

University of Scranton - Counseling and Human Services Program: Student and Program Characteristics and Outcomes (AY 2021-22)

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):

2019-2020 AY - total CHS majors: 108	2020 total graduates: 27
2020-2021 AY - total CHS majors: 90	2021 total graduates: 23
2021-2022 AY - total CHS majors: 66	2022 total graduates: 27

GPA by class level (AY 2022-23, as of Oct 2022):

First Year:	3.02
Sophomore:	3.19
Junior:	3.38
Senior:	3.59

Internship site supervisor mean ratings of students on program learning outcomes* measures (AY 2021-22). 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: 5.44 (N = 43)

PLO #6: Develop and demonstrate knowledge and skills in human service systems to facilitate advocacy through local, state, national and international organizations: 5.21 (N = 33)

PLO #7: Develop and demonstrate knowledge and skills to implement social justice into human services systems of care: 5.40 (N = 43)

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: 5.27 (N = 26)

*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 2017-2021, the retention rate was again 67%. 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. In addition, the COVID-19 pandemic affected retention rates in a significant way, as it did with our enrollment rates. We expect this percentage to rise back to its typical values in the near 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 2021, seven (N = 21)* 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 acceptance rates. Programs students typically enroll in include Professional Counseling (Clinical Mental Health, Clinical Rehabilitation, School), Social Work (LSW and LCSW tracks), Child Life and Family Care, and others. Additional information is available [here](#), and University-wide information for the classes of 2016-2020 is available [here](#).

Job placement, especially in human services-related occupations

For the Class of 2021, of those who responded and were not enrolled in higher degree programs, 12 (N = 21)* were employed full-time. Positions typically pursued at the undergraduate level include Behavioral Health Technician, Caseworker, Social Services Assistant, and Admissions Specialist. Additional information is available [here](#).

*Note that 19 out of 21 who responded were employed full-time or pursuing further education; two chose "Other."

Human Services – Board Certified Practitioner Examination Rates

Class of 2022: N/A

Class of 2021: 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 2021-22):

A total of 76 CHS majors and 51 CHS minors completed the program evaluation surveys. 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:

Faculty Moral and Enthusiasm (2.95)
Expertise of Faculty (2.92)
Program Atmosphere (2.86)

Three Lowest Ratings:

Variety of courses available (2.53)
Adequacy of CPS Advising Center (2.27)
Convenience of class schedules (2.17)

Overall rating of the CHS Program = 2.84

Here's what our students say about the CHS program

Examples of specific qualitative feedback about aspects of the program they like (May 2022):

1. Faculty

- a. "I love the relationship between student and professors. It is amazing to feel like you truly knew your professor for who they are."
- b. "The professors are the absolute best I've ever met."
- c. "I love how the professors share real world stories and expertise to help develop concepts...I love how accommodating and understanding professors are."
- d. "The majority of the professors will go through a brick wall to help any student understand the material. Positive atmosphere when learning. I've never felt uncomfortable in my class."

2. Curriculum

- a. "The diversity of the courses and instructors helping to view all aspects."
- b. "I liked the specificity of some of the electives (e.g., counseling LGBTQ+ persons, marital and family counseling)."
- c. "I loved our internship class - it felt like an opportunity to debrief and get to know my peers on a deeper level."
- d. "How inclusive their classes are."

3. Fieldwork (Internships, Community Based Learning)

- a. "CBL hours and internships are so important and well executed by professors overseeing them."
- b. "The experiences my two internships afforded me."
- c. "Internship opportunities, availability/preparation for placements."
- d. "I feel prepared and excited for the future of my career and the experiences I gained through internship."

4. Overall Program

- a. "This program was incredibly influential in my career choice and character development. I would not be prepared to leave college and pursue counseling w/o this program."
- b. "I'm blown away by the program and it's dedication to student success...I couldn't imagine receiving a better education in counseling at any other school."
- c. "Exemplifies what it means to be Jesuit educated...an honor to be in this program and profession."
- d. "I love the program. It has given me more than I ever could have asked for. It is from this program and the professors that I have grown personally and professionally. I want to thank the university for everything and can't wait to see what it provides me with in graduate school."