DAYBREAK UNIVERSITY

ASSESSMENT PLAN
2024-2025

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1. INTRODUCTION

The purpose of this assessment plan is to generate appropriate information to evaluate if Daybreak University is achieving its institutional mission and educational objectives. The assessment plan is comprehensive in that it covers the following areas:

- Board and administration
- Programs and student learning
- Student services
- Finances
- Facilities and equipment

The assessment plan is an important part of Daybreak' commitment to establish a culture of assessment. Throughout the assessment process we try to regularly involve our key constituencies—students, faculty, administrators, staff, and alumni—and actively promote their awareness of the assessment issues.

We are committed to integrating the assessment and planning processes. We embrace, as a normative practice, interpretation, and application of the assessment information in various meetings and in such contexts as long-term planning, program design and revision, faculty recruitment and development, and budget priorities and allocation.

2. BOARD AND ADMINISTRATION

2.1. Board of Directors Performance

The purpose of the Board of Directors evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about directors' responsibilities and their interests and desires for Daybreak University. Exploring these areas fosters communication among directors and leads to a more cohesive board. The desired outcomes of a board self-evaluation include:

- A summary of what the board does well and its accomplishments.
- A better understanding of what is needed from each director and the CEO to be an effective board and board/CEO team.
- An assessment of progress on the prior year's goals and identify what needs to be completed.
- And goals and tasks for the coming year related to board performance.

Appendix A: Board Self-Evaluation Form

2.2. Administrator Performance

Daybreak University encourages its faculty and staff to make their voices heard through an anonymous evaluation process of the key administrators to collaborate in improving the quality of the administration of our university.

<u>Administrator Evaluation Criteria</u>

- Criteria for an academic administrator evaluation include job descriptions and duties performed at the level of the position.

- Criteria may include such professional skills as effective communication, planning and organizing, problem analysis and decision making, administration, coordinating and controlling resources, teamwork, and team building, mentoring and developing, and external relations.

- The assessment of academic administrators should also include

    o Support for quality teaching,
    o Academic program development,
    o Shared governance,
    o The fair resolution of student concerns,
    o Enrollment management,
    o Faculty workload and course scheduling,
    o Involvement in university affairs and
    o The recruitment, evaluation, and development of faculty and staff.

2.3. Employee Satisfaction

The annual employee satisfaction survey is used to assess important perceptions of job satisfaction, climate, and supervisor effectiveness among our employees. Faculty and staff members play a critical role at our university, and their opinions and thoughts about their level of satisfaction are important as we strive to make our campus a great place to work.

Appendix B: Employee Satisfaction Survey Form

2.4. Policies and Publication Evaluation Process

Although changes to our policies documents may be made as needed, our assessment plan contains a schedule for the evaluation of all policies on an annual basis. In addition, the evaluating, revising, and approving procedure of all institutional publications are scheduled for every year of the assessment plan. The schedule is as follows:

Month	Assessment	Responsible Parties
January	Bylaw and Board Policies Evaluation	Board of Directors
January	Policies Manual Evaluation	Director of Assessment and Planning
February	Finance Policies Evaluation	CFO
February	Academic Policies and Catalog Evaluation	Academic Dean
March	Faculty Policies and Handbook Evaluation	Academic Dean
March	Student Policies and Handbook Evaluation	Director of Student Services
April	Facilities & Equipment Policies Evaluation	Director of Operations
April	Library Policies and Handbook Evaluation	Director of Library
May	Final evaluating, revising, and approving of all institutional policies and publications	Board of Directors

3. PROGRAMS AND STUDENT LEARNING

3.1. Assessment Approach and Oversight

Assessment is a strategy for understanding, confirming, and improving student learning through a continuous, systematic process. Assessment of student learning takes place throughout the program and occurs in all courses. All student learning outcomes for the degree programs are assessed based on annual cycle, using direct and indirect methods. Direct and indirect evidence of student learning is analyzed and interpreted at a faculty meeting in spring.

The degree program directors cooperate with the director of assessment and planning. It is the responsibility of the program director to monitor the activities of assessment that occur in the program. The program director leads the assessment conversation held each spring and writes the assessment report due to the university at the end of the academic year.

Use of Assessment Data

The degree programs use the assessment data to make evidence-based improvements to the program.

- Meet with students directly to discuss their performance.

- Analyze and discuss trends with the faculty.

- Analyze and report to the university.

- Analyze and report to accrediting bodies.

- Make improvements in curricular requirements.

- Make improvements in course content, delivery and learning activities.

- Make improvements in learning facilities, equipment, and resources.

- Periodically confirm that current curriculum and courses are facilitating student attainment of program expectations.

3.2. Bachelor of Arts (B.A.) in Psychology

B.A. in Psychology (BAP) has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicate to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

When students complete the Bachelor of Arts in Psychology Degree, they will have the ability to:

1. Identify appropriate basic research methods to test hypotheses empirically and apply psychology theory to scientific questions and real-world problems.
2. Identify how diversity impacts individual and social behavior.
3. Employ appropriate ethics and principles in psychological settings.
4. Apply psychological content and skills to career goals.

Curriculum Mapping

The student learning outcomes of the B.A. in Psychology program are generally aligned with the required curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Map of B.A. in Psychology Program

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
DAYBREAK UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES (ILO)	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
B.A. In PSYCHOLOGY PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Identify appropriate basic research methods to test hypotheses empirically and apply psychology theory to scientific questions and real-world problems.	PLO 3. Employ appropriate ethics and principles in psychological settings.	PLO 4. Apply psychological content and skills to career goals	PLO 2. Identify how diversity impacts individual and social behavior.
COURSE TITLE	**INSTRUMENTS & MEASURES**			
General Education (GE) Courses				
HUM 1000: Foreign language				Direct Indirect
HUM 1100: Movies and Culture				Direct Indirect
HUM 1200: College Writing	Direct Indirect			
HUM 1300: Public Speaking		Direct Indirect		
SSC 1000: Safe Conversations			Direct Indirect	
SSC 1100: Neurodivergent				Direct Indirect
SSC 1200: Marriage and Family			Direct Indirect	
SSC 1300: Cultural Diversity				Direct Indirect
MTH 1000: Algebra I	Direct Indirect			
MTH 1100: Introduction to Statistics	Direct Indirect			

SCI 1000: Nutrition	Direct Indirect			
SCI 1100: Brain, Body, Mind, & Relationships		Direct Indirect		
BA in Psychology Major Required Courses				
PSY 1000: Introductory Psychology			Direct Indirect	
PSY 1100: Introduction to Statistics in Psychology	Direct Indirect			
PSY 1200: Introduction to Human Development				Direct Indirect
PSY 1300: Brain and Behavior			Direct Indirect	
PSY 1400: Abnormal Psychology			Direct Indirect	
PSY 1500: Social Psychology			Direct Indirect	
PSY 1600: Health Psychology			Direct Indirect	
PSY 2000: Family Relationships			Direct Indirect	
PSY 2050: Child, Family and Community			Direct Indirect	
PSY 2100: Aging and Development				Direct Indirect
PSY 2150: Sexuality				Direct Indirect
PSY 2200: Language and Learning and Developing Child			Direct Indirect	
PSY 2250: Cognitive Psychology			Direct Indirect	
PSY 2300: Sensation and Perception			Direct Indirect	
PSY 2350: Biopsychology			Direct Indirect	
PSY 2400: Cultural Psychology				Direct Indirect
PSY 2450: Clinical Psychology			Direct Indirect	
PSY 2500: Developmental Psychology			Direct Indirect	

Course				
PSY 2550: Theories of Personalities			Direct Indirect	
PSY 2600: Research Methods in Psychology	Direct Indirect			

Counseling Psychology Specialization Required Courses				
PSY 3000: Counseling Psychology			Direct Indirect	
PSY 3100: Positive Psychology			Direct Indirect	
PSY 3200: Forensic Psychology			Direct Indirect	
PSY 3300: Sport Psychology			Direct Indirect	
PSY 3400: Family Systems in Psychology			Direct Indirect	
PSY 3500: Death and Psychology			Direct Indirect	
PSY 3600: Experimental Psychology	Direct Indirect			
PSY 3700: Research Internship	Direct Indirect			

Child, Adolescent Development, and Family Studies Specialization Required Courses				
CAD 3000: Child and Adolescent Development			Direct Indirect	
CAD 3100: Child and Adolescent Assessment			Direct Indirect	
CAD 3200: Introduction to Family Systems			Direct Indirect	
CAD 3300: Family Stress and Coping			Direct Indirect	
CAD 3400: Family Law		Direct Indirect		
CAD 3500: Parent Education		Direct Indirect		
CAD 3600: Social Cultural Considerations in Families				Direct Indirect
CAD 3700: Early Childhood and Development			Direct Indirect	

3.3 Master of Arts (M.A.) in Counseling

M.A. in Counseling (MAC) has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicates to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

When students complete the MAC degree in Counseling, they will have the ability to:

1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.

2. Show attitudes that value human diversity, will practice culturally sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

3. Examine individual and family development across the lifespan and apply the major models of counseling in culturally sensitive approaches.

4. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.

5. Use research in counseling and evidence-based application to inform and evaluate their application.

Curriculum Mapping

The student learning outcomes of the MA in Counseling (MAC) program are generally aligned with the required curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of M.A. in Counseling (MAC) Program

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.		ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
INSTITUIONAL LEARNING OUTCOMES (ILO)					
MA in COUNSELING (MAC) PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.	PLO 5. Use research in counseling and evidence-based application to inform and evaluate their application.	PLO 3. Examine individual and family development across the lifespan and apply the major models of counseling in culturally sensitive approaches.	PLO 4. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.	PLO 2. Show attitudes that value human diversity, will practice culturally sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.
MA in COUNSELING (MAC) PROGRAM WITH THE SPECIALIZATION IN MARRIAGE AND FAMILY THERAPY STUDENT LEARNING OUTCOMES (SLO)	SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.	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.	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 #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

COURSE TITLE	INSTRUMENTS & MEASURES				
M.A. in Counseling (MAC) Core Courses					
CFT 6010: Foundations of Marriage and Family	Direct Indirect				Direct Indirect

Therapy					
CFT 6050: Clinical Research and Evaluation		Direct Indirect			
CFT 6060: Psychopathology: Principles of the Diagnostic Process				Direct Indirect	Direct Indirect
CFT 6300: Diversity and Multicultural Counseling					Direct Indirect
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	Direct Indirect				
Marriage and Family Therapy (MFT) **Specialization Core Courses**					
HST 6000: Human Sexuality Education I	Direct Indirect				
CFT 6020: Advanced Marriage and Family Therapy	Direct Indirect				
CFT 6030: Couples Relationship Therapy	Direct Indirect				
CFT 6040: Group Process and Techniques in Family Counseling	Direct Indirect				
CFT 6070: Psychopharmacology					Direct Indirect
CFT 6080: Assessment, Appraisal, and Psychological Testing			Direct Indirect		
CFT 6090: Human Growth and Family Development Across the Life Span			Direct Indirect		
CFT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention				Direct Indirect	
CFT 6200: Community Mental Health Counseling					Direct Indirect
CFT 6500: Chemical Dependency and Addiction Counseling					Direct Indirect
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy				Direct Indirect	

CFT 6700: Trauma and Collaborative Care					Direct Indirect
CFT 7900: Practicum in Marriage and Family Therapy	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect
Imago Relationship Therapy (IRT) **Specialization Core Courses**					
CFT 6040: Group Therapy Process and Techniques	Direct Indirect				
IRT 7000: Foundations of Imago Relationship Therapy	Direct Indirect				
IRT 7100: Imago Clinical Training 1		Direct Indirect			
IRT 7200: Imago Clinical Training 2			Direct Indirect		
IRT 7300: Imago Clinical Training 3			Direct Indirect		
CFT 6030: Couples Relationship Therapy	Direct Indirect				
HST 6000: Human Sexuality Education I	Direct Indirect				
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy				Direct Indirect	
Human Sexuality and Sex Therapy (HST) **Specialization Core Courses**					
CFT 6030: Couples Relationship Therapy	Direct Indirect				
HST 6000: Human Sexuality Education I		Direct Indirect			
HST 6100: Human Sexuality Education II		Direct Indirect			
HST 6200: Sexual Attitude Reassessment (SAR)			Direct Indirect		
HST 6300: Sex Therapy Training			Direct Indirect		
HST 6400: Sex Therapy Supervision			Direct Indirect		

2. Post-Master's Certificate in Counseling

Post-Master's Certificate in Counseling program has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicate to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

When students complete the Post-Master's Certificate in Counseling program, they will have the ability to:

1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.
2. Show cultural competency and apply the major models of couples and family therapy in culturally sensitive approaches.
3. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.

Curriculum Mapping

The student learning outcomes of the Post-Master's Certificate in Counseling program are generally aligned with the required curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of Post-Master's Certificate in Counseling Program

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
INSTITUIONAL LEARNING OUTCOMES (ILO)				
POST-MASTER'S CERTIFICATE IN COUNSELING PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.	PLO 3. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.	PLO 1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.	PLO 2. Show cultural competency and apply the major models of couples and family therapy in culturally sensitive approaches.

COURSE TITLE	INSTRUMENTS & MEASURES			
Marriage and Family Therapy (General-Track) Specialization Core Courses				
CFT 6010: Foundations of Marriage and Family Therapy	Direct Indirect			
CFT 6020: Advanced Marriage and Family Therapy	Direct Indirect			
CFT 6030: Couples Relationship Therapy			Direct Indirect	
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
HST 6000: Human Sexuality Education I				Direct Indirect
Marriage and Family Therapy (Inner Child Therapy-Track) Specialization Core Courses				
CFT 6010: Foundations of Marriage and Family Therapy	Direct Indirect			

Course				
CFT 6020: Advanced Marriage and Family Therapy	Direct Indirect			
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST				Direct Indirect
CFT 9400: Inner Child Therapy			Direct Indirect	
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
Imago Relationship Therapy (IRT) **Specialization Core Courses (Imago Clinical Training-Track)**				
IRT 7100: Imago Clinical Training 1		Direct Indirect		
IRT 7200: Imago Clinical Training 2			Direct Indirect	
IRT 7300: Imago Clinical Training 3			Direct Indirect	
CFT 6010: Foundations of Marriage and Family Therapy	Direct Indirect			
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
Human Sexuality and Sex Therapy (HST) **Specialization Core Courses**				
HST 6000: Human Sexuality Education I	Direct Indirect			
HST 6100: Human Sexuality Education II	Direct Indirect			
HST 6200: Sexual Attitude Reassessment (SAR)				Direct Indirect
HST 6300: Sex Therapy Training			Direct Indirect	
HST 6350: Human Sexuality and Sex Therapy Training		Direct Indirect		
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		

3. Doctor of Philosophy (Ph.D.) in Counseling

Ph.D. in Counseling program has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicate to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

As a result of completing the Ph.D. in Counseling program, students will be able to:

1. Critically evaluate the background of the research topic so that findings can be evaluated in the context of the wider body of knowledge and practice.

2. Identify the various research methods and designs that exist, their key features, and when to use them.

3. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

4. Demonstrate an ability to incorporate research and provide basic education to individuals, couples, and families about psychotropic medications.

5. Apply doctoral level research methods and skills in the chosen field of study.

6. Apply a dissertation project to counseling, supervision, and teaching.

Curriculum Mapping

The student learning outcomes of the Ph.D. in Counseling program are generally aligned with the required curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of Ph.D. in Counseling Program

INSTITUIONAL LEARNING OUTCOMES (ILO)	ILO 1. Demonstrate excellence in education and research.			ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
Ph.D. in Counseling Program Learning Outcomes (PLO)	PLO 2. Identify the various research methods designs that exist, their key features, and when to use them.	PLO 4. Demonstrate an ability to incorporate research and provide basic education to individuals, couples, and families about psychotropic medications	PLO 5. Apply doctoral level research methods and skills in the chosen field of study.	PLO 3. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.	PLO 6. Apply a dissertation project into counseling, supervision, and teaching	PLO 1. Critically evaluate research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice.

COURSE TITLE	INSTRUMENTS & MEASURES					
Ph.D. in Counseling Core Courses						
CFT 9000: Research Methods I	Direct Indirect	Direct Indirect				
CFT 9100: Research Methods II	Direct Indirect	Direct Indirect				
CFT 9200: PhD Research Publication Writing			Direct Indirect			
CFT 9900: Fundamentals of Teaching and Professional Development Seminar					Direct Indirect	
CFT 9600: PhD Dissertation I	Direct Indirect		Direct Indirect			
CFT 9600: PhD Dissertation II	Direct Indirect		Direct Indirect			
CFT 9600: PhD Dissertation III	Direct Indirect		Direct Indirect			Direct Indirect

Course						
CFT 9600: PhD Dissertation IV	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect
Marriage and Family Therapy (MFT) Specialization Core Courses						
CFT 9800: Supervision of Supervision (Supervisor Training)				Direct Indirect	Direct Indirect	Direct Indirect
Imago Relationship Therapy (IRT) Specialization Core Courses						
CFT 9700: Advanced IPCST				Direct Indirect		
RT 8100: Imago Couples Workshop Presenter Training 1				Direct Indirect		
IRT 8200: Imago Couples Workshop Presenter Training 2				Direct Indirect		
IRT 8300: Imago Couples Workshop Presenter Training 3				Direct Indirect		
IRT 8400: Imago Advanced Course: Characterological Growth		Direct Indirect				
IRT 8500: Imago Advanced Course: Brilliant at the Basics		Direct Indirect				
IRT 8600: Imago Advanced Course: Attuned Therapist 3		Direct Indirect				
Human Sexuality and Sex Therapy (HST) Specialization Core Courses						
HST 9500: Advanced Human Sexuality and Sex Therapy Supervision				Direct Indirect	Direct Indirect	
HST 9600: Human Sexuality and Sex Therapy Practicum				Direct Indirect	Direct Indirect	

4. Post-Doctoral Certificate in Counseling

Post-Doctoral Certificate in Counseling program has a set of measurable outcomes indicating how students can demonstrate their learning. Most program learning outcomes are written in a way that encourages students to contextualize what they are learning, as well as indicate to faculty what evidence they need to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

As a result of completing the Post-Doctoral Certificate in Counseling program, students will be able to:
1. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.
2. Demonstrate competence in advanced MFT models and techniques.
3. Demonstrate the ability to integrate systems concepts and MFT theories in their clinical work and supervision.
4. Demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work and supervision.

Curriculum Mapping

The student learning outcomes of the Post-Doctoral Certificate in Counseling program are generally aligned with the required curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of Post-Doctoral Certificate in Counseling Program

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
INSTITUIONAL LEARNING OUTCOMES (ILO)				
POST-DOCTORAL CERTIFICATE IN COUNSELING PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.	PLO 2. Demonstrate competence in advanced MFT models and techniques.	PLO 3. Demonstrate the ability to integrate systems concepts and MFT theories in their clinical work and supervision.	PLO 4. Demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work and supervision.
COURSE TITLE	**INSTRUMENTS & MEASURES**			
Marriage and Family Therapy (General Track) Specialization Core Courses				
CFT 8010: Foundations of Marriage and Family Therapy	Direct Indirect			
CFT 8020: Advanced Marriage and Family Therapy	Direct Indirect			
CFT 8030: Couples Relationship Therapy			Direct Indirect	
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
HST 8000: Human Sexuality Education I				Direct Indirect
Marriage and Family Therapy (Inner Child Therapy-Track) Specialization Core Courses				
CFT 8010: Foundations of Marriage and Family Therapy	Direct Indirect			
CFT 8020: Advanced Marriage and Family Therapy	Direct Indirect			
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST				Direct Indirect

CFT 9400: Inner Child Therapy			Direct Indirect	
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		

Marriage and Family Therapy (Supervisor-Track) Specialization Core Courses				
CFT 9800: Supervision of Supervision (Supervisor Training)			Direct Indirect	
CFT 9810: Supervision of Supervision Practicum				Direct Indirect
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	Direct Indirect			
CFT 7900: Practicum in Marriage and Family Therapy		Direct Indirect		

Imago Relationship Therapy (IRT) Specialization Core Courses				
CFT 8010: Foundations of Marriage and Family Therapy	Direct Indirect			
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
IRT 7100: Imago Clinical Training 1		Direct Indirect		
IRT 7200: Imago Clinical Training 2			Direct Indirect	
IRT 7300: Imago Clinical Training 3			Direct Indirect	

Human Sexuality and Sex Therapy (HST) Specialization Core Courses				
HST 8000: Human Sexuality Education I	Direct Indirect			
HST 8100: Human Sexuality Education II	Direct Indirect			
HST 8300: Human Sexuality and Sex Therapy Training			Direct Indirect	
HST 8200: Sexual Attitude Reassessment (SAR)				Direct Indirect
CFT 7900: Practicum in Couples and Family Therapy		Direct Indirect		
HST 8350: Human Sexuality and Sex Therapy Training		Direct Indirect		

5. Intensive English Certificate

Intensive English Certificate Program has a set of measurable outcomes indicating how students can demonstrate their learning. Program learning outcomes are written in a way that encourages students to contextualize what they are learning and guides instructors what to collect to evaluate the outcomes.

Program Learning Outcomes (PLO)

When students complete the English Language Program, they will have the ability to:

1. Demonstrate English knowledge and skills of all major areas: reading, writing, listening, and speaking.
2. Apply interpersonal and critical thinking skills to function both in and out of American college classrooms.
3. Identify and compare diverse cultures and lifestyles presented in American society through different times.
4. Engage with classmates, faculty, and others in the field of counseling with increased cultural fluency and DEI.

Curriculum Mapping

The student learning outcomes of the English Language Program are generally aligned with the curriculum. Daybreak uses curriculum mapping which allows faculty to indicate which of the outcomes each of their course's addresses. Generally, the course learning outcomes stated in course syllabi are aligned with the appropriate program learning outcomes. The stated course learning outcomes are useful in creating curriculum maps.

Curriculum Maps of English Language Program

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.	ILO 3. Show their lifelong commitment to service and learning.	ILO 4. Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
INSTITUIONAL LEARNING OUTCOMES (ILO)				
ENGLISH PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate English knowledge and skills of all major areas: reading, writing, listening, and speaking.	PLO 2. Apply interpersonal and critical thinking skills to function both in and out of American college classrooms.	PLO 3. Identify and compare diverse cultures and lifestyles presented in American society through different times.	PLO 4. Engage with classmates, faculty, and others with increased cultural fluency and DEI.
COURSE TITLE	**INSTRUMENTS & MEASURES**			
English Language Program Writing and Grammar Courses				
Writing and Grammar Beginning 1	Indirect			
Writing and Grammar Beginning 2	Direct			
Writing and Grammar Intermediate 1			Direct	
Writing and Grammar Intermediate 2			Direct	
Writing and Grammar Advanced 1				Direct

Writing and Grammar Advanced 2				Direct
English Language Program Reading and Vocabulary Courses				
Reading and Vocabulary Beginning 1	Indirect			
Reading and Vocabulary Beginning 2	Direct			
Reading and Vocabulary Intermediate 1		Direct		
Reading and Vocabulary Intermediate 2		Direct		
Reading and Vocabulary Advanced 1				Direct
Reading and Vocabulary Advanced 2				Direct
English Language Program Listening and Speaking Courses				
Listening and Speaking Beginning 1	Indirect			
Listening and Speaking Beginning 2	Direct			
Listening and Speaking Intermediate 1			Direct	
Listening and Speaking Intermediate 2			Direct	

Listening and Speaking Advanced 1				Direct
Listening and Speaking Advanced 2				Direct
ELECTIVE COURSES				
American Pop Music & Culture **All levels**				Indirect
Academic Skills **Advanced 1, 2**		Direct		
Case Studies **Intermediate 2,** **Advanced 1, 2**			Direct	
Community Engagement **All levels**			Indirect	
Guest Speakers **Intermediate 2,** **Advanced 1, 2**			Indirect	
SoCal Experience **All levels**				Indirect
Terminology in Counseling **(Beginning 2,**	Direct			

Intermediate 1, 2, Advanced 1, 2)			
IELTS (TOEFL iBT) (Intermediate 2, Advanced 1,2)		Direct	

3.8. Educational Effectiveness Instrument List

Instruments	Direct Measures	Indirect Measures
Institutional Level	• Institutional Objective Evaluation • Institutional Learning Outcomes Assessment • Benchmarking TRACS • Statistical Report • Student Success Indicators (retention, graduation, and job placement rate)	• Student Institutional Achievement Survey • Exit Survey • Alumni Survey • Peer Review • Mission Statement Survey • Staff Evaluation Survey • Library Review • Evaluation of the Board • Evaluation of the President by the Board • Noel Levitz Student Satisfaction Inventory (SSI)
Program Level	• Data Based Academic • Assessment • Program Review • Program Level Learning • Outcome Assessment • Benchmarking TRACS • Statistical Report • Signature Assignments • Progress Checklist Portfolio • Capstone Courses • Supervision • (Supervisor Training) • Research Paper Project • Comprehensive Exams • Examination • Dissertation • Oral Defense	• Student Program Achievement Survey • Annual Faculty Evaluation • Peer Review • Employer Survey • Community Service • Survey • Alumni Survey
Course Level	• Class Level Learning Outcomes Assessment • Signature Assignment • Juried Review for Supervision • Pre and post tests • Portfolio evaluation	• Student Evaluation of Course Instruction • Class Grade Reports • Faculty Report on • Graduating Students • Knowledge Survey • IDEA Course Evaluation

3.8.1. Direct Assessment

Juried Review for the Supervision (Supervisor Training)
Evaluation is carried out at the conclusion of the supervision (supervisor training) with the supervisor.

Comprehensive Examination
All candidates for the graduation must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area. Only two retakes of the examination are permitted.

Appendix D: MAC Comprehensive Exam Procedure

Dissertation
The Ph.D. dissertation is the bulk of the doctoral program. Doctoral students have two options to complete their dissertation: (1) A Ph.D. dissertation which is between 100 to 200 pages in length (2) An article type dissertation. The article type dissertation incudes one full-length article that is publishable quality within a peer-reviewed journal. This article must be empirical in nature; that is, the student should conduct original data analyses of some kind (e.g., quantitative, qualitative, historical, program development).

All dissertations should adhere to regulations and requirements from the Daybreak University. Students who are considering this format are strongly encouraged to confer with their dissertation chair as early as possible, since an article-style dissertation may not be the best approach for all students and dissertation topics.

A theme should be submitted in writing within sixty days of acceptance into the program. State your proposed dissertation idea in two to three sentences explaining what you hope to cover in your dissertation. The dissertation should be written in a way that it would be worthy of public distribution. The dissertation should introduce the theme and then in detail research the theme and provide the exposition or details of the theme. Footnotes and research notes should be noted numerically after each quote with the source listed.

Appendix E: Student Dissertation Self-Assessment Tool
Appendix F: Committee Dissertation Evaluation Rubric

An Oral Defense of a Dissertation

The dissertation is prepared, submitted, and defended in an oral examination. Students can do this oral defense only after they have successfully completed course work, comprehensive examination, and a submission of dissertation.

Appendix G: Committee Oral Defense Evaluation Rubric

Capstone Courses

Daybreak has identified capstone courses for the purpose of assessing students' achievement of a specific program learning outcome. Each outcome is assessed when the corresponding capstone course is offered. The assessment of the individual outcomes involves embedded assignments or capstone experiences (e.g., supervision, ministry projects, dissertation, etc.). It also includes analysis and implementation of improvements.

3.8.2. Indirect Assessment

Student Evaluation of Course Instruction

Students evaluate courses and instructors at the end of the quarter or session.

Appendix H: Evaluation of Course Instruction Form

Student Exit Survey

Graduating students are asked to participate in an evaluation of their experience in the degree program. The goal is to improve the program ensuring that future students have a useful and rewarding experience at Daybreak. Students may choose an exit interview which generally lasts about 30 minutes. Two members of the faculty conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

Appendix I: Exit Survey Form

Alumni Survey

Appendix J: Alumni Survey Form

3.9. Peer Review of Teaching

Daybreak requires peer reviews of teaching for all full-time faculty. Peer Review, which involves in-class observations and collegial discussion, helps prompt continuous learning and development among faculty. These interactions create opportunities for faculty members to reflect on and adapt their teaching practices in order to become better teachers and increase student learning. Specific criteria for peer reviews reflect five important aspects of teaching:

- Intellectual content of the material taught, including relevance, breadth and depth.

- Instructor's grasp of the material; ability to present content clearly and logically, to place specific material within thematic contexts and to demonstrate the significance and relevance of course content.

- Instructor's ability to engage and challenge students and to teach critical thinking and questioning skills.

- Instructor's ability to provide intellectual inspiration and leadership and to awaken new interests.

- Instructor's use of innovative approaches to teaching and/or use of instructional technology to enhance the learning process.

Appendix K: Peer Review Form

4. STUDENT SERVICES

4.1. Student Satisfaction

Each year, the degree program administers an anonymous survey of student satisfaction. This survey for students collects both quantitative and qualitative data, and samples the following domains: interactions with faculty, staff and students, course content and materials, enrollment and advising, financial aid, library resources, and technical support.

Appendix L: Student Satisfaction Survey Form

5. FINANCES

5.1. Financial Reviews

The purpose of financial reviews is to ensure financial resources are sufficient to support educational programs and student services. The on-going process of financial analysis involves regular reviews of the following items.

1) The institution follows accounting practices that conform to accepted standards.

2) The institution prepares timely financial statements including the balance sheet and statement of revenue and expense and submits them to the president, board, and other designated personnel.

3) The institution prepares financial statements on a budget versus actual and/or comparative basis to achieve a better understanding of the finances.

4) The institution develops an annual comprehensive operating budget that includes costs for all programs, management and fundraising and all sources of funding.

5) The institution prepares cash flow projections.

6) The institution reconciles all cash accounts monthly.

7) Payroll is prepared following appropriate state and federal regulations and organizational policy.

8) The institution has a written fiscal policy and procedure manual.

9) The institution has documented a set of internal controls, including the handling of cash and deposits, approval over spending, and disbursements.

6. FACILITIES AND EQUIPMENT

6.1. Facilities and Equipment Evaluation Plan

The purpose of facilities and equipment evaluation is to ensure physical resources are sufficient to support educational programs and student services. The Daybreak University annually evaluates the adequacy of facilities and equipment for the following items.

1) The facilities are efficiently used and controlled by the institution
2) Classroom space is adequate for the programs offered.
3) The library is adequate, providing space for holdings.
4) There is a secure place for the permanent academic records.
5) There is an off-site location for duplicate copy of the academic records.
6) There is an up-to-date master facility plan for the institution.
7) There are budget considerations for equipment that supports programs.
8) Emergency procedures are clearly outlined and displayed in the buildings.
9) All facilities have been approved in writing by the appropriate state and local agencies.

6.2 Library Materials and Learning Resources Evaluation Process

Area of Assessment	Instruments	Responsible Parties
Library In order to assess and evaluate the library services, Daybreak University utilizes following instruments: 1. Student Satisfaction Survey 　Students annually assess the library in the 　Student Satisfaction Survey 2. Librarian Report 　The librarian prepares a report for the Academic 　Dean which includes the following: 　- Library materials catalogued 　- Annual expenditure 　- Circulation & Inter-library loan 　- Information Literacy Instruction 　- Challenges and Goals for the coming year	• Student Satisfaction Survey • Librarian Report	• Director of Student Services • Librarian

APPENDICES

APPENDIX A: BOARD SELF-EVALUATION FORM

This self-evaluation should be done by the board members annually. This evaluation will be used for the betterment of the member's administration and communication purpose only. Please mark the appropriate place to each question.

5 = Strongly Agree   4 = Agree   3 = Neutral   2 = Disagree   1 = Strongly Disagree

I. Mission, Planning, and Policy	
1. The board assures that there is an effective planning process and is appropriately involved in the process.	
2. The board regularly reviews the university's mission and goals and monitors progress toward the goals.	
3. The board fulfills its policy role and its policies are regularly reviewed.	
II. Board–CEO Relations	
4. The board maintains an excellent working relationship with the CEO.	
5. The board sets clear expectations for and effectively evaluates the CEO.	
6. The board delegates authority to and supports the CEO.	
III. Educational Programs and Quality	
7. The board monitors the quality and effectiveness of programs and services.	
8. Board members are knowledgeable about academic programs and services.	
IV. Fiduciary Role	
9. The board assures the fiscal stability and health of the university.	
10. The board monitors implementation of the facilities plan.	
V. Human Resources and Staff Relations	
11. Board members refrain from attempting to manage employee work.	
12. The board respects faculty, staff, and student participation in decision-making.	
VI. Board Leadership	
13. The board regularly reviews and adheres to its code of ethics.	
14. Board members avoid conflicts of interest and perception of such conflicts.	
15. The board understands and fulfills its roles and responsibilities.	
16. The board expresses its authority only as a unit.	
VII. Board Education	
17. New members receive orientation to board roles and the university.	
18. Board members participate in director development activities.	
19. The board evaluation process helps the board enhance its performance.	

Date:_____   Signature: _____

                        Name: _____

APPENDIX B: EMPLOYEE SATISFACTION SURVEY FORM

What is your position at this institution?

    Faculty ( )   Staff ( )   Administrator ( )

What is your employment status?

    Full-time ( ) Part-time ( )

How long have you worked at this institution?

    1 year ( ) 1-3 years ( ) 4-6 years ( ) 7-9 years ( ) 10 years or more ( )

Please rate your level of agreement with the following criteria:

Scale 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Overall Satisfaction

Rate your overall satisfaction with your employment here so far ( )

Campus Culture and Policies

1. The mission and goals of this institution are well understood by most employees ( )

2. Most employees are generally supportive of the mission and goals of this institution ( )

3. The leadership of this institution has a clear sense of purpose ( )

4. This institution does a good job of meeting the needs of its faculty ( )

5. This institution does a good job of meeting the needs of staff ( )

6. This institution does a good job of meeting the needs of administrators ( )

7. This institution makes sufficient budgetary resources available to achieve objectives ( )

8. This institution makes sufficient staff resources available to achieve objectives ( )

9. There is good communication between the faculty and the administration ( )

10. There is good communication between staff and the administration ( )

11. There is a spirit of teamwork and cooperation at this institution ( )

12. Employee suggestions are used to improve our institution ( )

13. This institution consistently follows clear processes for selecting new employees ( )

14. This institution consistently follows processes for orienting, training new employees   ( )

15. This institution follows processes for recognizing employee achievements   ( )

Work Environment

1. It is easy for me to get information at this institution   ( )

2. I have the information I need to do my job well   ( )

3. My job responsibilities are communicated clearly to me   ( )

4. My supervisor pays attention to what I have to say   ( )

5. My supervisor helps me improve my job performance   ( )

6. My department meets as a team to plan and coordinate work   ( )

7. My department has the staff needed to do its job well   ( )

8. I am paid fairly for the work I do   ( )

9. The employee benefits available to me are valuable   ( )

10. The employee benefits available to me are fair   ( )

11. I have adequate opportunities for advancement   ( )

12. I have adequate opportunities for training to improve my skills   ( )

13. The type of work I do on most days is personally rewarding   ( )

14. The work I do is appreciated by my supervisor   ( )

15. The work I do is valuable to the institution   ( )

APPENDIX C: EVALUATION MEASUREMENT AND PROCESS FOR THE Ph.D. IN COUNSELING PROGRAM

Daybreak University's Ph.D. in Counseling program evaluates students' progress for achievement of the degree principally in two dimensions: (1) the student's qualifications in knowledge, skills, and conceptual framework, for undertaking rigorous inquiry into the student's designated field, (2) the student's design procedures and products of a doctoral level original inquiry. The doctoral committee composed of at least three members of the institution evaluates students' academic performance and progress by following measures and procedures.

1. Maintain an appropriate coursework GPA: minimum 3.0 for each quarter, receiving a B or better in each of courses.
2. Submit and pass dissertation proposal.
3. Complete research method courses: at least B grades
4. Pass a Doctoral Comprehensive Portfolio Exam
5. Submit a first draft of dissertation for the doctoral committee for review.
6. Submit a revision of the draft for approval to schedule oral defense.
7. Pass an oral defense.
8. Submit a final version of dissertation to be printed.

At the end of each quarter, the doctoral committee review all students' transcripts to ensure that students are maintaining required GPAs and other requirements as specified above. Any student that has received a grade lower than B in any course is required to retake the course. Students identified as making inadequate progress may be required to complete a remediation plan, placed on academic probation, or dismissed from the program. Instructors may apply the following actions for students caught engaging in any form of academic dishonesty:

- Give a zero for that assignment.
- Allow a rewrite and resubmit the assignment for credit.
- Assign a reduced grade for the course.
- Drop the student from the course.
- Fail the student in the course.
- Dismiss the student from the program.

DAYBREAK UNIVERSITY

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DOCTORAL COMPREHENSIVE EXAM PORTFOLIO
Review Application

Name			**Student ID**	
Major	Marriage and Family Therapy (MFT)		Imago Relationship Therapy (IRT)		Human Sexuality and Sex Therapy (HST)	
Contact	**Phone**			
	DBU E-mail			

All Ph.D. in Counseling students must submit a comprehensive exam portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major.

The Comprehensive Exam Portfolio Submission Procedure:

1. Students completed at least 60% (54 units) of the Ph.D. program coursework.
2. Prerequisite courses:
   - CFT 9000: PhD Research Methods I: Quantitative Research
   - CFT 9100: PhD Research Methods II: Qualitative Research
   - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
   - CFT 7900: Practicum

3. Please submit the portfolio application with the director's signature and the following document on the populi.
   a. One published journal article
   b. Teaching Philosophy (2 pages)
   c. Teaching Presentation PPTs (10 ppts)
   d. Theory of Change (6-7 pages)

4. Comprehensive submission is allowed once a year: Fall Terms.
5. Submit the comprehensive exam portfolio review application by 2nd weeks of the Fall term (Office of Academic Affairs)
6. Submit the portfolio by the 6th week of the Spring/Fall term (on Populi)
7. Oral interview with faculty and results: Each student will be informed for the interview day.
8. Result of the comprehensive exam portfolio: Pass, Revision, or Fail
9. Only two comprehensive exam portfolio evaluations are permitted.
10. Students are able to begin their dissertation after passing the portfolio.

※ **Review Fees: $150**

Signature of Program Director: _____
Signature of Student: _____
Date: _____

APPENDIX D: MAC COMPREHENSIVE EXAM PROCEDURE

MAC COMPREHENSIVE EXAMINATION

All MA in Counseling (MAC) students must pass a comprehensive examination over the MAC core courses. These examinations serve as a major means of evaluating the student's academic competency in the major.

A. Eligibility of MAC Comprehensive Exam

- Students completed at least 75% (67.5 units) of the MAC coursework.
- Students completed at least 4 core courses. Yet it is recommended for them to take all five core courses for the preparation of this exam.
- Only two retakes of the examination are permitted.
- Comprehensive examinations may be taken in their last term of the master's program.

MAC Program Core Courses

No.	Course Titles	Credits
1	CFT 6010: Foundations of Marriage and Family Therapy	4.5
2	CFT 6050: Clinical Research and Evaluation	4.5
3	CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
4	CFT 6300: Diversity and Multicultural Counseling	4.5
5	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5

B. MAC Comprehensive Exam Procedure

The comprehensive exam is offered twice a year.

I. April Exam

1. Submit MAC Comprehensive Exam application (on Moodle): March 31st
2. Given the exam questions to students: April 10th
3. Submit the exam report on Moodle: April 30th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in May)

II. October Exam

1. Submit MAC Comprehensive Exam application (see attachment): September 30th
2. Given the exam questions to students: October 10th
3. Submit the exam report on Moodle: October 30th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in November)

III. Exam Criteria

1. Part I: Theory of Change, Family Systems Theory, and Relational Paradigm

2. Part II: IPCST & IPCST & Self of the Therapist

3. Part III: Clinical & Systemic Assessment

4. Part IV: Empirical Research

IV. Exam Result: Pass, Revision, or Fail

APPENDIX E: STUDENT DISSERTATION SELF-ASSESSMENT TOOL

Directions: This form is designed to be used both as a student "self-assessment" tool and as the summative evaluation of the student's final dissertation product. The student can use the tool to determine the degree to which their dissertation meets the criteria as outlined below. This form will also be used as the student's summative evaluation of their dissertation product and will be completed by each committee member and given to the student at the end of their final defense.

Each criterion is cross referenced with both of the rubrics designed for the oral defense and the written dissertation.

I. Dissertation Format Quality Assessment

A. Selecting a Topic of Study

____Yes ____No ____N/A   Is the topic researchable given time, resources, and availability of data? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Is there personal interest in the topic in order to sustain attention? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Will the results of the study be of interest to others? (Oral: Originality, Significance / Authenticity, Discussion /Summary/Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

____Yes ____No ____N/A   Is the topic likely to be publishable in a scholarly journal? (Oral: Originality, Significance/Authenticity, Discussion/ Summary/ Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

____Yes ____No ____N/A   Does the study a) fill a void, b) replicate, c) extend, or d) develop new ideas in the scholarly literature? (Oral: Originality, Significance/Authenticity; Written: Introduction, Methods/Approach, Results/Outcome, Discussion /Summary/Conclusion, Writing Quality)

B. Title of the Study

____Yes ____No ____N/A   Are unnecessary words eliminated? (Oral: Organization; Written: Writing Quality)

____Yes ____No ____N/A   If a double title, is the colon in the correct place? (Oral: Organization; Written: Writing Quality)

____Yes ____No ____N/A   Is the title no longer than 12 words? (Oral: Organization; Written: Writing Quality)

____Yes ____No ____N/A   Are articles and prepositions eliminated? (Oral: Organization; Written: Writing Quality)

____Yes ____No ____N/A   Does the title include the focus or topic of the study? (Oral: Organization; Written: Writing Quality)

____Yes ____No ____N/A   Is the title brief? (Oral: Discussion & summary; Written: Discussion and Summary, Writing Quality)

C. For Quantitative Studies

____Yes ____No ____N/A   Does the study identify a theory, model, or conceptual framework to be tested in the study? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the study state whether the independent and dependent variables will be related or whether two or more groups will be compared in terms of the dependent variable(s)? (Oral: Organization; Written: Methods /Approach)

____Yes ____No ____N/A   Does the study illustrate an effect or relationship? (Oral: Organization; Written: Introduction, Discussion & Summary)

D. For Qualitative Studies

____Yes ____No ____N/A   Does the study add to the further understanding of the topic? (Oral: Originality; Written: Methods/Approach, Discussion and Summary)

____Yes ____No ____N/A   Does the study use words that convey an emerging design because of the inductive mode of the qualitative

research process? (Written: Introduction, Methods / Approach)

____Yes ____No ____N/A   Does the study eliminate words that suggest a directional approach to the study if a qualitative methodology? (Oral: Organization; Written: Methods /Approach, Discussion and Summary)

II. Dissertation Content Quality Assessment

CHAPTER 1 - INTRODUCTION

A. Introduction

____Yes ____No ____N/A   Does the introduction set the stage for the entire study? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the introduction create reader interest in the topic? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the introduction establish the problem that leads to the study (see Problem Statement)? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the introduction place the study within the larger context of the scholarly research? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the introduction reach out to a specific audience? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the introduction conclude with a statement of purpose? (Oral: Discussion & Summary)

B. Purpose of the Study

____Yes ____No ____N/A   Is the purpose concise and to the point? (Oral: Organization, Discussion & Summary; Written: Introduction, Methods/Approach, Results/Outcome)

____Yes ____No ____N/A   Does the purpose use such words as "purpose, intent, and objective" to call attention to this statement as a central controlling idea in a study? (Oral: Organization;

Written: Introduction, Methods/Approach, Results/Outcomes)

____Yes ____No ____N/A   Does the purpose clearly mention the central concept or idea being expressed? (Oral: Organization; Written: Introduction, Methods / Approach, Results/Outcomes)

____Yes ____No ____N/A   Does the purpose provide a general definition of the central concept or idea? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the purpose include words denoting the method of inquiry to be used in data collection, analysis, and the process of research? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the purpose mention the unit of analysis or research site? (Oral: Organization; Written: Introduction)

C. Statement of the Problem

____Yes ____No ____N/A   Does problem statement stimulate interest in your study? (Oral: Originality, Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does problem statement convey an issue to which a broad readership can relate? (Oral: Originality; Written: Introduction)

____Yes ____No ____N/A   Does problem statement specify the problem leading to the study? (Oral: Originality; Written: Introduction)

____Yes ____No ____N/A   Does problem statement indicate why the problem is important by giving a historical/theoretical background? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does problem statement avoid using idiomatic expressions or trite phrases? (Oral: Organization; Written: Writing Quality)

D. Significance of the Study

____Yes ____No ____N/A   Does the significance of the study set the stage for the entire study? (Oral: Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the significance of the study create reader interest in the topic? (Oral: Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the significance of the study establish the same problem that leads to the study and was identified in the Purpose of the Study (Oral: Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the significance of the study place the study within the larger context of the scholarly research? (Oral: Significance/Authenticity; Written: Introduction)

____Yes ____No ____N/A   Does the significance of the study reach out to a specific audience? (Oral: Significance/Authenticity Written: Introduction)

E. Definition of Terms

____Yes ____No ____N/A   Are all terms that individuals outside the field of study may not understand defined? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Are all terms defined when they first appear? (Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Are all terms that need defining included in this section? (Oral: Organization; Written: Introduction)

CHAPTER 2 –LITERATURE REVIEW

F. Literature Review

____Yes ____No ____N/A   Is the literature review organized around and related directly to the thesis or research question developed in the Introduction? (Oral: Organization; Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review contain ample research studies to highlight ways in which the problem has been or might be studied? (Written: Review of Literature. Methodology)

____Yes ____No ____N/A   Does the literature review synthesize results into a summary of what is and is not known? (Written: Review of Literature, Discussion and Summary)

____Yes ____No ____N/A   Does the literature review identify areas of controversy in the literature? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review formulate questions that need further research? (Written: Review of Literature, Discussion and Summary)

____Yes ____No ____N/A   Does the literature review place each work in the context of its contribution to the understanding of the subject under review? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review describe the relationship of each work to the others under consideration? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review identify areas of prior scholarship to prevent duplication of effort? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review point the way forward for further research? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review place one's original work (in the case of theses or dissertations)   in the context of existing literature? (Written: Review of Literature)

____Yes ____No ____N/A   Is the literature review organized into categories or themes? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literature review have its own introduction, body, and concluding sections? (Written: Review of Literature, Writing Quality)

CHAPTER 3 - METHODOLOGY

G. Purpose of the Study

____Yes ____No ____N/A   Does the Methodology include a description of the purpose of the study that is consistent with the purpose as outlined in Chapter 1?

H. Research Design

____Yes ____No ____N/A   Does the methodology identify the specific type of research design selected (e.g., case studies, grounded theory, quasi-experimental design, etc.)? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology section include a discussion of the type of methodology used (e.g., quantitative or qualitative)? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology explain the purpose of the method using citations? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology explain why that method was selected? (Oral: Organization; Written: Methods/Approach)

I. Research Questions

____Yes ____No ____N/A   Is (are) the research question (questions) clearly stated? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Is (are) the research question (questions) specific in its (their) focus? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does (do) the research question (questions) match with the intended methodology? (Oral: Organization; Written: Methods/Approach)

J. Participants/Sample

____Yes ____No ____N/A   Does the methodology describe the population of the study? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology identify and explain the sampling design using citations? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology explain why that sampling design was selected? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Is the sampling design appropriate to the methodology selected? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality? (Oral: Organization; Written: Methods/Approach)

K. Data Collection/Procedures

____Yes ____No ____N/A   Does the methodology detail the steps of how, when, and who will collect and analyze the data? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology describe how data will be triangulated, if applicable? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology describe, in detail, how confidentiality of subjects will be maintained throughout every aspect of the study? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology describe how findings will be validated or audited, if applicable? (Oral: Organization; Written: Methods/Approach, Discussion & Summary)

L. Instrumentation

____Yes ____No ____N/A   Does the methodology describe the instruments or data extraction and manner in which the data will be collected using citations? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology describe how the instruments or variable selected were selected and/or designed using citations? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Does the methodology explain, using data, how valid and reliable the instruments are (if applicable)? (Oral: Organization; Written: Methods/Approach)

____Yes ____No ____N/A   Are the instruments contained in the appendix? (Oral: Organization; Written: Methods/Approach)

M. Pilot Test

____Yes ____No ____N/A   Does the methodology explain how the instruments were piloted/tested (if applicable)? (Oral: Organization; Written: Methods/Approach)

N. Data Analysis

____Yes ____No ____N/A   Does the methodology identify and describe how data will be analyzed using citations? (Oral: Organization; Written: Methods/Approach)

O. Limitations

____Yes ____No ____N/A   Are all the potential weaknesses of the study described? (Oral: Organization; Written: Methodology)

____Yes ____No ____N/A   Are the limitations appropriate to the methodology? (Oral: Organization; Written: Methodology)

CHAPTER 4 – RESULTS/OUTCOMES

P. Results and Outcomes

____Yes ____No ____N/A   Does the Results and Outcomes section begin with a review of the methodology? (Oral: Discussion and Summary; Written: Results and Outcomes)

Q. Summary of the Findings

____Yes ____No ____N/A   Does the Results and Outcomes report key findings of the study? (Oral: Discussion and Summary; Written: Results and Outcomes)

____Yes ____No ____N/A   Are key findings supported by references to the data? (Oral: Discussion and Summary; Written: Results and Outcomes)

____Yes ____No ____N/A   Do key findings address the research questions or hypothesis? (Oral: Organization, Discussion and Summary; Written: Methodology, Results and Outcomes)

____Yes ____No ____N/A   Are key findings reported in an organized manner (such as by research question or hypotheses)? (Oral: Organization; Written: Results and Outcomes)

____Yes ____No ____N/A   If found, are key findings that contradict each other reported? (Oral: Organization; Written: Results and Outcomes)

CHAPTER 5 – SUMMARY/ CONCLUSIONS/ DISCUSSION

R. Summary of Findings

____Yes ____No ____N/A   Does this section begin with a summary of the primary interpretation of the findings and the conclusion? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

S. Conclusions

____Yes ____No ____N/A   Is literature used to contradict or affirm the interpretation of findings and conclusion? (Oral: Discussion /Summary /Conclusions; Written: Discussion/Summary/Conclusions)

____Yes ____No ____N/A   Is the conclusion affirmed by the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

____Yes ____No ____N/A   Are conclusions presented in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

T. Discussion

____Yes ____No ____N/A   Does the discussion proceed in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

____Yes ____No ____N/A   Is the theory or hypothesis that was tested affirmed or denied? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

____Yes ____No ____N/A   Do the findings and their interpretation support the conclusion regarding the theory or hypothesis? (Oral: Discussion/ Summary/ Conclusions; Written: Discussion / Summary/Conclusions)

____Yes ____No ____N/A   Do you address what your data do not tell you about your research questions? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

U. Recommendations

____Yes ____No ____N/A   Are the recommendations based on the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

V. Implications for Practice

____Yes ____No ____N/A   What are the key recommendations for practice? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

W. Implications for Future Research

____Yes ____No ____N/A   What are the key recommendations for future research on this topic? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

X. Abstract

____Yes ____No ____N/A   Does the Abstract contain the purpose of the study? (Written: Writing Quality)

____Yes ____No ____N/A   Does the Abstract contain the study population? (Written: Writing Quality)

____Yes ____No ____N/A   Does the Abstract summarize the methodology? (Written: Writing Quality)

____Yes ____No ____N/A   Does the Abstract summarize the primary finding? (Written: Writing Quality)

____Yes ____No ____N/A   Does the Abstract summarize the significance of the study? (Written: Writing Quality)

____Yes ____No ____N/A   Is the Abstract less than 120 words (APA)? (Written: Writing Quality)

Adapted from Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches.* **Thousand Oaks, CA: Sage Publications**

APPENDIX F: COMMITTEE DISSERTATION EVALUATION RUBRIC

Committee Dissertation Evaluation Rubric

		1	2	3	4	5	Score
1	*Introduction*	Failed to convey project in context of literature. No rationale. Purpose was unfocused and unclear.	Vaguely conveyed project in context of literature. Weak rationale. Purpose was poorly focused and not sufficiently clear.	Project moderately conveyed in context of literature. Moderately clear rationale. Purpose was somewhat focused and clear.	Conveyed project within context of literature. Moderately-strong rationale. Purpose was clear and focused.	Clearly conveyed project within context of literature. Strong rationale. Purpose was clear and focused.	
2	*Review of Literature*	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, & findings.	Inadequate review of literature relevant to the study. Poorly organized. Weak rationale for choice of theoretical perspectives/ empirical studies. Insufficient description of research samples, methodologies, & findings.	Comprehensive review of literature relevant to the study. Moderately well organized. Some mention of the relatedness of scholarship. Moderately clear rationale for choice of theoretical perspectives/empirical studies. Somewhat focused description of research samples, methodologies, & findings.	Review of the literature is fairly well organized, acknowledging the relatedness of the research and scholarship. The rationale for including/excluding various theoretical perspectives/empiric al studies are apparent. Includes description of research samples and methodologies.	Comprehensive review of literature relevant to the study. Well organized, with nuanced critique regarding the relatedness of the research and scholarship reviewed. Includes specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies. Clearly describes research samples, methodologies, & findings.	
3	*Methods / Approach*	Little or no description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Inadequate description of (if applicable):subjects, design/approach, methods/procedures, and statistical analyses.	Moderate or excessive description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Most detail included/slightly excessive detail in description of (if applicable): subjects, design/ approach, methods/procedures, and statistical analyses.	Appropriate detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	
4	*Results / Outcomes*	Absence of pertinent results. Table/figures are absent or inappropriate, not labeled, and no legend.	Few pertinent results. Table/figures are inappropriate or incomplete, poorly labeled, and inadequate legend.	Some pertinent results not reported; results presented in clear and concise manner. Table/figures generally labeled appropriately and included legend.	Most pertinent results reported and in fairly clear and concise manner. Table/figures labeled appropriately and included legend.	All pertinent results reported and in clear and concise manner. Table/figures are labeled appropriately and included legend.	

5	Discussion/ Summary/ Conclusions	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Discussion is too brief/excessive, needs to be more concise of major findings/outcomes. Several inaccuracies and omissions. Conclusions/summary generally based on findings/outcomes.	Discussion sufficient and with few errors, though not particularly engaging or thought-provoking. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, but included no recommendations.	Brief and concise discussion of major findings/outcomes. Was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
6	Writing Quality	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflects poor grasp of basic writing conventions. Narrative absent. Incorrect use of 7th edition APA.	The dissertation is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 7th edition APA conventions.	The dissertation is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 7th edition APA conventions.	The dissertation is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 7th edition APA.	The dissertation is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 7th edition APA.	

Comments:

Total Score: _____

Student's Name: _____   Reviewer's Name: _____

Date: _____

APPENDIX G: COMMITTEE ORAL DEFENSE EVALUATION RUBRIC

Committee Oral Defense Rubric

		1	2	3	4	5	Score
1	*Organization*	Lacked sequence in presentation or missing information. Presented too little/much material for allotted time.	Poor sequence or illogical presentation of information. Some relevant information not presented. Presentation not well timed.	Some information presented out of sequence. Had some pacing and timing problems.	Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate.	Information presented was complete and in logical order. Easy to follow. Very well-timed and well-paced.	
2	*Originality*	Problem/purpose lacked creativity or not new. Duplication of previous work. Design/approach inappropriate and/or ignored previous well-established work in area.	Problem/purpose limited in originality and creativity. Design/approach only marginally appropriate or innovative.	Problem/purpose moderately original or creative. Design/approach moderately appropriate or innovative.	Problem/purpose fairly original or creative. Design/approach appropriate or innovative.	Problem/purpose very creative or original with new and innovative ideas. Explored original topic and discovered new outcomes. Design/approach introduced new or expanded on established ideas.	
3	*Significance/ Authenticity*	Project has no significance/authenticity to field and will make no contribution.	Project has little relevance or significance/authenticity to field and will make little contribution.	Project only moderate relevance or significance/authenticity to field and will make a nominal contribution.	Project has fair relevance or significance/authenticity to field and will make good contribution.	Project extremely relevant or has significant importance/authenticity to field and will make an important contribution.	

4	Discussion/ Summary/ Conclusions	Little or no discussion of project findings/outcome s. Displayed poor grasp of material. Conclusion/summary not supported by findings/outcome s.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Few inaccuracies and omissions. Conclusions/summary generally supported by findings/outcomes.	Discussion sufficient and with few errors. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, included no recommendations.	Discussion was superior, accurate, engaging, and thought-provoking. Conclusions/summarie s and recommendations appropriate and clearly based on outcomes.	
5	Delivery	Presenter unsettled, uninterested, and unenthused. Presentation was read. Inappropriate voice mannerisms, body language, and poor communication skills. Poor quality of slides/presentation materials; did not enhance presentation/performan ce.	Presenter unenthused, monotonous and relied extensively on notes. Voice mannerisms, body language, and communication skills sometimes inappropriate. Poor quality of slides/presentation material; poor enhancement of presentation/performan ce.	Displayed interest and enthusiasm. Read small parts of material. Occasionally struggled to find words. Generally appropriate voice mannerisms, body language, and communication skills. Moderate quality of slides/presentation materials.	Relied little on notes. Displayed interest and enthusiasm. Good voice mannerisms, body language, and communication skills. Good quality of slides/presentation materials; enhanced presentation/performan ce.	Relied little on notes. Expressed ideas fluently in own words. Genuinely interested and enthusiastic. Exceptional voice mannerisms, body language, and communication skills. Exceptional slides/presentation quality materials; greatly enhanced presentation/performan ce.	

Comments:

Total Score: _____

Student's Name:_____   Reviewer's Name/Signature: _____

Date: _____

APPENDIX H: EVALUATION OF COURSE INSTRUCTION FORM

Instructor	Course Number & Title	Date

Please check the appropriate box
This course is: My major requirement ☐   Elective ☐

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to your instructor and the school. Circle the number that best represents your experience in this course, according to the following scale
1=Strongly Disagree   2=Disagree   3=Neutral   4=Agree   5=Strongly Agree   NA=Not Applicable

Teaching Effectiveness

1. The instructor was well prepared for each class session.	1	2	3	4	5
2. The instructor presented and explained the concepts clearly.	1	2	3	4	5
3. The instructor demonstrated extensive knowledge of course content.	1	2	3	4	5
4. The instructor presented competing viewpoints on course material.	1	2	3	4	5
5. The instructor was transparent in recognizing his/her own limitations.	1	2	3	4	5
6. The instructor showed enthusiasm for the content being taught.	1	2	3	4	5
7. The instructor used various teaching methods and class activities.	1	2	3	4	5
8. The instructor encouraged student questions and discussion in class.	1	2	3	4	5
9. The instructor encouraged students to relate course content to real-life situations where appropriate.	1	2	3	4	5
10. Are you satisfied with the instructor overall?	1	2	3	4	5

Interaction with Students

11. The instructor demonstrated genuine interest in student learning.	1	2	3	4	5
12. The instructor was helpful and actively concerned about student's academic needs in meeting the learning objectives of the course.	1	2	3	4	5
13. The instructor was open to the perspectives of students from diverse backgrounds and experiences.	1	2	3	4	5
14. The instructor was available and responsible to student inquiries outside of class (Email or online board).	1	2	3	4	5

Student Learning

Course Learning Objectives (CLOs)					
15. The CLOs were clearly stated and explained early in the course.	1	2	3	4	5
16. Overall, I learned what this course was designed to teach (CLOs).	1	2	3	4	5
17. If you had difficulty achieving any of the CLOs listed above, indicate which objective(s) you had difficulty achieving. Suggest what the instructor could do differently in the future.					

Effectiveness of Assignments

18. The assigned readings helped my learning and achieving the CLOs.	1 2 3 4 5
19. IF TESTS were given, they contributed toward accomplishing the CLOs.	1 2 3 4 5 NA
20. IF WRITTEN ASSIGNMENTS were given, the written assignments contributed toward accomplishing the CLOs.	1 2 3 4 5 NA
21. IF PROJECTS were given, the projects contributed toward accomplishing the learning objectives of this course.	1 2 3 4 5 NA
22. Instructor provided feedback on assignments on a timely manner.	1 2 3 4 5
23. Instructor's feedback on course assignments was clear and beneficial.	1 2 3 4 5
24. Instructor's grading practices were fair and reasonable.	1 2 3 4 5
25. I would recommend this course to a friend.	1 2 3 4 5

> 1=Much Less than   2=Less than   3=About Average   4=More than   5=Much More than

The Course Workload

26. Amount of reading for this course	1 2 3 4 5
27. Amount of work excluding reading	1 2 3 4 5
28. Difficulty of the course material	1 2 3 4 5

> 1=Strongly Disagree   2=Disagree   3=Neutral   4=Agree   5=Strongly Agree   NA=Not Applicable

Comments

29. What are the strengths of the instructor?
30. How could the instructor improve his or her teaching?
31. What are the strengths of the course?
32. How could this course be improved?
33. What did you learn from this course? How did this course change you?
34. What are the strengths of the course materials and assignments?
35. Any areas for improvement
36. Please indicate the grade you expect to receive in this course.

Thank you for taking the time to share your experience!

APPENDIX I: EXIT SURVEY FORM

Daybreak University requests your participation in an evaluation of your experience in the program. Our goal is to improve the program and your help in this process will help ensure that future students have a useful and rewarding experience here.

If you prefer, you may schedule an exit interview by telephoning or emailing the program director for an appointment. An exit interview generally lasts about 30 minutes. Three members of the faculty will conduct the in-person exit interview in an effort to find out what has been working well and what needs to be improved.

First Name: _____   Last Name: _____

Email: _____

City: _____   State: _____   Country: _____

ADVISING

What did you need to know from your advisor that you did not feel informed about?

In what way(s) do you think advising can be improved?

CURRICULUM

Were your courses relevant?   Yes _____   No _____

Did you reassess the relevance of any course as you progressed through your degree program?

                    Yes _____   No _____

What was your assessment?

What do you wish had been included in the major curriculum?

What do you wish had been excluded from the major curriculum?

What were the most/least valuable things you learned?

COMMUNICATION

Did you feel appropriately informed of events, program policy, etc.?

Yes _____   No _____

If you answered "no" to the last question, why? How can we be better?

GENERAL

What attracted you to the degree program at Daybreak University?

What were your best and worst experiences in the degree program?

What were your best and worst experiences in Daybreak University?

Would you recommend this program to your friends or students?

Yes _____   No _____

If you answered "no" to the last question, would you mind sharing why?

CULTURE AND CLIMATE IN THE UNIVERSITY

Do you believe that you have ever been subjected to bias or discrimination by a student, faculty, or staff member in the degree program?

Yes _____   No _____

If you answered "yes," please share the detail if you feel comfortable doing so.

If ever subjected to bias or discrimination, did you know where to report the incident or how to inform others of this matter?

Yes _____   No _____

Did the courses in the program provide you with a broad experience/range of topics, groups, and cultures that offered you a sense of diversity?

Yes _____   No _____

Does the environment in the program foster a sense of community and acceptance?

Yes _____   No _____

Can you elaborate on your last answer?

APPENDIX J: ALUMNI SURVEY FORM

1. Please list your opinions regarding the following areas.	Point
1) Overall quality of this program	
2) Quality of your specific focus of studies	
3) Quality of studies outside of major	
Scale: Low Quality to High Quality (1 to 5)	

2. Please list your opinions regarding the quality of instruction in each area.	Point
1) Supervision (Supervisor Training)	
2) Knowledge and Fundamental Theory	
3) Research	
4) Counseling and Therapy	
5) Standard and Ethics	
Scale: Low Quality to High Quality (1 to 5)	

3. What was the influence of the opportunities on your career development?	Point
1) Individual Counseling and Therapy	
2) Couple and Family Counseling and Therapy	
3) Group Counseling and Therapy	
4) Projects (Supervision, research, practicum, dissertation, etc.)	
Scale: No Influence to Tremendous Influence (1 to 5)	

4. How important were each element in your decision to enroll in the program?	Point
1) Location	
2) Cost of tuition	
3) Recommendations of a teacher	
4) Recommendations of an acquaintance	
5) Assistantship/Scholarship	
6) Quality of education	
7) Reputation of the school/program	
8) Presence of particular faculty member(s)	
9) Facilities	
Scale: Not Important to Very Important (1 to 5)	

APPENDIX K: PEER REVIEW FORM

Objectives: To measure educational effectiveness by means of peer evaluations of teaching using the following checklist.

Instructor		**Course**	
Evaluator		**Date**	

Estimated number of students in the room:	

Mark your responses to each question and then add comments below the table.
1=Poor, 2=Acceptable, 3=Average, 4=Good, 5=Exceptional, N/A=Not applicable

	Classroom Teaching	1	2	3	4	5	N/A
1	Punctually started and ended the session.						
2	Stated the purpose and overview of this session.						
3	Well prepared for this session.						
4	Demonstrated expertise in the subject matter.						
5	Displayed enthusiasm for teaching.						
6	Arranged the content in a systematic fashion.						
7	Used relevant illustrations/examples.						
8	Made effective use of the board and/or visual aids						
9	Used appropriate voice tone and non-verbal skills.						
10	Encouraged questions from students.						
11	Remained open to differing views & perspectives.						
12	Facilitated class discussion.						
13	Exercised appropriate classroom control						
	Teaching Materials	1	2	3	4	5	N/A
15	Course topics are appropriate and current.						
16	Course content is at an appropriate level.						
17	Course outcomes are clear and appropriate.						
18	Course policies are clear and appropriate.						
19	Assignments are consistent with outcomes.						
20	Assignments & tests are reflective of the content.						
23	Grading rubrics are employed to aid students.						

Comments

This checklist may be used as a guide for preparing a written report. The report must address (a) strengths of classroom teaching and areas for improvement; (2) strengths of teaching materials and areas for improvement.

APPENDIX L: STUDENT SATISFACTION SURVEY FORM

Please read carefully and answer honestly and thoughtfully. Your responses to these statements will provide valuable information to the university. Circle the number that best represents your experience according to the following scales.

Importance Scale:
1=Not important at all, 2=Not important, 3=Neutral, 4=Important, 5=Very Important

Satisfaction Scale:
Scale: 1=Not satisfied at all, 2=Not satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

1. Library Services

No.	Item	Importance	Satisfaction
1	The library's book and reference collection is sufficient to support my instructional needs.		
2	Library staff members are able to help me when I need assistance in using the library's resources.		
3	The library has quiet places to study.		

2. Academic Advising

No.	Item	Importance	Satisfaction
1	The advising process met my needs.		
2	I felt comfortable meetings with my advisor.		
3	The advisor provided guidance, but allowed me to make my own decisions.		

3. Admissions and Registrar

No.	Item	Importance	Satisfaction
1	The application process for graduation is clear.		
2	The registration process is clear.		
3	The admissions and registrar staff were helpful.		
4	The bill for tuition and fees was easy to understand.		

4. Career Planning and Placement

No.	Item	Importance	Satisfaction
1	The website provides useful job information.		
2	Printed job search materials provided are useful		
3	Career planning and placement staff are helpful.		

5. Financial Aid

No.	Item	Importance	Satisfaction
1	The financial aid process is easy to understand.		
2	The financial aid staff is professional and helpful.		
3	The financial aid office has helped me to meet my program costs.		

6. Counseling

No.	Item	Importance	Satisfaction
1	The counselor(s) show genuine concern for students.		
2	The counselor(s) communicated effectively with me.		
3	The counselor(s) were open and honest with me.		

7. Facilities and Equipment

No.	Item	Importance	Satisfaction
1	The adequacy of classrooms		
2	The adequacy of student lounge		
3	The adequacy of campus cleanliness		
4	The adequacy of parking space		
5	The adequacy of facility maintenance		
6	The adequacy of technical equipment		
7	The adequacy of non-technical equipment		