

The Master of Science in Counseling Program

2015-2016 Annual Assessment Report

Mission Statement

The mission of the SMU Program in Counseling is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices and mental health facilities.

Overview of Program Evaluation Process

The SMU Counseling Program has a systematic assessment plan which allows faculty to track progress and outcomes of Program Objectives (including Student Learning Outcomes) through multiple methods and time points across the curriculum. Program evaluation processes is based on an empirically-based structure developed by faculty based discussions on prior annual reports, awareness of state licensure requirements, and general goals and mission for the program. Empirical data continues to drive the process, as Counseling faculty work collaboratively to ensure the evaluation of key aspects of the Program, and responsiveness based on findings. In this collaborative process, decisions are made, implementations are planned, and results are evaluated during Faculty Meetings and Clinical Team meetings. The typical cycle for the program evaluation consists of :

- The program evaluation process occurs in an annual cycle of continuous data gathering. Faculty, staff, students, alumni, field supervisors are involved in the evaluation and assessment process.
- Program evaluation data are analyzed at the end of the academic year in mid-June to early July
- In July, an Annual Report of the results for the previous year's data is generated and submitted to the university's assessment database WEAVE.
- In August, the program evaluation annual report is presented to the faculty.
- Faculty members and staff discuss what program modifications should be implemented based on the report. *Are in the process of being implemented.*

Identified Needs and Suggested Program Modifications

- **Writing workshops:** Feedback from student dispositions results as well as exit survey results indicated that some of our students struggle with academic writing. In order to address this concern, faculty will create a series of writing workshops that are offered each term.
- **APA training:** In addition to the Writing Workshop described above, students are offered a two-hour overview of APA during their New Student Orientation. Students who attend the APA training are also asked to provide feedback about the training in order to improve the usefulness of the training for them. Based on the assessment report this training will be mandatory starting Fall 2016.
- **Research Design & Statistics Refresher Workshop:** This is a supplementary training experience for students who lack a strong background in research methods and statistics, whose coursework in the subject was taken long ago, or who simply feel anxious about their aptitude for the subject matter.

- **Content Area Coordinators:** As a result of curriculum review instigated by Texas LPC and LMFT licensure requirement changes, and application to CACREP, as well as MOCCE exam results, faculty became aware of the need to create greater consistency between courses taught by various faculty and adjunct instructors, and to create a developmental framework that fostered knowledge and skills along a developmental trajectory leading to counseling competency. In response, the Program appointed several core faculty to serve as Content Area Coordinators (CAC), who are responsible for courses falling under their areas of expertise. CAC responsibilities include establishing consistent course syllabi which are compliant with CACREP requirements, coordination with adjunct instructors, and collecting KPI data.
- **Group Advising.** Although overall satisfaction with academic advising was fairly high, sufficient student feedback regarding inconsistency in advising, particularly early in students' program of study, prompted faculty to respond by offering a consistent Group Advising experience for new students in the first week of every academic term (except summer).
- **Clinic Operations.** In response to student feedback regarding satisfaction with their Practicum experience and preparedness for Internship, numerous modifications have been made to the Pre-Practicum orientation and preparation, the Practicum structure, the delivery of Practicum didactic content, to administrative support in the SMU Center for Family Counseling (CFC; on-campus clinic), and to clinic (CFC) policies and procedures.
 - Pre-Practicum Process and Practicum Orientation: (1) Pre-practicum courses (Advanced Methods: Individual and Family Systems), as well as other skills courses, were modified to emphasize practical clinical training simulations in the Center for Family Counseling, where students are able to develop clinical competency, while becoming familiar with CFC policies, procedures, and facilities. (2) A Pre-Practicum Standard Operating Procedure was developed to guide students through the required steps prior to being admitted to Practicum. (3) A full-day, mandatory Practicum Orientation is offered immediately prior to every term for students entering Practicum. This orientation addresses expectations for students, clinic policies and procedures, requirements for accruing clinical hours, and other key information for Practicum starters. The orientation is conducted by the Clinical Director and the Clinic Coordinator. (4) A required second background check, which must be completed within 30 days prior to the start of Practicum. (5) Required completion of Protection of Minors Training.
 - Practicum Structural Modifications & Delivery of Content. Approximately five years ago, faculty supervisors and the (at the time) Clinical Director Dr. Misty Solt received student feedback regarding inconsistencies in didactic instruction and procedural knowledge between the supervisors of different sections of Practicum. Consequently, Dr. Solt developed a unified, consistent Practicum syllabus for all Practicum instructors/supervisors to use. This considerably improved consistency. However, the rotation of faculty supervisors over time resulted in supervisors occasionally being unaware of recent clinical changes (such as updates to the Policies and Procedures Manual), so some degree of inconsistency remained. Therefore, in 2016, Clinical Director Dr. Sarah Feuerbacher altered the Practicum structure so that she could deliver all Practicum didactic content and policy and procedure information (during Group Supervision time). Some training topics have been made more consistent through the use of online podcasts depicting (simulated) clinical tasks such as psychosocial intakes. Other faculty supervisors have taken on responsibility for triadic supervision. Although data collection is in its early stages, initial student feedback regarding consistency of instruction is favorable.
 - Administrative Support: Prior to 2015, the SMU Center for Family Counseling was staffed by one Clinic Coordinator, whose responsibilities included answering phones, conveying messages to counselors, setting client appointments, conducting initial phone screenings, managing client records, compiling the Policies and Procedures Manual, and other general office duties. Student feedback revealed that greater support was needed in assisting them with procedural questions and clinic operations. Beginning in 2015, the Counseling Program began accepting select

Internship students to provide administrative support and peer mentoring of Practicum students. Prospective interns must follow the same procedures as interns seeking positions at off-campus field sites (e.g., interviews, recommendations). In the 2016-2017 academic year, we have utilized three interns, thus providing support for students while freeing the Clinic Coordinator to concentrate on her administrative responsibilities.

- **Policy and Procedure Modifications:** Modifications to clinical (CFC) training, policies, and procedures are continuous, based on student and supervisor feedback, client needs, and current professional practices. Forms, such as Progress Notes, Treatment Plans, and Clinic Terms and Conditions, have been significantly revised since 2015 to facilitate ease of use, improve record-keeping compliance, and to create a systematic, developmental structure bridging pre-Practicum clinical training coursework with actual clinical practice.

- **Internship Orientation.** In response to student feedback requesting earlier preparation for Internship, Internship Coordinator Dr. Brandy Schumann visits all practicum classes approximately the fifth week of the first term of practicum, to introduce practicum students to the internship process. Within this hour-long presentation, students are introduced to the timeline expectations for Internship as well as the process of identifying, interviewing, and establishing a contract with an internship site. Various tools to assist students in finding an internship are also presented, such as the Internship Site Database, as well as a feedback file compiled of interns' anonymous feedback about their internship site experiences, and referrals to various faculty with valuable contacts in the field, including the Dr. Schumann herself.
- **Internship Fair:** Dr. Schumann and the Internship faculty supervisors also responded to students' requests for more information about internship sites and assistance in interacting with potential internship site supervisors by establishing the Internship and Job Fair at the SMU in Plano campus each year. Starting in May of 2016, multiple internship site representatives set up their booths and met with students. In this informal atmosphere, students have the opportunity to learn about different internship sites, and practice their networking and interview skills. The Internship Coordinator and Internship faculty supervisors also attend the event in order to answer students' questions and give them feedback about their professional networking skills.
- **Graduate Exit Survey :** Analysis of the 2015-2016 Graduate Exit Survey results revealed the need to better align the measure with CACREP standards (Student Learning Outcomes) and SMU Counseling Program Objectives. Example of new questions added to the updated 2017 survey:
 - Choose the response that best describes the quality of your preparation in each KPI area
 - What do you see as the major strengths of SMU Counseling program?
 - What do you see as the major areas in need of improvement for SMU Counseling Program?
- **Graduate Assistantship:** The Counseling Program created its first Graduate Assistantship (GA) in the 2016-17 academic year. This is viewed as a means of offering varied experiences to students, particularly those who are considering future doctoral studies. The assistantship will also help provide administrative support to faculty.
- **Consistency of Instruction:** Student feedback historically has expressed a desire for greater consistency in instruction, particularly in courses taught by adjuncts. Although adjuncts are provided with an annual orientation prior to the start of each school year, and an Instructor's Manual detailing Program policies and procedures, variability in course content, delivery, textbooks, and levels of academic rigor continued. As a consequence, student levels of competency also tended to vary, as observed in initial MoCCE results and in observations by Practicum supervisors of student readiness for clinical work. Since 2015, three modifications have been implemented to foster greater consistency in instruction:
 - (1) Course syllabi have been standardized, including textbooks, assignments and evaluation methods connected to CACREP standards or KPIs, and grading structures;
 - (2) Faculty Content Area Coordinators (CAC) have been designated to oversee adjunct instruction;

- (3) A system for Peer Instructor Evaluation has been implemented, pilot tested, and is currently under revision for implementation across the Simmons School. It is hoped that improved consistency in instruction will better prepare students, and will result in higher, more consistent scores on the MoCCe exam.

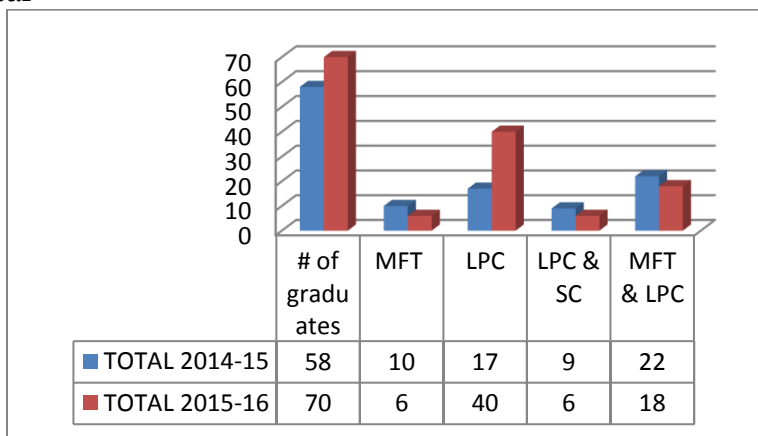
Graduation rates

During the Fall 2015-Summer 2016 there were 70 students who graduated from the program, which is 12 students more than during the Fall 2014-Summer 2015 period.

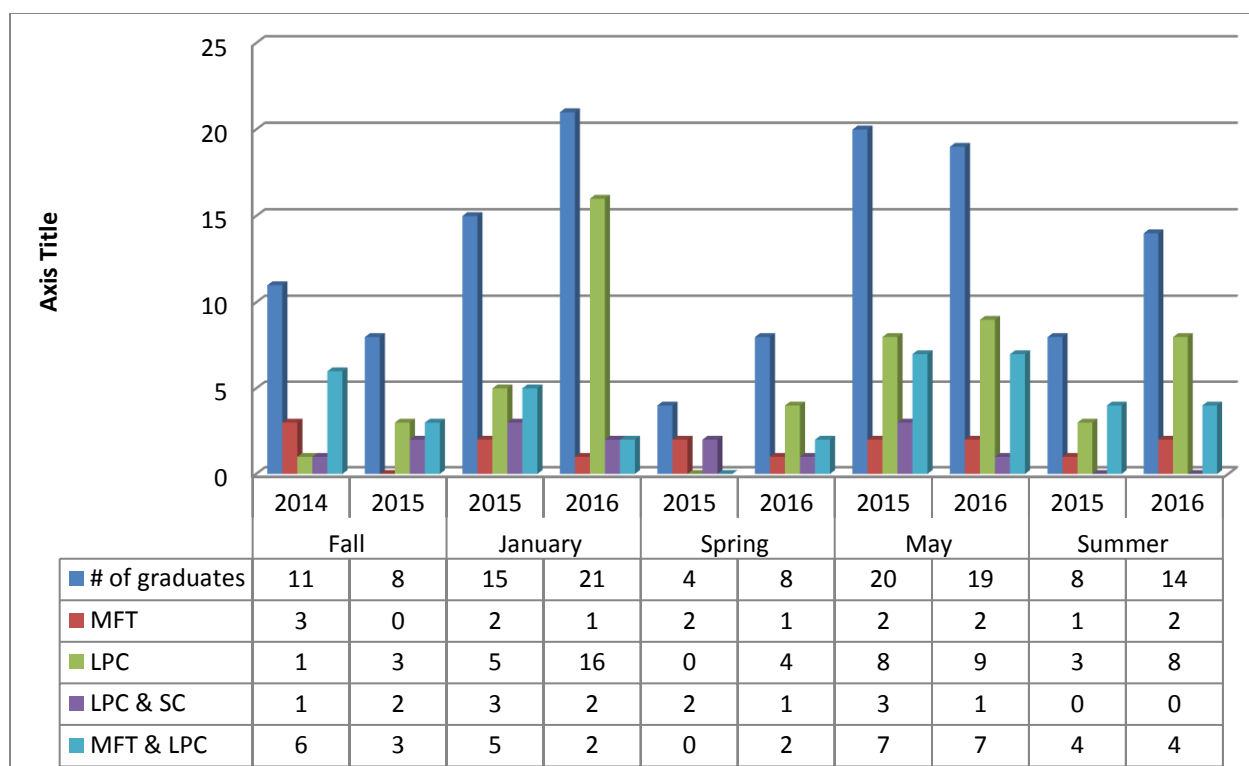
Number of students who graduated and enrolled during 2015-2016 academic year:

Term	# of graduates	# of first term students
Fall 2015	8	31
January 2016	21	5
Spring 2016	8	12
May 2016	19	9
Summer 2016	14	n/a
Fall 2016	9	28

Graduate students per year



Graduate Students per semester



Overview of the data collected during 2015-2016 cycle

MoCCe Exam Data

Exam administered during this assessment cycle consisted of 60 questions covering the six core knowledge areas (10 questions per each area), listed as follows:

1. Assessments
2. Diversity
3. Ethics
4. Lifespan
5. Psychopathology
6. Research Design and Statistics

Overview	Winter 2016		Spring 2016		May_2016		Fall 2016	
# of students taking exam	9		11		29		21	
Average score	38.5	64.20%	39	65%	40.1	67%	39.7	66%
Highest score	47	78%	45	75%	48	80%	47	78%
Lowest score	30	50%	26	43%	29	48%	34	57%
Students who scored above 70%	3	33%	6	54.5%	15	51.7%	5	23.8%
Students who scored above 60%	6	67%	8	73%	22	76%	18	86%

Results by core areas

Fall 2016							
Category	% Correct	% Incorrect	Std Dev	Mean	Median	Min	Max
Assessment	75.71	24.29	1.29	7.57	8	5	9
Diversity	77.14	22.86	1.06	7.71	8	5	9
Ethics	63.81	36.19	0.97	6.38	7	5	8
Lifespan	45.71	54.29	1.57	4.57	4	2	8
Psychopathology	68.1	31.9	1.83	6.81	7	3	10
Research & Statistics	66.67	33.33	1.24	6.67	7	4	9
Total	66.19	33.81	4.08	39.71	39	34	47

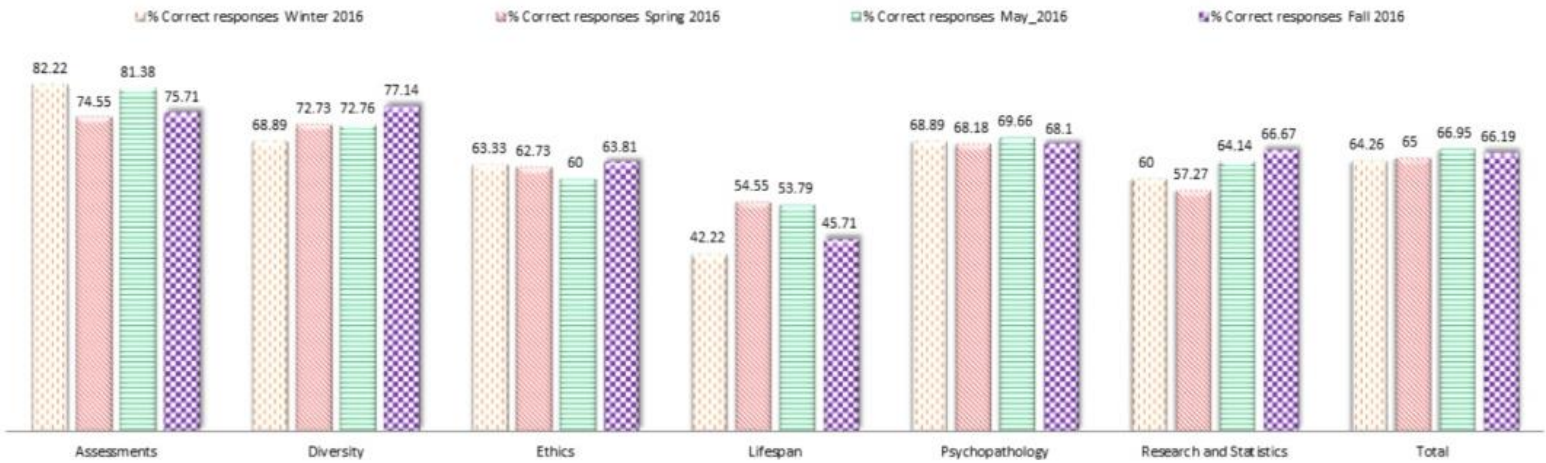
May_2016							
Category	% Correct	% Incorrect	Std Dev	Mean	Median	Min	Max
Assessment	81.38	18.62	1.16	8.14	9	5	9
Diversity	72.76	27.24	1.22	7.28	7	5	9
Ethics	60	40	1.16	6	6	4	9
Lifespan	53.79	46.21	1.78	5.38	6	2	9
Psychopathology	69.66	30.34	1.64	6.97	7	4	10
Research & Statistics	64.14	35.86	1.43	6.41	6	3	9
Total	66.95	33.05	4.86	40.17	42	29	48

Spring 2016							
Category	% Correct	% Incorrect	Std Dev	Mean	Median	Min	Max
Assessment	74.55	25.45	1.69	7.45	7	5	10
Diversity	72.73	27.27	1.85	7.27	8	4	9
Ethics	62.73	37.27	1.1	6.27	6	4	8
Lifespan	54.55	45.45	2.42	5.45	6	2	10
Psychopathology	68.18	31.82	1.89	6.82	7	4	9
Research & Statistics	57.27	42.73	1.9	5.73	6	1	8
Total	65	35	6.12	39	42	26	45

Winter 2016							
Category	% Correct	% Incorrect	Std Dev	Mean	Median	Min	Max
Assessment	82.22	17.78	1.3	8.22	9	6	10
Diversity	68.89	31.11	1.45	6.89	7	4	9
Ethics	63.33	36.67	0.87	6.33	6	5	8
Lifespan	42.22	57.78	2.11	4.22	4	2	7
Psychopathology	68.89	31.11	1.62	6.89	7	5	10
Research & Statistics	60	40	1.73	6	6	3	8
Total	64.26	35.74	5.66	38.56	37	30	47

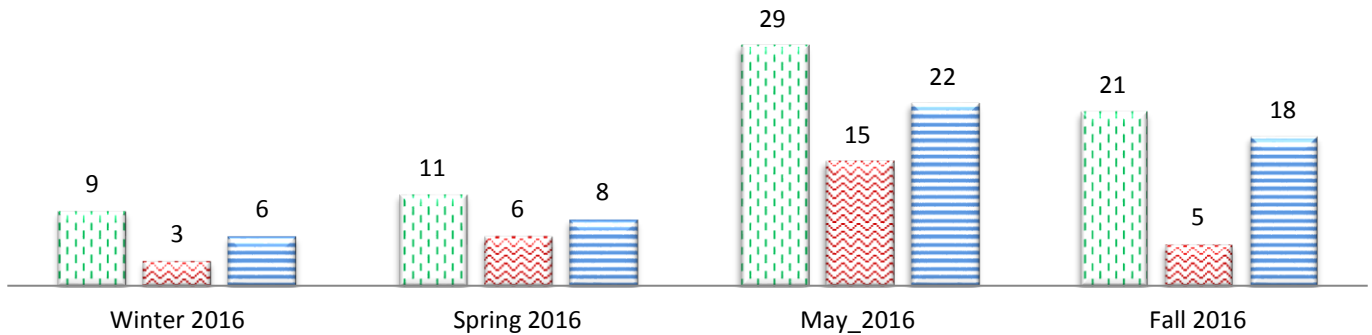
Graphic representation

% of correct responses by knowledge area

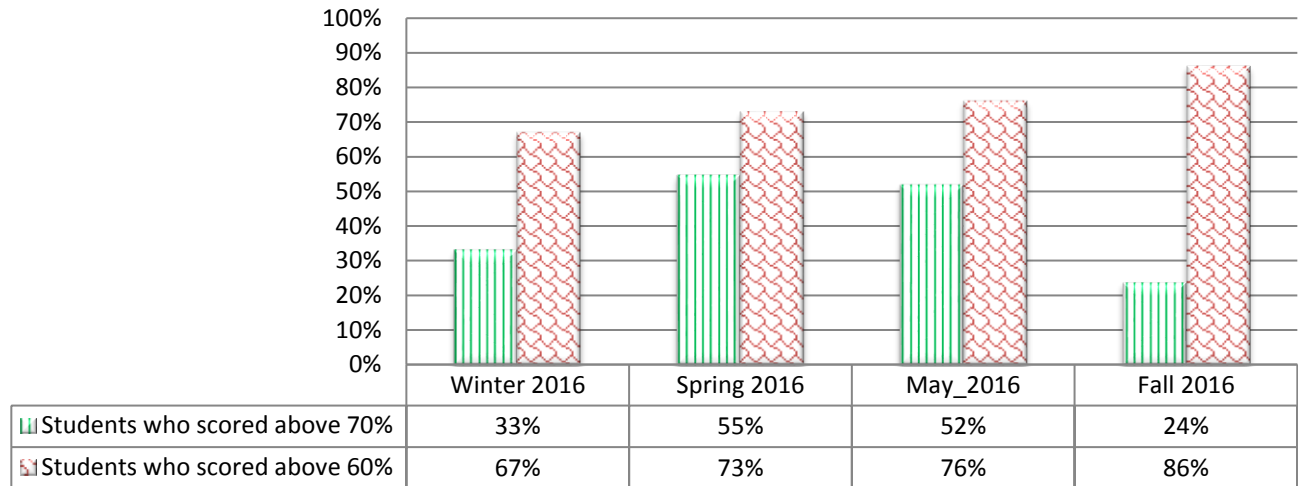


Number of students who scored above 70% and 60%

■ # of students taking exam
 ■ # Students who scored above 70%
 ■ # Students who scored above 60%



% of students who scored above 70% and 60%



Clinical Progress Assessment results

Results summary

	Practicum I	Practicum II	Internship I	Internship II
% of students higher than 90% on CPA	86.6%	97.7%	75.5%	93.2%

Outline of individual CPA scores

	<u>Student name</u>	Prac 1	Prac 2	Intern 1	Intern 2
1		95.5%	100.0%	90.9%	92.0%
2		97.7%	95.5%	100.0%	100.0%
3		95.5%	97.7%	97.7%	100.0%
4		90.9%	97.7%	88.6%	93.2%
5		86.4%	95.5%	85.2%	88.6%
6		97.7%	93.2%	95.5%	100.0%
7		93.2%	95.5%	90.9%	100.0%
8		89.9%	90.9%	96.6%	100.0%
9		97.7%	98.9%	89.8%	97.7%
10		72.7%	94.3%	100.0%	100.0%
11		93.2%	98.9%	78.4%	89.8%
12		77.3%	97.7%	100.0%	90.9%
13		93.2%	97.7%	95.5%	96.6%
14		97.7%	95.5%	86.4%	94.3%
15		93.2%	94.3%	97.7%	100.0%
16		90.9%	97.7%	94.3%	100.0%
17		96.6%	96.6%	100.0%	100.0%
18		76.1%	94.3%	90.9%	93.2%
19		95.5%	93.2%	87.5%	100.0%
20		92.0%	96.6%	95.5%	95.5%
21		97.7%	94.3%	98.9%	100.0%
22		96.9%	94.3%	93.2%	92%

23		97.7%	98.9%	96.6%	100.0%
24		93.2%	96.6%	95.5%	96.6%
25		96.6%	96.6%	73.9%	100.0%
26		95.5%	97.7%	98.9%	98.9%
27		98.9%	93.2%	80.7%	100.0%
28		92.0%	98.9%	88.6%	100.0%
29		93.2%	97.7%	97.7%	100.0%
30		95.5%	90.9%	88.6%	90.9%
31		92.0%	97.7%	100.0%	100.0%
32		95.5%	95.5%	97.7%	100.0%
33		95.5%	98.9%	97.7%	100.0%
34		95.5%	97.7%	96.6%	98.9%
35		96.6%	94.3%	84.1%	95.5%
36		88.6%	84.1%	94.3%	96.6%

2014-15 and 2015-16 cycle comparison

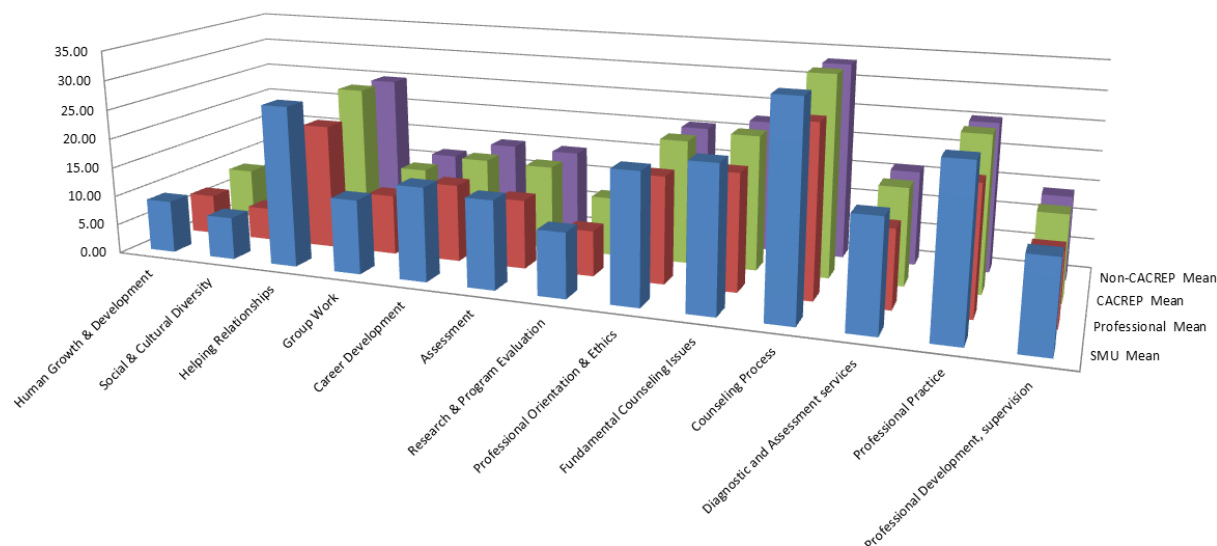
	Average % score		Minimum % score		% of students who scored 90% of higher	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Practicum I	91.4%	93.5%	83.0%	72.7%	70.0%	86.6%
Practicum II	94.8%	95.7%	83.0%	84.1%	76.4%	97.7%
Internship I (midterm)	95.4%	93.5%	55.0%	72.7%	78.5%	75.5%
Internship II (final)	95.4%	96.9%	73.0%	73.9%	87.1%	93.2%
Average	93.4%	94.4%	73.5%	75.8%	78.0%	88.2%

Scores summary for all submitted CPA forms by individual student (student names redacted)

Students names	Practicum 1	Practicum 2	Internship 1	Internship 2
1	100.0%	100.0%	100.0%	100.0%
2	100.0%	100.0%	100.0%	100.0%
3	98.9%	100.0%	100.0%	100.0%
4	98.9%	98.9%	100.0%	100.0%
5	97.7%	98.9%	100.0%	100.0%
6	97.7%	98.9%	100.0%	100.0%
7	97.7%	98.9%	100.0%	100.0%
8	97.7%	98.9%	100.0%	100.0%
9	97.7%	97.7%	98.9%	100.0%
10	97.7%	97.7%	98.9%	100.0%
11	96.9%	97.7%	98.9%	100.0%
12	96.6%	97.7%	98.9%	100.0%
13	96.6%	97.7%	98.9%	100.0%
14	96.6%	97.7%	97.7%	100.0%
15	96.6%	97.7%	97.7%	100.0%
16	95.5%	97.7%	97.7%	100.0%
17	95.5%	97.7%	97.7%	100.0%
18	95.5%	97.7%	97.7%	100.0%
19	95.5%	97.7%	97.7%	100.0%
20	95.5%	96.6%	97.7%	100.0%
21	95.5%	96.6%	96.6%	100.0%
22	95.5%	96.6%	96.6%	100.0%

23	95.5%	96.6%	96.6%	100.0%
24	95.5%	96.6%	95.5%	98.9%
25	95.5%	95.5%	95.5%	98.9%
26	94.3%	95.5%	95.5%	97.7%
27	93.2%	95.5%	95.5%	97.7%
28	93.2%	95.5%	95.5%	97.7%
29	93.2%	95.5%	95.5%	96.6%
30	93.2%	94.3%	94.3%	96.6%
31	93.2%	94.3%	94.3%	96.6%
32	93.2%	94.3%	93.2%	96.6%
33	92.0%	94.3%	92%	95.5%
34	92.0%	94.3%	90.9%	95.5%
35	92.0%	94.3%	90.9%	94.3%
36	92.0%	93.2%	90.9%	93.2%
37	90.9%	93.2%	90.9%	93.2%
38	90.9%	93.2%	89.8%	92.0%
39	90.9%	93.2%	88.6%	92%
40	89.9%	92.0%	88.6%	90.9%
41	88.6%	92.0%	88.6%	90.9%
42	86.4%	90.9%	87.5%	89.8%
43	77.3%	90.9%	86.4%	88.6%
44	76.1%	90.9%	85.2%	73.9%
45	72.7%	84.1%	84.1%	
46			80.7%	
47			78.4%	
48			73.9%	
49			72.7%	
Average score	93.5%	95.7%	93.5%	96.9%
% of students higher than 90%	86.6%	97.7%	75.5%	93.2%

NCE State Licensure Exam results



	Human Growth & Development	Social & Cultural Diversity	Helping Relationships	Group Work	Career Development	Assessment	Research & Program Evaluation	Professional Orientation & Ethics	Fundamental Counseling Issues	Counseling Process	Diagnostic and Assessment services	Professional Practice	Professional Development, supervision
SMU Mean	8.90	7.20	27.15	12.55	15.80	14.85	10.85	21.65	23.90	34.65	18.20	27.40	14.80
Professional Mean	6.85	5.60	21.30	10.19	13.11	11.65	7.65	17.88	19.50	28.45	13.00	21.19	12.10
CACREP Mean	8.57	7.08	25.42	11.85	14.63	14.43	9.98	20.96	22.74	33.68	16.31	25.84	14.34
Non-CACREP Mean	8.48	6.89	24.89	11.69	14.51	14.21	9.63	20.54	22.51	33.21	15.96	25.17	14.00

Graduate Exit Survey results 2015-2016 period

Alumni future plans

Plans to take license exam:

- 37.5% (9) indicated that they are planning to take the exam upon graduation
 62.5% (15) stated that they have already taken the exam

Plans to pursue PhD:

- 16.6% (4) are currently applying for PhD programs
 29.1% (7) are planning to pursue PhD in the future
 54.1% (13) are not planning to pursue PhD studies

Current employment status

- 33% (8) I am currently working in the counseling field
 29.1% (7) I have been offered a position in the counseling field
 29% (7) I am seeking a position in the counseling field commensurate with my training and experience
 4.2% (1) I plan to defer employment for educational purposes

Did your SMU-sponsored internship result in an offer of full-time employment?

- 75% (18) No
 25% (6) Yes

How likely are you to move out of state?

- 0% (0) Very likely

25% (6) Somewhat likely
 58.3% (14) Unlikely
 16.6% (4) Definitely not

Students' satisfaction with the program (based on exit survey)

	Very satisfied		Somewhat satisfied		Dissatisfied		Very dissatisfied		N/A	
	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16
Academic experience	86%	75%	10%	25%	10%					
Faculty expectations and rigorous performance	69%	71%	27%	25%	4%	4%				
Faculty respect for diversity and multiculturalism	69%	71%	22%	29%	6%		4%			
Frequent and prompt feedback from faculty	55%	67%	41%	33%	4%					
Advising services overall	47%	46%	47%	46%	6%	4%		2%		
Library services	35%	46%	37%	33%	12%	8%	2%		14%	6%
Financial aid services	12%	25%	27%	21%	22%	8%	6%	10%	33%	12%
Registration	53%	58%	41%	33%	4%	8%	2%			
Career-related services	22%	33%	51%	46%	18%	4%	2%	2%	4%	6%
	Very much		Somewhat		Little		Very little		N/A	
	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16
Your own problem-solving skills	80%	79%	20%	21%						
Your own personal development	98%	96%	2%	4%						
Your own communication skills	82%	88%	14%	13%	2%		2%			
	Excellent		Good		Fair		Poor		N/A	
	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16
Face to Face Instruction	82%	88%	14%	13%	4%					
Internet-based Instruction	27%	46%	55%	46%	14%	4%	4%			
Overall quality of graduate level teaching	78%	71%	18%	29%	4%					
	Very well prepared		Somewhat prepared		Poorly prepared		Very poorly prepared		N/A	
	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16	13-15	15-16
How well do you feel that the graduate program prepared you for a successful counseling career?	84%	92%	14%	8%	2%					

How well qualified do you feel as a new counselor compared to other new counselors?	90%	92%	10%	8%						
How well do feel that coursework, seminars, clinical experience, workshops, practica and internships prepared you for licensing/certification exams?	69%	79%	25%	21%	2%		4%			
To what degree are you prepared to select, understand, and apply major theories, principles, and strategies with clients?	76%	75%	24%	25%						
	Excellent		Good		Fair		Poor		N/A	
	13-15	15-16	13-15	15-16	13-15	15-16	14-15	15-16	13-15	15-16
Classrooms - How would you rate the quality of the following:	63%	63%	33%	29%	2%	4%	2%			
Clinic - How would you rate the quality of the following:	88%	83%	6%	8%	4%		2%			
Student Lounge - How would you rate the quality of the following	29%	42%	27%	21%	31%	10%	12%	8%		
Other Physical Facilities - How would you rate the quality of the following:	37%	38%	39%	42%	20%	10%	4%			
How likely are you to recommend this program to others?	82%	83%	10%	17%	6%		2%			
Overall rating	63%	67%	26%	25%	7%	3%	2%	1%	2%	

Comments from the students regarding their satisfaction with the different aspects of the program

- Did not use financial aid or career services
- The SMU Counseling program and its supportive staff provide an encouraging atmosphere that allows the student to excel in their graduate studies.
- I wish that the course path had been more clear. Having classes offered at day or night is helpful; however, classes then need to be offered at each time when possible.
- I had a great experience.
- Received no response from financial aid office when financial aid question was asked
- My overall experience with the counseling program was a positive one.
- During my tenure it was impossible to get in touch with the Financial Aid officer, Stan Eddy. // Sometimes did not get the classes I hoped for when registering.
- Personal opinion- I think too many people are let into the program and the acceptance/interview process could be re-evaluated to acquire a more select pool of applicants.

- I am so glad that I chose SMU!
- Overall satisfaction with my experience at SMU. The faculty is incredible and assisted in my professional and personal growth and development.
- Overall, I leave with all the resources needed and more! I do wish school counseling was more apparent throughout the program and not just on the few classes that are directly related.
- I enjoyed my time in the counseling program!
- I think everything was highly satisfactory because I advocated for myself and sought answers to my questions frequently
- Registration hours (beginning at 6 a. were a bit early). Internship classes were a bit of a letdown. Not sure what I expected.

Comments from the students about the program contribution to their problem solving, personal development and communication skills:

- It helped to expand me as whole, and to have more confidence in who I am as a person.
- This program is comprehensive in its influence on your academic and personal life.
- This program allowed me to truly find "self" and in the process so much growth took place .
- Great!
- Great opportunity for personal development. Professional skills were not adequately addressed and for me were gained through work experience.
- I believe SMU strengthened my skills.
- I have heard numerous times during my matriculation and after, how prepared SMU counseling students are.
- This program helped me progress tremendously both personally and professionally
- I think the program most contributed to my personal development and communication skills.
- This program has changed my life. It has contributed to building my empathy with others which prompted improved relationships.
- This program was vital and valuable to my personal growth. I learned things about myself that were hidden.
- I learned a lot professionally and personally through the courses.
- "Somewhat" scores reflect categories that I already felt pretty developed in, and do not think SMU necessarily contributed much to my growth in those areas
- I have come to understand myself in a new way. I have greatly improved my listening and reflection skills.

Students' comments about different modes of instructional delivery:

- Did not use internet-based instruction
- DID NOT TAKE ANY INTERNET-BASED INSTRUCTION
- Many of the professors are what truly set this program apart, particularly the play therapy professors.
- The overall quality of the graduate level teaching is phenomenal because the instructors care about educating their students.
- Great!
- I prefer face to face.
- Instruction at SMU was one of a kind.
- I could not have asked for better instructors during the program.
- Core faculty are exceptional; nearly all of the adjunct professors have been of excellent quality and value
- Some of the adjunct faculty seemed to be very well established in the field but less "qualified" to teach
- I perform better with face to face instruction and was able to comfortably exhibit my inquisitive nature.

- Loved every minute being class. Work was challenging but the environment made it better.
- I loved the professors.
- I found classes challenging but thought it was pretty easy to make an A in every course, since I put in the work
- Without exception each class I took at SMU was excellent! I found the instructors top quality and very caring.

Students' comments about professional preparation:

- I feel that having more clients in practicum would be beneficial.
- The LMFT track felt lacking in focus on choosing a theory and teaching specific principles and strategies. I would have felt quite lost if not for play therapy.
- Preparation and training for a career in counseling is on a much higher level than what I've seen with my colleagues.
- Great!
- I feel confident in my abilities and have a position. I was extremely disappointed in the program's lack of connecting students to potential employers and community opportunities.
- I feel completely prepared from the education I received at SMU.
- I definitely left the program feeling prepared. I think the doubt and anxiety only set in when I interact with another counselor that may have learned or demonstrates a skill differently than I was taught.
- In my experience and opinion, this is the best program of its kind in North Texas along with UNT; wish it was officially CACREP
- Advising BEFORE enrollment in SMU program about the expectations/requirements for licensing after you graduate would be helpful.
- Comparatively, I feel more prepared than those from other schools.
- I feel very prepared. I know friends that attended other programs and the difference is noticeable.
- I have been told from Galaxy that SMU always churns out great clinicians, and they are happy to have me there.
- I definitely feel prepared (although hope to continue learning through my career!)
- In general, the counseling program has a great team of dedicate professionals. Thank you!

Students' comments about the quality of the facilities:

- SMU's clinic is excellent
- Desks and chairs could use some updating. One of the rooms had a squeaky desk that was always distracting (the room adjacent to Kathy Silva's area)
- My only suggestion would be to expand the clinic to have more areas for students to work on notes, etc.
- The overall environment of the school is at a good standard but the student lounge can use some improvement.
- Great!
- The building is fine. The student lounge printed never worked.
- SMU could afford to update the SMU-in-Plano facilities.
- The facilities were conducive to learning.
- The clinic is an exceptional setting for practicum training; follows suit to most PhD programs I've interviewed with and researched

- The clinic is amazing! Classrooms are good, but our access to other "benefits" of being an SMU student in Plano were lacking a bit. For example, printer/copying.
- The campus was equipped with everything I needed for my educational development.
- Very satisfied
- I can't complain!
- Rooms are fine.
- I loved the facilities and especially the clinic experience! One of the reasons I chose SMU and it was so worth it!
- Traci Test, is a great counselor. She tries her best to be available/support the students, but her responsibilities outside SMU, does not allow her to do so. I did not have support doing my resume/preparing for interviews until after I accepted a job offer