

Annual Survey for Ph.D. students

Daybreak University

Year 2023

Ph.D. 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 Components:

C) Advanced Practical Experience Component:

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

PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

Program Goal #3 (Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

Program Goal #4 (Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical implications for 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.

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

Contributions to the program quality:

Mark only one oval.

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29. **Deanna Linville, Ph.D., LMFT**
Effectiveness as Instructor

Mark only one oval.

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 Ineffective
 Effective
 Exceptionally effective

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

Contributions to the program quality:

Mark only one oval.

- Unable to evaluate
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 Effective
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31. **Mei-Ju Ko, Ph.D.**

Effectiveness as Instructor

Mark only one oval.

- Unable to evaluate
 Ineffective
 Effective
 Exceptionally effective

32. **Mei-Ju Ko, Ph.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.

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

Contributions to the program quality:

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35. **Nichole Hydaryacil, Psy.D**

Effectiveness as Instructor

Mark only one oval.

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- Ineffective
- Effective
- Exceptionally effective

36. **Nichole Hydaryacil, Psy.D**

Contributions to the program quality:

Mark only one oval.

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37. **Jane Goldberg, Ph.D.**

Effectiveness as Instructor :

Mark only one oval.

- Unable to evaluate
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38. **Jane Goldberg, Ph.D.**

Contributions to the program quality:

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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.

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

Effectiveness as a Clinical Supervisor

Mark only one oval.

- Unable to evaluate
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Contributions to program quality

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

Contributions to program quality

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- Exceptionally effective

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

Effectiveness as a Clinical Supervisor

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48. **Monica Lee, Ph.D.**

Contributions to program quality

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

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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 Ph.D. Program Director:

53. Level of effective leadership as the Ph.D. Program Director.

Mark only one oval.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

Mark only one oval.

- Unable to evaluate
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- Exceptionally effective

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

Mark only one oval.

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

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This content is neither created nor endorsed by Google.

Google Forms

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Daybreak University

Year 2023

Ph.D. Students

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

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- Unable to evaluate

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

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- 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 Components:

C) Advanced Practical Experience Component:

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

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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

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Jay Oh, Ph.D.

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Lorna Hecker, Ph.D., LMFT

Effectiveness as Instructor

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Lorna Hecker, Ph.D., LMFT

Contributions to the program quality:

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Contributions to the program quality:

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Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
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Mei-Ju Ko, Ph.D.

Contributions to the program quality:

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Effectiveness as Instructor

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Kenneth Silvestri, Ed.D., LMFT

Contributions to the program quality:

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Nichole Hydaryacil, Psy.D

Effectiveness as Instructor

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- Effective
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Nichole Hydaryacil, Psy.D

Contributions to the program quality:

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Jane Goldberg, Ph.D.

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Lorna Hecker, Ph.D., LMFT

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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

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

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

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 Ph.D. Program Director:

Level of effective leadership as the Ph.D. 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

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Google Forms

Annual Survey for Ph.D. students

Daybreak University

Year 2023

Ph.D. 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 Components:

C) Advanced Practical Experience Component:

A,B,C

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

PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

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Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical

implications for marriage and family therapy.

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

Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Mei-Ju Ko, Ph.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

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

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

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

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

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 Ph.D. Program Director:

Level of effective leadership as the Ph.D. 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
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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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Annual Survey for Ph.D. students

Daybreak University

Year 2023

Ph.D. 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 Components:

C) Advanced Practical Experience Component:

A: course are fine

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

PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

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Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical

implications for marriage and family therapy.

Goals and SLO are fine

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

Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Mei-Ju Ko, Ph.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

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

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
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Jin Kim, Ph.D., LMFT

Contributions to program quality

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Fred P. Piercy, Ph.D., LMFT

Effectiveness as a Clinical Supervisor

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

Contributions to program quality

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

Effectiveness as a Clinical Supervisor

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Deanna Linville, Ph.D., LMFT

Contributions to program quality

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- Ineffective
- Effective
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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

Nichole Hydaryacil, Psy.D.

Effectiveness as a Clinical Supervisor

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- Ineffective
- Effective
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Contributions to program quality

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- Ineffective
- Effective
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Effectiveness as a Clinical Supervisor

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Annual Survey for Ph.D. students

Daybreak University

Year 2023

Ph.D. Students

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

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

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Instructional and Clinical Resources

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

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

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Academic Resources and Student Support Services

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

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- No
- Unable to evaluate

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

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

All

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

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SLO #5 (Research): Students will conduct systemic and relational research that has clinical

implications for marriage and family therapy.

All

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

Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Mei-Ju Ko, Ph.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

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

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

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

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

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 Ph.D. Program Director:

Level of effective leadership as the Ph.D. 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.

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Annual Survey for Ph.D. students

Daybreak University

Year 2023

Ph.D. 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 Components:

C) Advanced Practical Experience Component:

A) The academic courses are very systematic and allows students to follow the necessary courses according to the road map, and qualified professors are invited to ensure that the academic process is appropriate to the level. B)The clinical components were able to be completed very safely and satisfactorily because of sufficient experience and application with sufficient practice and supervision. C) I believe that the advanced practical experience element was also provided in a variety of ways so that students could experience experiences befitting the quality of a professional counseling graduate school.

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

PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

Program Goal #2 (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

Program Goal #3 (Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

Program Goal #4 (Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

Program Goal #5 (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

STUDENT LEARNING OUTCOMES

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO #4 (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO #5 (Research): Students will conduct systemic and relational research that has clinical

implications for marriage and family therapy.

Daybreak establishes school policies and educates students by designing the relationship between programs and students in accordance with the established purpose and direction, with goals in knowledge, practice, diversity, ethics, and research. However, there are always areas that need to be revised and supplemented. I see that there is. There may be a relationship in which the school has a short history, but we are solving it by clearing away obstacles in the current process, so from the student's perspective, we wait and cooperate and see that the school and students are moving together toward a common goal, so I, as an individual, I think it's going well.

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:

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Effectiveness as Instructor

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Mei-Ju Ko, Ph.D.

Effectiveness as Instructor

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- Ineffective
- Effective
- Exceptionally effective

Mei-Ju Ko, Ph.D.

Contributions to the program quality:

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Kenneth Silvestri, Ed.D., LMFT

Effectiveness as Instructor

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Kenneth Silvestri, Ed.D., LMFT

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Program Director Effectiveness

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