needs of every student and treats them as individuals. I transferred into the program and felt welcome from the beginning."
  - d. "We are a family and we work together."
3. Courses/Community Based Learning/Internships
  - a. "CBL experiences, available electives, program design."
  - b. "Another thing I like is the internship program, without that I probably would have not known what graduate program to go for."
  - c. "I like the different aspects of each class. I feel like every class is a new skill."
  - d. "The opportunities made available through CBL hours...ability to meet with [grad] students."
4. Overall Program/Staff/Students
  - a. "Passionate professors, understanding professionals and peers...helpful courses."
  - b. "The staff is willing to help and be very accommodating."
  - c. "The program is wonderful. The program truly cares for each student. The staff and professors take time to teach, hear, understand their students. They truly want them to be successful."
  - d. "The program has shaped who I am today. I really value the personal investment the faculty has made...I feel like this program has prepared me well for Grad school."