Annual Survey for Ph.D. students

Daybreak University

Year 2023

I	Ph.D. Students
E	Environmental Supports
<u>lı</u>	nclusive and Diverse Learning Environment
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 o diverse views and opinions?
	Mark only one oval.
	Not well
	Adequately well
	Very well
	Exceptionally well
<u>F</u> i	iscal 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	
<u>Technological resources</u>		
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 clinical
	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

7.	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**.

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, an family therapy. The doctoral program provides academic and clinical training for the purpo of developing scholars with the competence in systemic clinical work, supervision, teachir and research.

PROGRAM GOALS

Program Goal #1 (Knowledge): The program will train students who demonstrate advance 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 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 an techniques.

	SLO #2 (Practice): Students will demonstrate the ability to integrate systems concepts an 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 clinica work, supervision, teaching, and research.
	SLO #5 (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.
Fa	culty Effectiveness
	. Please rate the following Faculty according to their level of effectiveness in their roles as tructors and in their contributions to the program quality.
9.	Jin Kim, Ph.D., LMFT
	Effectiveness as Instructor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

19.

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.	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

	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
20	Lawna Haakay Dh D. LMET
28.	Lorna Hecker, Ph.D., LMFT
	Contributions to the program quality:
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

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

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.	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
	Ineffective
	Effective
	Exceptionally effective
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.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

	Effectiveness as Instructor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
36.	Nicholo Hydorycoil Doy D
30.	Nichole Hydaryacil, Psy.D
	Contributions to the program quality:
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
37.	lana Galdhara Ph D
37.	Jane Goldberg, Ph.D.
	Effectiveness as Instructor :
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

35. Nichole Hydaryacil, Psy.D

38.	Jane Goldberg, Ph.D.
	Contributions to the program quality:
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
Pro	ogram Clinical Supervisor Effectiveness
	. Please rate the following Program Clinical Supervisors according to their level of effectiveness eir 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
	Ineffective
	Effective
	Exceptionally effective

ir

10.	Jin Kim, Ph.D., LMF I
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
11.	Fred P. Piercy, Ph.D., LMFT
	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
40	- 155: 515.11-
12.	Fred P. Piercy, Ph.D., LMFT
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

43.	Lorna Hecker, Ph.D., LMFT
	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
44.	Lorna Hecker, Ph.D., LMFT
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
45.	Deanna Linville, Ph.D., LMFT
	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

40.	Deanna Linville, Ph.D., LIMF I
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
47.	Monica Lee, Ph.D.
	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
48.	Monica Lee, Ph.D.
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
50.	Nichole Hydaryacil, Psy.D.
	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
51.	Kenneth Silvestri, Ed.D., LMFT
	Effectiveness as a Clinical Supervisor
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective

49. **Nichole Hydaryacil, Psy.D.**

	Contributions to program quality
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
Pr	ogram Director Effectiveness
	ease rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her e 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
	Ineffective
	Effective
	Exceptionally effective

52.

Kenneth Silvestri, Ed.D., LMFT

55.	Level of effective oversight of the clinical training program facilities, and services.
	Mark only one oval.
	Unable to evaluate
	Ineffective
	Effective
	Exceptionally effective
56.	Level of effective oversight of the maintenance and enhancement of the program's quality
	Mark only one oval.
	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
- O 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?
O 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?
O Not well
Adequately well
Very well
Exceptionally well
Fiscal and Physical resources
4. Are the classroom facilities sufficient for your academic success?
Yes
○ No
O Unable to evaluate

5. Are the computer facilities sufficient for your academic success?
Yes
○ No
O 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
O Unable to evaluate
Instructional and Clinical Resources
9.Does the program have sufficient staff for your academic success?
Yes
○ No
O Unable to evaluate
10. Are there sufficient faculty for you to succeed academically?
Yes
○ No
O 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
O Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
○ No
O 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
O 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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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.
Jin Kim, Ph.D., LMFT
Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jin Kim, Ph.D., LMFT
Contributions to the program quality
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective

Jay Oh, Ph.D.
Effectiveness as Instructor
O 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
O 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
C 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:
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Deanna Linville, Ph.D., LMFT Effectiveness as Instructor
O Unable to evaluate
O Ineffective
Effective
Exceptionally effective

Deanna Linville, Ph.D., LMFT
Contributions to the program quality:
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Mai I. Ka Dh D
Mei-Ju Ko, Ph.D.
Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Mai lu Ka Dh D
Mei-Ju Ko, Ph.D.
Contributions to the program quality:
O 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:
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective
Nichole Hydaryacil, Psy.D
Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Nichole Hydaryacil, Psy.D
Contributions to the program quality:
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jana Caldharr Dh D
Jane Goldberg, Ph.D.
Effectiveness as Instructor :
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jane Goldberg, Ph.D.
Contributions to the program quality:
O 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.

lin Vina Dh.D. LMET	
Jin Kim, Ph.D., LMFT	
Effectiveness as a Clinical Supervisor	
Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Jin Kim, Ph.D., LMFT	
Jin Kim, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	

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	
Contributions to program quality Unable to evaluate	
Unable to evaluate	
Unable to evaluateIneffective	
Unable to evaluateIneffectiveEffective	

Lorna Hecker, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
Ineffective
C Effective
Exceptionally effective
Lorna Hecker, Ph.D., LMFT
Lorna Hecker, Ph.D., LMFT Contributions to program quality
Contributions to program quality
Contributions to program quality Unable to evaluate
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective

Deanna Linville, Ph.D., LMFT	
Effectiveness as a Clinical Supervisor	
Unable to evaluateIneffective	
○ Effective	
Exceptionally effective	
Deanna Linville, Ph.D., LMFT	
Deanna Linville, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	
Contributions to program quality Unable to evaluate Ineffective 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	
O Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Nichole Hydaryacil, Psy.D.	
Contributions to program quality	
Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	

Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her

21.

role as Ph.D. Program Director:

Level of effective leadership as the Ph.D. Program Director.
O Unable to evaluate
O Ineffective
Effective
Exceptionally effective
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective
Level of effective oversight of the clinical training program facilities, and services. Unable to evaluate
Onable to evaluate Ineffective
C Effective
Exceptionally effective

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

This form was created inside of Daybreak University.

Google Forms

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Daybreak University
Year 2023
Ph.D. Students
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O Not well
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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
Unable to evaluate

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O Yes
○ No
Unable to evaluate
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○ Yes
No
O Unable to evaluate
8. Are the technological resources in the on-site clinic sufficient for your academic success?
O Yes
○ No
Unable to evaluate

Instructional and Clinical Resources

9.Does the program have sufficient staff for your academic success?
O Yes
No
O Unable to evaluate
10. Are there sufficient faculty for you to succeed academically?
O Yes
No
O Unable to evaluate
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically?
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically? Yes
O Yes
○ Yes○ No
YesNoUnable to evaluate
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success?

13. Are the library resources sufficient for your academic success?
○ Yes
No
O Unable to evaluate
Academic Resources and Student Support Services
14. Are the student counseling resources sufficient?
O Yes
O No
Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
O 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	
O No	
Unable to evaluate	
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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.
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
O Unable to evaluate
Ineffective
Effective
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Jay Oh, Ph.D.
Effectiveness as Instructor
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jay Oh, Ph.D.
Contributions to the program quality:
O Unable to evaluate
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
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
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Deanna Linville, Ph.D., LMFT Effectiveness as Instructor
Unable to evaluate
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Deanna Linville, Ph.D., LMFT
Contributions to the program quality:
Unable to evaluate
Ineffective
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Mai I. Ka Dh D
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Effectiveness as Instructor
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Mai Ju Ka Dh D
Mei-Ju Ko, Ph.D.
Contributions to the program quality:
O 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
O 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:
O 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	
CACEPITOTIANY effective	
Jin Kim, Ph.D., LMFT	
Jin Kim, Ph.D., LMFT	
Jin Kim, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective Effective 	
Contributions to program quality Unable to evaluateIneffective	

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
LONIA DECKEL PILD., LIVIE I
Contributions to program quality
Contributions to program quality
Contributions to program quality Output Output Description:
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective Effective

Deanna Linville, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
O Ineffective
Effective
Exceptionally effective
Deanna Linville, Ph.D., LMFT
Deanna Linville, Ph.D., LMFT Contributions to program quality
Contributions to program quality
Contributions to program quality
Contributions to program quality Output Output Description:
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective 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
Contributions to program quality Output Output Description Output D
Unable to evaluate
Unable to evaluateIneffective
Unable to evaluateIneffectiveEffective
Unable to evaluateIneffectiveEffective

Nichole Hydaryacil, Psy.D.
Effectiveness as a Clinical Supervisor
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Nichole Hydaryacil, Psy.D.
Contributions to program quality
Contributions to program quality Output Output Description:
Unable to evaluate
Unable to evaluateIneffective
Unable to evaluateIneffectiveEffective
Unable to evaluateIneffectiveEffective

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.
O 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
How well do you believe the program promotes an inclusive and diverse learning environment?
O Not well
Adequately well
O 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 Eventionally well
Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?
O Not well
Adequately well
O Very well
Exceptionally well
Fiscal and Physical resources
4. Are the classroom facilities sufficient for your academic success?
Yes
O No
O Unable to evaluate
5. Are the computer facilities sufficient for your academic success?
Yes
○ No
O 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
O Unable to evaluate
8. Are the technological resources in the on-site clinic sufficient for your academic success?
Yes
○ No
O Unable to evaluate

Instructional and Clinical Resources

9.Does the program have sufficient staff for your academic success?
Yes
○ No
O 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?
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically? Yes
Yes
YesNo
YesNo
YesNoUnable to evaluate
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success?
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success? Yes

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
O Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
○ No
O 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	
O 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.

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. 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
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jin Kim, Ph.D., LMFT
JIII KIIII, FII. <i>D</i> ., LIVIFI
Contributions to the program quality
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Jay Oh, Ph.D.
Effectiveness as Instructor
O Unable to evaluate
O Ineffective
C 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
O 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 Digray Dh D. I MET
Fred P. Piercy, Ph.D., LMFT
Effectiveness as Instructor
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Fred D Dierey Dh D J MET
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
Onable 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
O 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
O 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
O 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 :
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jane Goldberg, Ph.D.
Contributions to the program quality:
O 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.

lin Kim Dh D. IMET	
Jin Kim, Ph.D., LMFT	
Effectiveness as a Clinical Supervisor	
Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Jin Kim, Ph.D., LMFT	
Jin Kim, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	

Fred P. Piercy, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
O 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
Contributions to program quality
Contributions to program quality Unable to evaluate
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective Effective

Deanna Linville, Ph.D., LMFT	
Effectiveness as a Clinical Supervisor	
Unable to evaluate	
O Ineffective	
Effective	
Exceptionally effective	
Deanna Linville, Ph.D., LMFT	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Unable to evaluate	
Unable to evaluateIneffective	
Unable to evaluateIneffectiveEffective	
Unable to evaluateIneffectiveEffective	

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

Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her

21.

role as Ph.D. Program Director:

Level of effective leadership as the Ph.D. Program Director.
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective
Level of effective oversight of the clinical training program facilities, and services. Unable to evaluate
Onable to evaluate Ineffective
C Effective
Exceptionally effective

Level of effective oversight of the maintenance and enhancement of the program's quality.
O 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
How well do you believe the program promotes an inclusive and diverse learning environment?
O Not well
Adequately well
O 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?
O Not well
Adequately well
O Very well
Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?
O Not well
Adequately well
O 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?
O 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
O Unable to evaluate
10. Are there sufficient faculty for you to succeed academically?
Yes
○ No
O 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?
O Yes
○ No
Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
○ No
O Unable to evaluate

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

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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
O Ineffective
Effective
Exceptionally effective
Jin Kim, Ph.D., LMFT
Contributions to the program quality
O 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
O 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
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:
Contributions to the program quality.
Unable to evaluate
O 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
Mai I. Ka Dh D
Mei-Ju Ko, Ph.D.
Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Mai lu Ka Dh D
Mei-Ju Ko, Ph.D.
Contributions to the program quality:
O 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
O Ineffective
○ Effective
Exceptionally effective

Nichole Hydaryacil, Psy.D
Contributions to the program quality:
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Long Callibrate Dk D
Jane Goldberg, Ph.D.
Effectiveness as Instructor:
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jane Goldberg, Ph.D.
Contributions to the program quality:
Unable to evaluate
O 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	
Jin Kim, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate Ineffective	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	
Contributions to program quality Unable to evaluate Ineffective 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
LONIA DECKEL PILD., LIVIE I
Contributions to program quality
Contributions to program quality
Contributions to program quality Output Output Description:
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective Effective

Deanna Linville, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Deanna Linville, Ph.D., LMFT
Contributions to program quality
Contributions to program quality
Contributions to program quality Unable to evaluate
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective 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
Contributions to program quality
Contributions to program quality Output Output Description:
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective
Contributions to program quality Unable to evaluate Ineffective 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
Contributions to program quality Output Output Description:
Unable to evaluate
Unable to evaluateIneffective
Unable to evaluateIneffectiveEffective
Unable to evaluateIneffectiveEffective

Kenneth Silvestri, Ed.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
O Ineffective
Effective
Exceptionally effective
Kenneth Silvestri, Ed.D., LMFT
Contributions to program quality
Unable to evaluate
O 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.
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.
O 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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Daybreak University

Year 2023 Ph.D. Students
Environmental Supports
Inclusive and Diverse Learning Environment
How well do you believe the program promotes an inclusive and diverse learning environment?
O Not well
Adequately well
O 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
O Very well
Exceptionally well

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?
O Not well
Adequately well
O Very well
Exceptionally well
Fiscal and Physical resources
4. Are the classroom facilities sufficient for your academic success?
Yes
O No
O Unable to evaluate
5. Are the computer facilities sufficient for your academic success?
Yes
○ No
O 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
O Unable to evaluate
8. Are the technological resources in the on-site clinic sufficient for your academic success?
Yes
○ No
O Unable to evaluate

Instructional and Clinical Resources

9.Does the program have sufficient staff for your academic success?
Yes
○ No
O 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?
11.7 We there camerent regram chimoar capervicere camerent for you to cacced chimoany.
Yes
Yes
YesNo
YesNo
YesNoUnable to evaluate
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success?
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success? Yes

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
O Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
○ No
O 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
O 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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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. 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
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Jin Kim, Ph.D., LMFT
Contributions to the program quality
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Jay Oh, Ph.D.
Effectiveness as Instructor
O Unable to evaluate
O Ineffective
C 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
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Tammy Nelson, Ph.D., LPC
Contributions to the program quality:
O Unable to evaluate
○ Ineffective
Effective
Exceptionally effective
Cxceptionally effective
Fred P. Piercy, Ph.D., LMFT
Effectiveness as Instructor
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective
Fred P. Piercy, Ph.D., LMFT
Contributions to the program quality:
O 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:
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Deanna Linville, Ph.D., LMFT Effectiveness as Instructor
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective

Deanna Linville, Ph.D., LMFT
Contributions to the program quality:
O 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:
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Kenneth Silvestri, Ed.D., LMFT
Effectiveness as Instructor
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective
Kenneth Silvestri, Ed.D., LMFT
Contributions to the program quality:
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Nichole Hydaryacil, Psy.D
Effectiveness as Instructor
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective

Nichole Hydaryacil, Psy.D
Contributions to the program quality:
O 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	
O Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Jin Kim, Ph.D., LMFT	
Jin Kim, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	

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	
Contributions to program quality Unable to evaluate	
Unable to evaluate	
Unable to evaluateIneffective	
Unable to evaluateIneffectiveEffective	

Lorna Hecker, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
Unable to evaluate
Ineffective
C Effective
Exceptionally effective
Lorna Hecker, Ph.D., LMFT
Lorna Hecker, Ph.D., LMFT Contributions to program quality
Contributions to program quality
Contributions to program quality Unable to evaluate
Contributions to program quality Unable to evaluate Ineffective
Contributions to program quality Unable to evaluate Ineffective Effective

Deanna Linville, Ph.D., LMFT	
Effectiveness as a Clinical Supervisor	
Unable to evaluateIneffective	
○ Effective	
Exceptionally effective	
Deanna Linville, Ph.D., LMFT	
Deanna Linville, Ph.D., LMFT Contributions to program quality	
Contributions to program quality	
Contributions to program quality Unable to evaluate	
Contributions to program quality Unable to evaluate Ineffective	
Contributions to program quality Unable to evaluate Ineffective 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	
O Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Nichole Hydaryacil, Psy.D.	
Contributions to program quality	
Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	

Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her

21.

role as Ph.D. Program Director:

Level of effective leadership as the Ph.D. Program Director.
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.
O 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.
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for Ph.D. students

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 Exceptionally well Exceptionally well Exceptionally well Exceptionally well	Daybreak University	
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 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 Very well	Year 2023	
Inclusive and Diverse Learning Environment 1. How well do you believe the program promotes an inclusive and diverse learning environment? Not well Adequately 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 Yery well Very well	Ph.D. Students	
1. How well do you believe the program promotes an inclusive and diverse learning environment? Not well Adequately 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	Environmental Supports	
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	Inclusive and Diverse Learning Environment	
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		
 Very well Exceptionally well 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 	O Not 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 	Adequately 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	Very well	
diverse, marginalized, and or underserved communities? Not well Adequately well Very well	Exceptionally well	
	diverse, marginalized, and or underserved communities? Not well Adequately well Very well	

3. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?
O Not well
Adequately well
Very well
Exceptionally well
Fiscal and Physical resources
4. Are the classroom facilities sufficient for your academic success?
Yes
O No
O Unable to evaluate
5. Are the computer facilities sufficient for your academic success?
Yes
○ No
O 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
O Unable to evaluate
8. Are the technological resources in the on-site clinic sufficient for your academic success?
Yes
○ No
O Unable to evaluate

Instructional and Clinical Resources

9.Does the program have sufficient staff for your academic success?
Yes
○ No
O 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?
11. Are there sufficient Program Clinical Supervisors sufficient for you to succeed clinically? Yes
Yes
YesNo
YesNo
YesNoUnable to evaluate
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success?
 Yes No Unable to evaluate 12. Are the resources with the on-site clinic sufficient for your clinical success? Yes

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
O Unable to evaluate
15. Are academic advising services sufficient for your academic success?
Yes
○ No
O 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
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:
O Unable to evaluate
Ineffective
○ Effective
Exceptionally effective

Tammy Nelson, Ph.D., LPC Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Tammy Nelson, Ph.D., LPC
Contributions to the program quality:
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Fred P. Piercy, Ph.D., LMFT
Effectiveness as Instructor
O Unable to evaluate
O 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
Lawre Hadrey Dk D. LMFT
Lorna Hecker, Ph.D., LMFT
Contributions to the program quality:
O Unable to evaluate
Ineffective
Effective
Exceptionally effective

Deanna Linville, Ph.D., LMFT Effectiveness as Instructor
O Unable to evaluate
O Ineffective
○ Effective
Exceptionally effective
Deanna Linville, Ph.D., LMFT
Contributions to the program quality:
Unable to evaluate
Ineffective
C 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
Vannath Cilvaatri Ed D. I.MET
Kenneth Silvestri, Ed.D., LMFT
Effectiveness as Instructor
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Kenneth Silvestri, Ed.D., LMFT
Contributions to the program quality:
O 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 :
Effectiveness do motidator.
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.
in their roles as clinical supervisors and in their contributions to the program quality. Jin Kim, Ph.D., LMFT
Jin Kim, Ph.D., LMFT
Jin Kim, Ph.D., LMFT Effectiveness as a Clinical Supervisor
Jin Kim, Ph.D., LMFT Effectiveness as a Clinical Supervisor Unable to evaluate
Jin Kim, Ph.D., LMFT Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective
Jin Kim, Ph.D., LMFT Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective Effective

Jin Kim, Ph.D., LMFT
Contributions to program quality
O Unable to evaluate
Ineffective
Effective
Exceptionally effective
Fred P. Piercy, Ph.D., LMFT
Effectiveness as a Clinical Supervisor
O Unable to evaluate
O Ineffective
IneffectiveEffective
Effective

Fred P. Piercy, Ph.D., LMFT
Contributions to program quality
Unable to evaluate
Ineffective
Effective
Exceptionally effective
Lorna Hecker, Ph.D., LMFT
Lorna Hecker, Ph.D., LMFT Effectiveness as a Clinical Supervisor
Effectiveness as a Clinical Supervisor
Effectiveness as a Clinical Supervisor Unable to evaluate
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective Effective

Lorna Hecker, Ph.D., LMFT
Contributions to program quality
Unable to evaluateIneffective
EffectiveExceptionally effective
Deanna Linville, Ph.D., LMFT Effectiveness as a Clinical Supervisor

Deanna Linville, Ph.D., LMFT	
Contributions to program quality	
Unable to evaluate	
Ineffective	
○ Effective	
Exceptionally effective	
Monica Lee, Ph.D.	
Monica Lee, Ph.D. Effectiveness as a Clinical Supervisor	
Effectiveness as a Clinical Supervisor	
Effectiveness as a Clinical Supervisor Unable to evaluate	
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective	
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective 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
 Exceptionally effective Nichole Hydaryacil, Psy.D. Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective Effective

Nichole Hydaryacil, Psy.D.	
Contributions to program quality	
Unable to evaluate	
Ineffective	
Effective	
Exceptionally effective	
Kenneth Silvestri, Ed.D., LMFT	
Kenneth Silvestri, Ed.D., LMFT Effectiveness as a Clinical Supervisor	
Effectiveness as a Clinical Supervisor	
Effectiveness as a Clinical Supervisor Unable to evaluate	
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective	
Effectiveness as a Clinical Supervisor Unable to evaluate Ineffective 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:
Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her
Please rate Dr. Jin Kim, PhD, LMFT on the level of effectiveness in her role as Ph.D. Program Director:
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.
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
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
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

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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