Annual Survey for MA Students

Environmental Supports
Inclusive and Diverse Learning Environment

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

Not well
Adequately well
Very well
Exceptionally well

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

Not well
Adequately well
Very well
Exceptionally well

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

Not well
Adequately well
Very well
Exceptionally well

Fiscal and Physical Resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

Technological resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

Instructional and Clinical Resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

13. Are the library resources sufficient for your academic success

Yes
No
Unable to evaluate

14. Are the student counseling resources sufficient?

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Your answer

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Faculty Effectiveness

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

Faculty 1

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 1

Contributions to the program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 2

Effectiveness as Instructor:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 2

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 3
Effectiveness as Instructor:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 3

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 4

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 4

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 5

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 5

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 6
Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 6

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 7
Effectiveness as Instructor:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 7
Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 8

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 8

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 9

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 9

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 10

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 10

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 11

Effectiveness as Instructor :

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 11

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 12

Effectiveness as Instructor :

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

Unable to evaluate

Ineffective
Effective
Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective

Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective

Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

Unable to evaluate
Ineffective
Effective
Exceptionally effective

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

⦿ Very well

○ Exceptionally well

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

○ Not well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

Fiscal and Physical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

◉ No

○ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

● Unable to evaluate

Instructional and Clinical Resources

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

○ Yes

○ No

● Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ○ Yes
- ○ No
- ◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

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

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

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 12
Contributions to program quality:

○ Unable to evaluate ⦿

○ Ineffective

○ Effective

○ Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

⦿ Effective

○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⊙ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⊙ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⊙ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

⦿ Effective

○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

⦿ Effective

○ Exceptionally effective

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

- ( ) Unable to evaluate
- ( ) Ineffective
- (●) Effective
- ( ) Exceptionally effective

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

- ( ) Unable to evaluate
- ( ) Ineffective
- (●) Effective
- ( ) Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ● Very well
- ○ Exceptionally well

Fiscal and Physical Resources

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

- ○ Yes
- ○ No
- ● Unable to evaluate

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

- ○ Yes
- ○ No
- ● Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ Yes ⦿
○ No
○ Unable to evaluate

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

○ Yes ⦿
○ No
○ Unable to evaluate

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

○ Yes ⦿
○ No
○ Unable to evaluate

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

○ Yes ⦿
○ No
○ Unable to evaluate

13. Are the library resources sufficient for your academic success

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

14. Are the student counseling resources sufficient?

- ◯ Yes
- ◯ No
- ⦿ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

CFT 6060 Psychopathology: course can be taught in two parts, due to heaviness of diagnosis and diagnostic, case consolation process as well as intensity of the number of cases could make the process more heavy and lots of material to process.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

Supporting better and clearer on licensing path, helping students to maybe one -one to go over what's needs to be done, what's expected as well since not every student lives in state of CA.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ○ Unable to evaluate
- ○ Ineffective
- ⦿ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ⦿ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- (•) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- (•) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

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

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

○ Yes ●
○ No
○ Unable to evaluate

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

○ Yes ●
○ No
○ Unable to evaluate

Instructional and Clinical Resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

13. Are the library resources sufficient for your academic success

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A: insightful and challenging materials that deeply enriched my understanding of the subject matter
B: great supervisors and very helpful insights on the journey toward becoming a therapist

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I find the program to be exceptional in providing framework for obtaining knowledge while developing more self awareness and the journey of self of the therapist. Most classes provide a learning experience that promotes integrating materials taught into our understanding and awareness.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 3

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 9

Effectiveness as Instructor

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 9

Contributions to the program quality:

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 10

Effectiveness as Instructor

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ● Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ● Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

⦿ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

⦿ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

◉ Adequately well

○ Very well

○ Exceptionally well

Fiscal and Physical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◯ Yes

◯ No

◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

◉ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

N/A

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

N/A

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 2

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- (●) Unable to evaluate
- (○) Ineffective
- (○) Effective
- (○) Exceptionally effective

Faculty 10

Effectiveness as Instructor

- (○) Unable to evaluate
- (○) Ineffective
- (○) Effective
- (●) Exceptionally effective

Faculty 10

Contributions to the program quality:

- (○) Unable to evaluate
- (○) Ineffective
- (○) Effective
- (●) Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ⦿ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ⚪ Unable to evaluate
- ⚪ Ineffective
- 🔘 Effective
- ⚪ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

● Exceptionally well

Fiscal and Physical Resources

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

○ Yes

○ No

● Unable to evaluate

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

○ Yes

○ No

● Unable to evaluate

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

○ Yes ●

○ No

○ Unable to evaluate

Technological resources

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

○ Yes ●

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate ●

Instructional and Clinical Resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ○ Yes
- ○ No
- ◉ Unable to evaluate

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

- ○ Yes
- ○ No
- ◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

(●) Yes

(○) No

(○) Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) 데이브레이크 학교의 학업과정은, 상담사에게 필요한 전문적인 지식을 배우는 것과 동시에 현장에서 도움이 되는 실질적이고도 다양한 내용들을 배울 수 있다는 장점을 갖는다.

B) Unable to evaluate

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Faculty 1

Contributions to the program quality

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 2

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

⦿ Effective

○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Faculty 10

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- ( ) Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ ● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 11

Contributions to the program quality:

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- (●) Unable to evaluate
- (○) Ineffective
- (○) Effective
- (○) Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- (●) Unable to evaluate
- (○) Ineffective
- (○) Effective
- (○) Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

Fiscal and Physical Resources

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

⦿ Yes

○ No

○ Unable to evaluate

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

⦿ Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

Technological resources

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

○ ● Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

I enjoyed the class because it's curriculum was very well organized.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I learned lot from this course that met my and school goals and schools's mission.

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 6

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 7
Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 11

Effectiveness as Instructor :

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◉ Exceptionally effective

Faculty 12

Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

- ◯ Not well
- ◯ Adequately well
- ◯ Very well
- ⦿ Exceptionally well

Fiscal and Physical Resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

(○) No

(○) Unable to evaluate

---

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

(●) Yes

(○) No

(○) Unable to evaluate

---

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

(●) Yes

(○) No

(○) Unable to evaluate

---

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

(●) Yes

(○) No

(○) Unable to evaluate

13. Are the library resources sufficient for your academic success

- ● Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

---

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

_____

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 8

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- (●) Effective
- ( ) Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 10

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- (●) Effective
- ( ) Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 12
Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◉ Effective
- ◯ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ⦿ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ⦿ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

○ Yes (selected)
○ No
○ Unable to evaluate

Technological resources

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

○ Yes (selected)
○ No
○ Unable to evaluate

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

○ Yes (selected)
○ No
○ Unable to evaluate

Instructional and Clinical Resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

13. Are the library resources sufficient for your academic success

- ● Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⊙ Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⊙ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⊙ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

- ◯ Not well
- ◯ Adequately well
- ◯ Very well
- ◉ Exceptionally well

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

- ◯ Not well
- ◯ Adequately well
- ◯ Very well
- ◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

Fiscal and Physical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

◉ No

○ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

● No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

● Yes

○ No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A)The actual applicable content of the class is helpful.
B) The supervision of several competent supervisors during class is very helpful.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

YES

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 12
Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

- ◯ Not well
- ◯ Adequately well
- ◯ Very well
- ⦿ Exceptionally well

Fiscal and Physical Resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

13. Are the library resources sufficient for your academic success

◉ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) As an academic venue, Daybreak teaches various subjects step by step toward becoming a counselor and provides opportunities to build professional knowledge.
B) Clinical practice opportunities while receiving supervision from various professors have helped me learn a lot and give me confidence to grow as a future counselor.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

PROGRAM MISSION - The program mission is comprehensive and appropriately communicate the passion and vision of the Marriage and Family Therapy MA Program.

PROGRAM GOALS - The program goals provide a strong framework that connects the mission to the learning objectives and well-rounded expectations.

STUDENT LEARNING OUTCOMES - The student learning outcomes are specific and tie back to the mission, which reinforces program goals and objectives.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 2

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 3

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

⦿ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

<u>Inclusive and Diverse Learning Environment</u>

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

---

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

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

- ◯ Not well
- ◯ Adequately well
- ◯ Very well
- ● Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ◯ No
- ◯ Unable to evaluate

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

- ● Yes
- ◯ No
- ◯ Unable to evaluate

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

○ Yes ⦿

○ No

○ Unable to evaluate

Technological resources

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

○ Yes ⦿

○ No

○ Unable to evaluate

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

○ Yes ⦿

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

---

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Daybreak University offers a variety of elective courses as well as compulsory courses. It also has good internship program and excellent supervisors in the clinical area. I like the Curriculum of DBU a lot.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- (●) Effective
- ( ) Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 4

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12
Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes ●

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes ●

○ No

○ Unable to evaluate

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

○ Yes ●

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Courses at Daybreak University are provided in line with the Program's mission and purpose.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I love Program's Mission, Program Goals of our school. I am learning about MFT great satisfaction.

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.

Faculty 1

Effectiveness as Instructor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 1

Contributions to the program quality

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 9

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 10
Effectiveness as Instructor

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 10

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 12
Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⬤ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

⦿ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

⦿ Very well

○ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ● Very well
- ○ Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ ● Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

● Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

● Yes

○ No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Both parts of the curriculum are good because, more than just gaining knowledge, I am able to apply this knowledge to real life

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I think these are great values for the school to uphold because the Mission, Goals, and Outcomes have a good balance of how to lead a good life, and I can use this in my life beyond the classroom setting for years to come

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 2

Contributions to the program quality:

- ( ) Unable to evaluate
- ( ) Ineffective
- ( ) Effective
- (●) Exceptionally effective

Faculty 3

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate
○ Ineffective
○ Effective
○ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate
○ Ineffective
○ Effective
○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate
○ Ineffective
○ Effective
○ Exceptionally effective

Faculty 7

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10
Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ⊙ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ⊙ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

⊙ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

⊙ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

Fiscal and Physical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ○ Yes
- ○ No
- ◉ Unable to evaluate

Instructional and Clinical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ○ Yes
- ○ No
- ● Unable to evaluate

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

- ○ Yes
- ○ No
- ● Unable to evaluate

13. Are the library resources sufficient for your academic success

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) exceptionally well. B) unable to evaluate

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

It is certain that all curriculums are well provided in accordance with the goal of the school, and that they have a great influence and help on my path as a counselor.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 4

Effectiveness as Instructor

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

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 *(selected)*

○ No

○ Unable to evaluate

Technological resources

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

○ Yes *(selected)*

○ No

○ Unable to evaluate

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

○ Yes *(selected)*

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

◉ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Excellent lectures using various teaching resources are provided every quarter, and I think practice including excellent supervision is also being conducted.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I think the mission and goals pursued by schools are appropriate to prepare for MFT, and I think efforts to achieve these goals are being made well through education so far.

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 2

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 3
Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 12
Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

13. Are the library resources sufficient for your academic success

◉ Yes

◯ No

◯ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

◯ No

◯ Unable to evaluate

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

◉ Yes

◯ No

◯ Unable to evaluate

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

⦿ Yes

◯ No

◯ Unable to evaluate

---

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

I learned the depth and width of various academic subjects to equip me to be an effective counsellor. The clients are coming from a various background from all over the world. The curriculum is very inclusive as well as the faculties.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

DBU strived to meet and exceed the mission, and goal of the program. DBU also brings in world renown lecturers for the students to be exposed the up-to-date knowledge and research of marriage and family therapy and neurobiology in relation to 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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7

Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

(●) Unable to evaluate

( ) Ineffective

( ) Effective

( ) Exceptionally effective

Faculty 8

Effectiveness as Instructor

( ) Unable to evaluate

( ) Ineffective

( ) Effective

(●) Exceptionally effective

Faculty 8

Contributions to the program quality:

( ) Unable to evaluate

( ) Ineffective

( ) Effective

(●) Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10
Effectiveness as Instructor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 11

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ◉ Exceptionally well

Fiscal and Physical Resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes
○ No
○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes
○ No
○ Unable to evaluate

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

○ Yes
○ No
○ Unable to evaluate

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

- ⦿ Yes
- ○ No
- ○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) Regarding classes, each semester is well guided, and the quality of classes is high. B) Clinic resources are numerous and varied.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

It is very well structured about the mission of the program, program goals and student learning, and it helps me a lot to become an effective counselor.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

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

◯ Unable to evaluate

◯ Ineffective

◯ Effective

◉ Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

● Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

● Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

Fiscal and Physical Resources

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ● Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

◉ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

Well prepared for students. Thanks!

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12
Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

Fiscal and Physical Resources

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Instructional and Clinical Resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ○ Yes
- ○ No
- ◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

- ⦿ Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ⦿ Yes
- ○ No
- ○ Unable to evaluate

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

- ⦿ Yes
- ○ No
- ○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

I think the curriculum is adequate for equipping and raising professional counselors.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

In my opinion, Daybreak University has been fulfilling these program mission, goals and learning outcomes very well.

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.

Faculty 1

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ● Effective
- ◯ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ● Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ● Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 11

Contributions to the program quality:

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◉ Unable to evaluate

◯ Ineffective

◯ Effective

◯ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ○ Very well
- ● Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

Fiscal and Physical Resources

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

○ Yes

○ No

⦿ Unable to evaluate

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

○ Yes

○ No

⦿ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

Technological resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◯ Yes
- ◯ No
- ⦿ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

● Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

● Yes

○ No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) 카운셀링 현장에서 필요한 이론과 실제를, 현장경험이 풍부한 교수진의 체계적이고 탄탄한 커리큘럼을 통해 배울 수 있어서 매우 만족스럽다

B) N/A

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

데이브레이크 대학 프로그램의 가장 큰 강점은 학생들 자신의 치유인 것 같다. 교수 및 교직원들의 관심이 학생들의 성장에 있고 학생들의 배움에 도움을 주기 위해 진심으로 노력하는 모습속에서 학교 프로그램의 미션이 매우 실천적으로 이뤄지고 있음을 발견할 수 있다.

강의중에 스몰그룹과 디스커션, 과제 등 다양한 방법을 통하여 가족체계이론을 학생 자신과 가족에 적용하게 함으로써 학생의 가족내 문제의 원인을 발견하게 돕는다. 이와 같이 학생 자신이 먼저 내담자가 되어 자신과 가족을 살펴보게 함으로써 문제의 해결에 나아갈 수 있도록 도울 뿐 아니라, 상담사로서도 이론을 적용해보는 경험을 하게 하는, 실제적이고 실천적인 커리큘럼을 실행하고 있는 데이브레이크 대학의 전반적인 프로그램에 대해 매우 만족스럽다.

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 2

Effectiveness as Instructor:

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Effectiveness as Instructor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 5

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10
Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12
Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- 🔘 Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- ⚪ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Program Director Effectiveness

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

- ○ Not well
- ○ Adequately well
- ● Very well
- ○ Exceptionally well

Fiscal and Physical Resources

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

- ○ Yes
- ○ No
- ● Unable to evaluate

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

- ○ Yes
- ○ No
- ● Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ Yes

● No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

○ Yes

● No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

◉ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes

◉ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

Faculty 11

Contributions to the program quality:

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ⚪ Unable to evaluate
- ⚪ Ineffective
- ⚪ Effective
- 🔘 Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◉ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ◉ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

This form was created inside of Daybreak University.

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Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

<u>Inclusive and Diverse Learning Environment</u>

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

○ Not well

◉ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

◉ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

⦿ Adequately well

○ Very well

○ Exceptionally well

Fiscal and Physical Resources

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

○ Yes

○ No

⦿ Unable to evaluate

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

○ Yes

○ No

⦿ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

Technological resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ Yes

◉ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

◉ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

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

○ Yes

○ No

● Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Faculty Effectiveness

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

Faculty 1

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

● Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 6

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ◉ Effective
- ○ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

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

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

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

- ◯ Unable to evaluate
- ◯ Ineffective
- ⦿ Effective
- ◯ Exceptionally effective

This form was created inside of Daybreak University.

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Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

- ○ Not well
- ● Adequately well
- ○ Very well
- ○ Exceptionally well

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

- ○ Not well
- ● Adequately well
- ○ Very well
- ○ Exceptionally well

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

Fiscal and Physical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

◉ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ ● Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

A) Most academic courses are designed well, but we have too many students for each class. Thus, it is sometimes challenging to have an open discussion.

B) I believe DBU's clinical environment is the best because DBU's students are not only newbies to the MFT field. We are having mixed students. Thus, it naturally creates to have various perspectives during class discussions. Plus, clinical professors are profession.

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Overall, it reached, but personally I believe diversity subject needs to have improvement.

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.

Faculty 1

Effectiveness as Instructor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⊙ Exceptionally effective

Faculty 1

Contributions to the program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⊙ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

◉ Effective

○ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

● Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12
Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ● Effective
- ○ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

⦿ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ⦿ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⊙ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⊙ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⊙ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ● Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

⦿ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

● Exceptionally well

Fiscal and Physical Resources

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

● Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

● Unable to evaluate

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

Technological resources

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◯ Yes
- ◯ No
- ◉ Unable to evaluate

Instructional and Clinical Resources

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

◉ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

◉ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

◉ Yes

○ No

○ Unable to evaluate

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

◉ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

NA

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 4

Contributions to the program quality:

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 5

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6
Effectiveness as Instructor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate ●

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

○ Unable to evaluate ●

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 7
Contributions to the program quality:

○ Unable to evaluate ●

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Contributions to the program quality:

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

◉ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 9

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Effectiveness as Instructor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 10

Contributions to the program quality:

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ◉ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

- ● Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

- ⦿ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for MA students

Daybreak University

Fall 2022

MA Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

○ Exceptionally well

Fiscal and Physical Resources

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

Technological resources

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

Instructional and Clinical Resources

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

13. Are the library resources sufficient for your academic success

○ Yes

○ No

○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

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

○ Yes

○ No

○ Unable to evaluate

17. Please offer feedback regarding the **Curriculum.**
A) Academic Courses:

B) Clinical areas:

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

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

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

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.

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 2

Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3
Effectiveness as Instructor:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 6

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Effectiveness as Instructor:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 7
Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 11

Contributions to the program quality:

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Faculty 12

Contributions to 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.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

- ◯ Unable to evaluate
- ◯ Ineffective
- ◯ Effective
- ◯ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 11
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

21. Please rate Program Director on the level of effectiveness in his/her role as MA Program Director:

Level of effective leadership as the MA Program Director.

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

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

- ○ Unable to evaluate
- ○ Ineffective
- ○ Effective
- ○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

○ Exceptionally effective