

University of Scranton - Counseling and Human Services (CHS) Academic Program: Student, Program, and Faculty Characteristics and Outcome/Evaluative Information (AY 2017-18)

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)

2015-2016 AY - total CHS majors: 140	2016 total graduates: 34
2016-2017 AY - total CHS majors: 134	2017 total graduates: 37
2017-2018 AY - total CHS majors: 102	2018 total graduates: 40

Program attrition/retention rates

For the Class of 2013-2017, all but two students finished the program in the 4 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 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)

Updated information about the specific CHS class of 2017 is not available; however, 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 did not pursue 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](#), and University-wide information is available [here](#).

Job placement rates, especially in human services-related occupations

For the Class of 2017, of those who responded to the survey and were not enrolled in higher degree program, each were employed full-time. Two were employed in human service settings, and two were completing a year of service in 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 2016: 80%
Class of 2017: 33%
Class of 2018: NA

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, 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 student evaluations of the CHS program completed in May 2018. A total of 146 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>	2.90	<i>"Expertise of faculty"</i>	2.84
<i>"Program atmosphere"</i>	2.82	<i>"Faculty commitment to students' career development"</i>	2.87
	<i>"Overall program rating"</i>		2.76

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. "Professors are easily accessible, they clearly are passionate about what they do, and they help in any way they could."
 - b. "The professors are all very well-educated and well-versed through practice outside of teaching and they are very understanding and compassionate."
 - c. "The professors, they are extremely knowledgeable, caring, and ready to provide resources."
 - d. "The faculty is outstanding-knowledgeable and clearly dedicated to the growth of students."
2. Program Atmosphere/Community
 - a. "Everyone is so nice and attentive and they genuinely care about the students."
 - b. "How much faculty and staff care about their students and want them to succeed."
 - c. "The open atmosphere in each class."
 - d. "The people in the major are super welcoming."
3. Courses/Service/Internships
 - a. "The courses are very relevant for growth as a professional and growth as a person, very relatable and practical."
 - b. "I like that clinical skills are taught instead of purely textbook material."
 - c. "Involvement in community (service-learning and internship)."
 - d. "This major has helped me to get a lot of experiences through classes, internships, and service hours."
4. Overall Program
 - a. "The passion for the program everyone in it has."
 - b. "Also, I love how the program is very hands-on because it gives us experience."
 - c. "The faculty and staff in the CHS program are absolutely amazing. Their advice (advising/academic/career/etc.)."
 - d. "The program wants students to succeed. They are really there for you when you need help or information."