Annual Survey for Ph.D. Students

Environmental Supports
Inclusive and Diverse Learning Environment

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

Not well
Adequately well
Very well
Exceptionally well

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

Not well
Adequately well
Very well
Exceptionally well

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

Not well
Adequately well
Very well
Exceptionally well

Fiscal and Physical resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

Technological resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

Instructional and Clinical Resources

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

Yes
No
Unable to evaluate

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

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

18. Please offer feedback regarding the **Program's Mission, Program Goals, and Student Learning Outcomes**.
PROGRAM MISSION The mission of the Marriage and Family Therapy PhD program at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

PROGRAM GOALS

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Faculty Effectiveness

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

Faculty 1

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 1

Contributions to the program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 2

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 2

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 3

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 3

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 4

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 4

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 5

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 5

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 6

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 6

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 7

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 7

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 8

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 8

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 9

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective

Exceptionally effective

Faculty 9

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 10

Effectiveness as Instructor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 10

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 11

Effectiveness as Instructor :

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 11

Contributions to the program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 12

Effectiveness as Instructor :

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Faculty 12

Contributions to program quality:

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

Clinical Supervisor 1

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 1

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 2

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 3

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 4

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective

Effective
Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 7

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 9

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 10

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 11

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 12

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 13

Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Program Director Effectiveness

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

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

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

Unable to evaluate
Ineffective

Effective
Exceptionally effective

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

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

Unable to evaluate
Ineffective
Effective
Exceptionally effective

Annual Survey for Ph.D. students

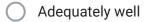Daybreak University

Fall 2022

Ph.D. Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

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

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

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

Fiscal and Physical resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

Technological resources

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

- ◉ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

Instructional and Clinical Resources

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ⦿ Yes
- ◯ No
- ◯ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

A) Academic Courses:

B) Clinical Components:

C) Advanced Practical Experience Component:

Very satisfied

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

Exceptionally effective

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

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 3

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 4

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 4

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 5

Effectiveness as Instructor

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

Faculty 5

Contributions to the program quality:

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

Faculty 6

Effectiveness as Instructor

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

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Effectiveness as Instructor

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

Faculty 8

Contributions to the program quality:

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

Faculty 9

Effectiveness as Instructor

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

Faculty 9

Contributions to the program quality:

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

Faculty 10

Effectiveness as Instructor

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

Faculty 10

Contributions to the program quality:

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

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Contributions to program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

Program Supervisor 1

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Program Supervisor 1

Contributions to program quality

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

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 2

Contributions to program quality

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

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 3

Contributions to program quality

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

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 4

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 5

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 6

Contributions to program quality

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

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 7

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 8

Contributions to program quality

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

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 9

Contributions to program quality

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

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 10

Contributions to program quality

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

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 11

Contributions to program quality

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

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 12

Contributions to program quality

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

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 13

Contributions to program quality

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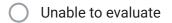- ● Exceptionally effective

Clinical Supervisor 14

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 14

Contributions to program quality

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

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

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

This form was created inside of Daybreak University.

Google Forms

Annual Survey for Ph.D. students

Daybreak University

Fall 2022

Ph.D. Students

Environmental Supports

Inclusive and Diverse Learning Environment

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

○ Not well

○ Adequately well

◉ Very well

○ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

◉ Exceptionally well

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

○ Not well

○ Adequately well

○ Very well

● Exceptionally well

Fiscal and Physical resources

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

● Yes

○ No

○ Unable to evaluate

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

● Yes

○ No

○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Technological resources

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Instructional and Clinical Resources

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

(●) Yes

( ) No

( ) Unable to evaluate

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

(●) Yes

( ) No

( ) Unable to evaluate

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

(●) Yes

( ) No

( ) Unable to evaluate

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

(●) Yes

( ) No

( ) Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

Academic Resources and Student Support Services

14. Are the student counseling resources sufficient?

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

- ◉ Yes
- ○ No
- ○ Unable to evaluate

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

(●) Yes

(○) No

(○) Unable to evaluate

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

 B) Clinical Components:

 C) Advanced Practical Experience Component:

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

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

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STUDENT LEARNING OUTCOMES

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.

Faculty Effectiveness

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

Faculty 1

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 1

Contributions to the program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 2

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 3

Contributions to the program quality:

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

Faculty 4

Effectiveness as Instructor

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

Faculty 4

Contributions to the program quality:

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

Faculty 5

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 5

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 6
Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

⦿ Exceptionally effective

Faculty 6

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 7

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 8

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 9

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Effectiveness as Instructor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 10

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 11

Contributions to the program quality:

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Effectiveness as Instructor :

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Faculty 12

Contributions to program quality:

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

Program Clinical Supervisor Effectiveness

20. Please rate the following Program Clinical Supervisors according to their level of effectiveness in their roles as clinical supervisors and in their contributions to the program quality.

Program Supervisor 1

Effectiveness as a Clinical Supervisor

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

Program Supervisor 1

Contributions to program quality

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

Clinical Supervisor 2

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 2

Contributions to program quality

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

Clinical Supervisor 3

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 3

Contributions to program quality

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

Clinical Supervisor 4

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 4

Contributions to program quality

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

Clinical Supervisor 5

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 5

Contributions to program quality

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

Clinical Supervisor 6

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 6

Contributions to program quality

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

Clinical Supervisor 7

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 7

Contributions to program quality

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

Clinical Supervisor 8

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 8

Contributions to program quality

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

Clinical Supervisor 9

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 9

Contributions to program quality

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

Clinical Supervisor 10

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 10

Contributions to program quality

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

Clinical Supervisor 11

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 11

Contributions to program quality

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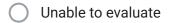- ◉ Exceptionally effective

Clinical Supervisor 12

Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 12

Contributions to program quality

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

Clinical Supervisor 13
Effectiveness as a Clinical Supervisor

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

Clinical Supervisor 13

Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Effectiveness as a Clinical Supervisor

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

Clinical Supervisor 14
Contributions to program quality

○ Unable to evaluate

○ Ineffective

○ Effective

◉ Exceptionally effective

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

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

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

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

◯ Unable to evaluate

◯ Ineffective

◯ Effective

⦿ Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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

○ Unable to evaluate

○ Ineffective

○ Effective

● Exceptionally effective

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