

Annual Survey for Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment

for MA Program

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

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

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

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

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

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

Inclusive and Diverse Learning Environment

for PhD Program

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

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

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

- Not well
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6. How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

- Not well
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- Very well
- Exceptionally well

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
- No
- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

- Yes
- No
- Unable to evaluate

16. Are the library resources sufficient for your endeavors as an instructor?

- Yes
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- Unable to evaluate

Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
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18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program

- Ph.D. Program

B) Clinical Components:

- MA Program

- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

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Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

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

A) Academic Courses:

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- MA Program
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C) Ph.D. Program: Advanced Practical Experience Component:

Curriculum is updated and current regarding the basis of systemic therapy

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

MA Program

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PROGRAM MISSION

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

Extremely sensitive and relevant vto student and university framework

Program Director Effectiveness

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Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
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Level of effective oversight of the outcome-based education framework, assessment activities, and curriculum.

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

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Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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Fiscal and Physical Resources

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Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

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13. Do you believe there are sufficient faculty for the students to experience academic success?

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14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

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18. Do you think that the academic advising is sufficient for student success?

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

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

The courses seem to cover core content in alignment with COAMFTE standards. Because it is a new program, the effectiveness of the curriculum sequencing is still being tested.

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

MA Program

PROGRAM MISSION

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STUDENT LEARNING OUTCOMES

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Ph.D. Program

PROGRAM MISSION

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

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

Aligns well with COAMFTE standards.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

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C) Ph.D. Program: Advanced Practical Experience Component:

PhD...As a growing academic institution, it's exciting to see the expanding faculty and now have a clinical director to coordinate courses...especially in Imago training and study. As the body of students grow we are now ready to develop the curriculum in the best order to help students become skilled and competent in theory and application.

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

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

Daybreak is strong is building the ethical and theoretical foundations for skilled practitioners. As a new and committed faculty member I look forward to supporting more clinically focused faculty meetings to utilize the amazing international faculty we have. We are very strong and have all the potential to teach effective clinical skills, research skills and theory.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

This form was created inside of Daybreak University.

Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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

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

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

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

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

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
- No
- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

- Yes
- No
- Unable to evaluate

16. Are the library resources sufficient for your endeavors as an instructor?

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
- No
- Unable to evaluate

18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

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

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- Ineffective
- Effective
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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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

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

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

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

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

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
- No
- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

- Yes
- No
- Unable to evaluate

16. Are the library resources sufficient for your endeavors as an instructor?

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
- No
- Unable to evaluate

18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

The program has placed excellent effort in developing a clear, rigorous, excellent curricula.
.....

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

All seem appropriate to me. A great deal of effort has gone into developing an excellent curriculum in the above areas.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
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- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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

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

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

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

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

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
- No
- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

- Yes
- No
- Unable to evaluate

16. Are the library resources sufficient for your endeavors as an instructor?

- Yes
- No
- Unable to evaluate

Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
- No
- Unable to evaluate

18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

Unable to provide feedback at this time

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Unable to comment

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

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Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

- Not Well
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- Very well
- Exceptionally well

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

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

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Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

- Not Well
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- Very well
- Exceptionally well

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

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

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Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
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- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

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9. Are the fiscal resources sufficient for your teaching endeavors?

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Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

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11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
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Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
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- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

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15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

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16. Are the library resources sufficient for your endeavors as an instructor?

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Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

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18. Do you think that the academic advising is sufficient for student success?

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

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

MA Program

PROGRAM MISSION

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STUDENT LEARNING OUTCOMES

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

I think Daybreak is doing an outstanding job in all their endeavors.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

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

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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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

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

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

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

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

Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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

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

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- Very well
- Exceptionally well

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
- No
- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

- Yes
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- Unable to evaluate

16. Are the library resources sufficient for your endeavors as an instructor?

- Yes
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- Unable to evaluate

Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
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- Unable to evaluate

18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

It is well organized.

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

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

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

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

I support the program mission and goals. The program goes are well recognized by the students and professors.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

- Not Well
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- Very well
- Exceptionally well

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

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- Very well
- Exceptionally well

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

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Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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- Exceptionally well

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

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- Very well
- Exceptionally well

Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
- No
- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
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- Unable to evaluate

Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

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14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

- Yes
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15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

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16. Are the library resources sufficient for your endeavors as an instructor?

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Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

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18. Do you think that the academic advising is sufficient for student success?

- Yes
- No
- Unable to evaluate

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

- Yes
- No
- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

It is well organized.

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

MA Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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STUDENT LEARNING OUTCOMES

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

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

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

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

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

I support the program mission. The program goals are well organized by the students and professors.

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

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

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

- Unable to evaluate
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Program Director Effectiveness

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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

Environmental Supports

Inclusive and Diverse Learning Environment for MA Program

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

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

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

- Not well
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- Very well
- Exceptionally well

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

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- Very well
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Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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

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

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Fiscal and Physical Resources

7. Are the classroom facilities sufficient for your teaching success?

- Yes
- No
- Unable to evaluate

8. Are the computer facilities sufficient for your teaching success?

- Yes
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- Unable to evaluate

9. Are the fiscal resources sufficient for your teaching endeavors?

- Yes
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- Unable to evaluate

Technological resources

10. Are the technological resources such as Populi sufficient for assist in your teaching endeavors?

- Yes
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- Unable to evaluate

11. Are the technological resources in the university sufficient to assist in your teaching endeavors?

- Yes
- No
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Instructional and Clinical Resources

12. Does the program have sufficient staff to assist in your teaching endeavors?

- Yes
- No
- Unable to evaluate

13. Do you believe there are sufficient faculty for the students to experience academic success?

- Yes
- No
- Unable to evaluate

14. Do you believe there are sufficient Program Clinical Supervisors for the students to experience clinical growth?

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- Unable to evaluate

15. Do you think the resources with the on-site clinic are sufficient for students to experience clinical growth?

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16. Are the library resources sufficient for your endeavors as an instructor?

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Academic Resources and Student Support Services

17. Do you think there are sufficient student support services for the students?

- Yes
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18. Do you think that the academic advising is sufficient for student success?

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

- Yes
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- Unable to evaluate

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

A) Academic Courses:

- MA Program
- Ph.D. Program

B) Clinical Components:

- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

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

MA Program

PROGRAM MISSION

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Ph.D. Program

PROGRAM MISSION

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

I feel like they are reflecting well for our university's missions, and Goals, and SLO are well aligned

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
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Annual Survey for Core and Adjunct Faculty

Annual Survey

Daybreak University

Fall 2022

Core and Adjunct Faculty

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

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Environmental Supports

Inclusive and Diverse Learning Environment
for PhD Program

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

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Fiscal and Physical Resources

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Instructional and Clinical Resources

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A) Academic Courses:

- MA Program
- Ph.D. Program

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- MA Program
- Ph.D. Program

C) Ph.D. Program: Advanced Practical Experience Component:

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Ph.D. Program

PROGRAM MISSION

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

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Program Director Effectiveness

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

Level of effective leadership as the Program Director.

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

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

- Unable to evaluate
- Ineffective
- Effective
- Exceptionally effective

Program Director Effectiveness

23. Please rate Program Director on the level of effectiveness in his/her role as Ph.D. Program Director:

Level of effective leadership as the Program Director.

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