

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. 1. How well do you believe the program promotes an inclusive and diverse learning environment?

*Mark only one oval.*

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. 2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

*Mark only one oval.*

- Not well
- Adequately well
- Very well
- Exceptionally well

3. 3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

*Mark only one oval.*

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. 4. Are the classroom facilities sufficient for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

5. 5. Are the computer facilities sufficient for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

6. 6. Are the fiscal resources sufficient for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

### Technological resources

7. 7. Are the technological resources such as Populi sufficient for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

8. 8. Are the technological resources in the on-site clinic sufficient for your academic success

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

### Instructional and Clinical Resources

9. 9. Does the program have sufficient staff for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

10. 10. Are there sufficient faculty for you to succeed academically?

*Mark only one oval.*

Yes

No

Unable to evaluate

11. 11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

*Mark only one oval.*

Yes

No

Unable to evaluate

12. 12. Are the resources with the on-site clinic sufficient for your clinical success?

*Mark only one oval.*

Yes

No

Unable to evaluate

13. 13. Are the library resources sufficient for your academic success?

*Mark only one oval.*

Yes

No

Unable to evaluate

Academic Resources and Student Support Services

14. 14. Are the student counseling resources sufficient?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

15. 15. Are academic advising services sufficient for your academic success?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

16. 16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

*Mark only one oval.*

- Yes
- No
- Unable to evaluate

17. 17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

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18. 18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes.**

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundation knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competence related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

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## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

19. **Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

20. **Jin Kim, Ph.D., LMFT**

Contributions to the program quality

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

21. **Jay Oh, Ph.D.**

Effectiveness as Instructor:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

22. **Jay Oh, Ph.D.**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

23. **Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



24. **Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

25. **Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

26. **Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

27. **Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

28. **Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

29. **Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

30. **Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

31. **Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

32. **Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

*Mark only one oval.*

- Unable to evaluate
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33. **Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

34. **Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

*Mark only one oval.*

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35. **Jane Goldberg, Ph.D.**

Effectiveness as Instructor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

36. **Jane Goldberg, Ph.D.**

Contributions to the program quality:

*Mark only one oval.*

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**Program Clinical Supervisor Effectiveness**

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

37. **Jin Kim, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
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38. **Jin Kim, Ph.D., LMFT**

Contributions to program quality

*Mark only one oval.*

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40. **Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

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41. **Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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42. **Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

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Contributions to program quality

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45. **Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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46. **Deanna Linville, Ph.D., LMFT**

Contributions to program quality

*Mark only one oval.*

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47. **Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

*Mark only one oval.*

- Unable to evaluate
- Ineffective
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48. **Monica Lee, Ph.D.**

Contributions to program quality

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- Unable to evaluate
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49. **Kenneth Silvestri, Ed.D., LMFT**

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50. **Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

*Mark only one oval.*

- Unable to evaluate
- Ineffective
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- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

51. Level of effective leadership as the MA Program Director.

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

52. Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

53. Level of effective oversight of the clinical training program facilities, and services.

*Mark only one oval.*

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

54. Level of effective oversight of the maintenance and enhancement of the program's quality

*Mark only one oval.*

- Unable to evaluate
- Ineffective
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---

This content is neither created nor endorsed by Google.

Google Forms

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Daybreak University

Year 2023

MA Students

## Environmental Supports

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- Not Well
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- Exceptionally well

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3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

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- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

#### Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services



14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Would like if more courses were offered in English, although what is offered seems sufficient to complete the degree.  
.....

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes.**

#### PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

#### PROGRAM GOALS

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SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

The program's mission, goals and learning outcomes are laudable and I feel the course I took reflects the program's efforts to fulfill them.

### Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

#### Jin Kim, Ph.D., LMFT

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

#### Jin Kim, Ph.D., LMFT

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
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**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
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Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
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**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Clinical Supervisor Effectiveness**

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

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- Unable to evaluate
- Ineffective
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**Jin Kim, Ph.D., LMFT**

Contributions to program quality

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- Ineffective
- Effective
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**Fred P. Piercy, Ph.D., LMFT**

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- Ineffective
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Contributions to program quality

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Contributions to program quality

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**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

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- Ineffective
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Contributions to program quality

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**Program Director Effectiveness**

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Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
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- Exceptionally effective



Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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Level of effective oversight of the clinical training program facilities, and services.

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- Ineffective
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Google Forms

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Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
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15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Various courses are adequately provided, and training in the clinical field is gaining a lot of benefits through the assistance of excellent supervisors.

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

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SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

What I experienced at DBU exceeded the expectations I had when I first entered this school in every aspect. The good professors, the system, and the seriousness of the research and clinical atmosphere are really satisfying. In all areas of the program's goals, including 'Knowledge, Practice, Diversity, Ethics, Research,' I feel that I have fulfilled what I desired.

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## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.



**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
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**Jay Oh, Ph.D.**

Effectiveness as Instructor:

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Contributions to the program quality:

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- Ineffective
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**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

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- Ineffective
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Contributions to the program quality:

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- Ineffective
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Effectiveness as Instructor

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**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
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Contributions to the program quality:

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- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

- Not well
- Adequately well
- Very well
- Exceptionally well



3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

#### Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

#### Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

#### Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

- Not well
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- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources



9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Very good

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

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## STUDENT LEARNING OUTCOMES

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SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

Good. I would ideally like to see sessions being given before starting clinical training, or have the chance to see professionals working live

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

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- Unable to evaluate
- Ineffective
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### Jin Kim, Ph.D., LMFT

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- Effective
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**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
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**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
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**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

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Contributions to program quality

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- Effective
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Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

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Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

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### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
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- Very well
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#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
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8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

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13. Are the library resources sufficient for your academic success

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- No
- Unable to evaluate

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14. Are the student counseling resources sufficient?

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15. Are academic advising services sufficient for your academic success?

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- No
- Unable to evaluate



16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Excellent

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

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SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

Excellent

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
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Contributions to the program quality:

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20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

#### Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

#### Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

- Not well
- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

I hope there are more options for courses to choose from.

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.



**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

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- Very well
- Exceptionally well



3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

#### Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

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Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

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SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### **Jin Kim, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
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### **Jin Kim, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
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- Effective
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**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

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Level of effective oversight of the maintenance and enhancement of the program's quality.

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Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
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- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

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- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources



9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

#### Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Would like to have more classes to chose from .....

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

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## STUDENT LEARNING OUTCOMES

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SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

All good

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
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Contributions to the program quality:

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**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

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- Ineffective
- Effective
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**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
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## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

- Not well
- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate



16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

Classes are well structured and, Professors are supportive and knowledgeable.

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

Program meets the excellence academic criteria

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

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- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

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Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

---

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.



**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
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## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

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- Unable to evaluate
- Ineffective
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### Jin Kim, Ph.D., LMFT

Contributions to program quality

- Unable to evaluate
- Ineffective
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**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
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Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
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- Effective
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Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
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Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

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- Very well
- Exceptionally well



3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

#### Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

The curriculum is great. ....

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

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Program Goal #4 (Ethics): The program will train students who demonstrate competencies

related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

I feel that the program is well on it's way to achieving it's goals.

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
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**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

## Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

### Jin Kim, Ph.D., LMFT

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

### Jin Kim, Ph.D., LMFT

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

- Not well
- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources



9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate

16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

A) The passionate teachings of professors with abundant experience and professional knowledge help me learn more than just the academic curiosity I initially expected.

B) N/A

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

PROGRAM GOALS

Program Goal #1 (Knowledge): Program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice): Program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity): The program will train students to practice MFT from a self-

reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work. Program Goal

Program Goal #5 (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

## STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

Daybreak University provides classes and teaching methods that are faithful to the mission and goals of the program. In class, I can receive systematic education and practice on various theories of marriage and family, understanding of diversity and various cultures, clinical research and evaluation, and ethics education, and each class is taught by professors with extensive field experience. There is an advantage in learning practical content that can be applied as a professional therapist in the counseling field. It is beneficial to learn all of these things comprehensively in each class: education as a professional therapist with academic knowledge, sensitivity to diversity and ethics, and critical thinking training for various research. In addition, I am grateful that we have a good system in which students can grow as individuals and improve their qualifications as professional therapist by having time for self-reflection during each class.

## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as

instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Clinical Supervisor Effectiveness**

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective



**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the clinical training program facilities, and services.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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Google Forms

# Annual Survey for MA students

Daybreak University

Year 2023

MA Students

## Environmental Supports

### Inclusive and Diverse Learning Environment

1. How well do you believe the program promotes an inclusive and diverse learning environment?

- Not Well
- Adequately well
- Very well
- Exceptionally well

2. To what degree do you believe the program's demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

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- Adequately well
- Very well
- Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
- Adequately well
- Very well
- Exceptionally well

#### Fiscal and Physical Resources

4. Are the classroom facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

5. Are the computer facilities sufficient for your academic success?

- Yes
- No
- Unable to evaluate

6. Are the fiscal resources sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Technological resources

7. Are the technological resources such as Populi sufficient for your academic success?

- Yes
- No
- Unable to evaluate

8. Are the technological resources in the on-site clinic sufficient for your academic success?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

9. Does the program have sufficient staff for your academic success?

- Yes
- No
- Unable to evaluate

10. Are there sufficient faculty for you to succeed academically?

- Yes
- No
- Unable to evaluate

11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?

- Yes
- No
- Unable to evaluate

12. Are the resources with the on-site clinic sufficient for your clinical success?

- Yes
- No
- Unable to evaluate

13. Are the library resources sufficient for your academic success

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- Yes
- No
- Unable to evaluate

15. Are academic advising services sufficient for your academic success?

- Yes
- No
- Unable to evaluate



16. Do you comply with the institutional policies and procedures concerning the use or technology, including policies on disaster planning?

- Yes
- No
- Unable to evaluate

17. Please offer feedback regarding the **Curriculum**.

A) Academic Courses:

B) Clinical areas:

LMFT

---

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.

PROGRAM MISSION

The mission of Marriage and Family Therapy MA Program at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists

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Program Goal #4 (Ethics): The program will train students who demonstrate competencies

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## STUDENT LEARNING OUTCOMES

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SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy

PROGRAM GOALS&STUDENT LEARNING OUTCOMES are Exceptionally well.

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## Faculty Effectiveness

19. Please rate the following Faculty according to their level of effectiveness in their roles as instructors and in their contributions to the program quality.

**Jin Kim, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jin Kim, Ph.D., LMFT**

Contributions to the program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jay Oh, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Tammy Nelson, Ph.D., LPC**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Deanna Linville, Ph.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Effectiveness as Instructor:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Kenneth Silvestri, Ed.D., LMFT**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Jane Goldberg, Ph.D.**

Contributions to the program quality:

- Unable to evaluate
- Ineffective
- Effective
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## Program Clinical Supervisor Effectiveness

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Contributions to program quality

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**Fred P. Piercy, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Fred P. Piercy, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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- Ineffective
- Effective
- Exceptionally effective

**Lorna Hecker, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
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**Nichole Hydaryacil, Psy.D.**

Effectiveness as a Clinical Supervisor

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- Ineffective
- Effective
- Exceptionally effective

**Nichole Hydaryacil, Psy.D.**

Contributions to program quality

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**Deanna Linville, Ph.D., LMFT**

Effectiveness as a Clinical Supervisor

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**Deanna Linville, Ph.D., LMFT**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Effectiveness as a Clinical Supervisor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

**Monica Lee, Ph.D.**

Contributions to program quality

- Unable to evaluate
- Ineffective
- Effective
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**Kenneth Silvestri, Ed.D., LMFT**

Effectiveness as a Clinical Supervisor

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- Effective
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**Kenneth Silvestri, Ed.D., LMFT**

Contributions to program quality

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**Program Director Effectiveness**

21. Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- Unable to evaluate
- Ineffective
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- Exceptionally effective

Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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Level of effective oversight of the clinical training program facilities, and services.

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Level of effective oversight of the maintenance and enhancement of the program's quality.

- Unable to evaluate
- Ineffective
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- Exceptionally effective

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