ASSESSMENT PLAN
2021-2022

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1. INTRODUCTION

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

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

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

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

2. BOARD AND ADMINISTRATION

2.1 Board of Directors Performance

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

- A summary of what the board does well and its accomplishments;

- A better understanding of what is needed from each director and the CEO to be an effective board and board/CEO team;

- An assessment of progress on the prior year's goals and identify what needs to be completed;

- And goals and tasks for the coming year related to board performance.

Appendix A: Board Self-Evaluation Form

2.2 Administrator Performance

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

Administrator Evaluation Criteria

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

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

- The assessmentofacademicadministratorsshouldalsoinclude

  o Supportfor qualityteaching,
  o Academicprogramdevelopment,
  o Sharedgovernance,
  o Thefairresolutionofstudentconcerns,
  o Enrollmentmanagement,
  o Faculty workloadandcoursescheduling,
  o Involvementinuniversityaffairsand
  o The recruitment,evaluation, anddevelopmentof facultyandstaff.

2.3 EmployeeSatisfaction

The annualemployeesatisfactionsurveyis usedto assess importantperceptionsofjob satisfaction,climate,andsupervisoreffectivenessamongouremployees.Facultyandstaff membersplay a critical roleatour seminary,andtheiropinions andthoughtsabouttheirlevel ofsatisfactionareimportantaswestrivetomakeourcampusagreatplace towork.

Appendix B:EmployeeSatisfactionSurveyForm

2.4Policies and Publication Evaluation Process

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

Month	Assessment	Responsible Parties
January	Bylaw and Board Policies Evaluation	Board of Directors
	Policies Manual Evaluation	Director of Assessment and Planning

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

3. PROGRAMSAND STUDENT LEARNING

3.1 AssessmentApproachandOversight

Assessmentisastrategyforunderstanding,confirming, andimprovingstudentlearning through acontinuous,systematicprocess.Assessmentofstudentlearningtakesplacethroughoutthe programandoccursinallcourses.Allstudentlearningoutcomesforthedegree programs are assessed based on annual cycle,usingdirectandindirectmethods.Directandindirect evidenceof studentlearningisanalyzedandinterpretedatafacultymeetingin spring.

The degree programdirectors cooperate with the director of assessment and planning.Itistheresponsibilityof the programdirectortomonitortheactivitiesofassessmentthatoccur intheprogram.The programdirectorleadstheassessmentconversationheld eachspring and writesthe assessmentreportdueto theuniversityattheend oftheacademicyear.

Useof AssessmentData

The degree programsusethe assessmentdatato makeevidence-basedimprovementstothe program.

- Meetwithstudentsdirectlytodiscusstheirperformance.

- Analyzeanddiscuss trendswiththe faculty.

- Analyzeandreporttothe university.

- Analyzeandreportto accreditingbodies.

- Makeimprovementsincurricularrequirements.

- Makeimprovementsincoursecontent,deliveryandlearningactivities.

- Makeimprovementsinlearningfacilities,equipment,andresources.

- Periodicallyconfirmthatcurrentcurriculumandcoursesarefacilitatingstudent attainmentof programexpectations.

3.2 Master of Arts(M.A.) in Counseling Outcomes andCurriculumMapping

M.A. in Counseling(MAC)hasasetofmeasurableoutcomesindicatinghow studentscan demonstratetheir learning.Mostprogramlearningoutcomesare writtenina waythat encouragesstudentsto contextualizewhattheyarelearning,aswell asindicatestofacultywhatevidencetheyneedto collect to evaluatetheoutcomes.

Program Learning Outcomes (PLO)

WhenstudentscompletetheMAC degreein Counseling,they willhavetheabilityto:

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

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

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

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

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

Curriculum Mapping

The student learning outcomesof theMA in Counseling(MAC)programaregenerallyalignedwiththerequired curriculum. Daybreakusescurriculummapping whichallows facultyto indicatewhichofthe outcomeseachof theircoursesaddresses. Generally,the courselearningoutcomesstated in coursesyllabiaremoreorlessalignedwith theappropriateprogramlearning outcomes.Thestated courselearning outcomesareuseful in creatingcurriculummaps.

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

	ILO 1. Demonstrate excellence in education and research.	ILO 2. Show ability of innovative and effective practitioners.		ILO 3. Show their lifelong commitment to service and learning.	ILO 4.Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.
INSTITUIONAL LEARNING OUTCOMES (ILO)					
MA in COUNSELING (MAC) PROGRAM LEARNING OUTCOMES (PLO)	PLO 1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.	PLO 5. Use research in counseling and evidence-based application to inform and evaluate their application.	PLO 3. Examine individual and family development across the lifespan and apply the major models of counseling in culturally sensitive approaches.	PLO 4. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.	PLO 2. Show attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

COURSE TITLE	INSTRUMENTS & MEASURES				
M.A. in Counseling (MAC) Core Courses					
MFT/IRT 6010: Foundations of Marriage and Family Therapy	Direct Indirect				Direct Indirect
MFT/IRT 6050: Clinical Research and Evaluation		Direct Indirect			
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process				Direct Indirect	Direct Indirect
MFT/IRT 6300: Diversity and Multicultural Counseling					Direct Indirect
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and	Direct Indirect				

Techniques: IPCST					
Marriage and Family Therapy (MFT Licensure-track) **Specialization Core Courses**					
HST 6000: Human Sexuality Education I	Direct Indirect				
MFT/IRT 6020: Advanced Marriage and Family Therapy	Direct Indirect				
MFT/IRT 6030: Couples Relationship Therapy	Direct Indirect				
MFT/IRT 6040: Group Process and Techniques in Family Counseling	Direct Indirect				
MFT/IRT 6070: Psychopharmacology					Direct Indirect
MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing			Direct Indirect		
MFT/IRT 6090: Human Growth and Family Development Across the Life Span			Direct Indirect		
MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention				Direct Indirect	
MFT/IRT 6200: Community Mental Health Counseling					Direct Indirect
MFT/IRT 6500: Chemical Dependency and Addiction Counseling					Direct Indirect
MFT/IRT 6600: Law, Professional Ethics, and Community Practice				Direct Indirect	
MFT/IRT 6700: Trauma and Collaborative Care					Direct Indirect
MFT/IRT 7900: Practicum in Marriage and Family Therapy	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect
Marriage and Family Therapy (MFT Non-Licensure-track) **Specialization Core Courses**					
MFT/IRT 6030: Couples Relationship Therapy	Direct Indirect				
MFT/IRT 6040: Group Process and Techniques in Family Counseling	Direct Indirect				
MFT/IRT 7900: Practicum in Marriage and Family Therapy	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect	Direct Indirect

Course					
HST 6000: Human Sexuality Education I	Direct Indirect				
Imago Relationship Therapy (IRT) Specialization Core Courses					
MFT/IRT 6040: Group Process and Techniques in Family Counseling	Direct Indirect				
IRT 7100: Foundations of Imago Relationship Therapy	Direct Indirect				
IRT 7200: Advanced Imago Relationship Therapy		Direct Indirect			
IRT 7500: Clinical Training: Imago Relationship Therapy			Direct Indirect		
IRT 7600: Clinical Internship: Imago Relationship Therapy			Direct Indirect		
Human Sexuality and Sex Therapy (HST) Specialization Core Courses					
MFT/IRT 6030: Couples Relationship Therapy	Direct Indirect				
HST 6000: Human Sexuality Education I					
HST 6100: Human Sexuality Education II		Direct Indirect			
HST 6200: Sexual Attitude Reassessment (SAR)			Direct Indirect		
HST 6300: Sex Therapy Training			Direct Indirect		
HST 6400: Sex Therapy Supervision			Direct Indirect		

3.3 Doctor of Philosophy (Ph.D.) in Counseling Program Outcomes andCurriculumMapping

Ph.D. in Counseling program hasasetofmeasurableoutcomesindicatinghow studentscan demonstratetheir learning.Mostprogramlearningoutcomesare writtenina waythat encouragesstudentsto contextualizewhattheyarelearning,aswell asindicatestofacultywhatevidencetheyneedto collect to evaluatetheoutcomes.

Program Learning Outcomes (PLO)

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

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

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

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

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

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

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

Curriculum Mapping

The student learning outcomesof the Ph.D. in Counselingprogramaregenerallyalignedwiththerequired curriculum. Daybreakusescurriculummapping whichallows facultyto indicatewhichofthe outcomeseachof theircoursesaddresses. Generally,the courselearningoutcomesstated in coursesyllabiaremoreorlessalignedwith theappropriateprogramlearning outcomes.Thestated courselearning outcomesareuseful in creatingcurriculummaps.

AppendixC: Evaluation Measurement and Process for the Ph.D. in Counseling Program

Curriculum Maps of Ph.D. in Counseling Program

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

COURSE TITLE	INSTRUMENTS & MEASURES					
Ph.D. in Counseling Core Courses						
MFT/IRT 9000: Research Methods I	Direct Indirect	Direct Indirect				
MFT/IRT 9100: Research Methods II	Direct Indirect	Direct Indirect				
MFT/IRT 9500: PhD Research Colloquium		Direct Indirect	Direct Indirect			
MFT/IRT 9600: PhD Dissertation I	Direct Indirect		Direct Indirect			
MFT/IRT 9600: PhD Dissertation II	Direct Indirect		Direct Indirect			
MFT/IRT 9600: PhD Dissertation III	Direct Indirect		Direct Indirect			Direct Indirect
MFT/IRT 9600: PhD Dissertation IV	Direct Indirect		Direct Indirect		Direct Indirect	Direct Indirect

Marriage and Family Therapy (MFT) Specialization Core Courses						
MFT/IRT 9800: Supervision of Supervision (Supervisor Training)				Direct Indirect	Direct Indirect	Direct Indirect
Imago Relationship Therapy (IRT) Specialization Core Courses						
IRT 9300: Advanced Imago Relationship Therapy Training I				Direct Indirect		
IRT 9400: Advanced Imago Relationship Therapy Training II				Direct Indirect		
MFT/IRT 8600: Relationology				Direct Indirect		
MFT/IRT 9700: Advanced IPCST				Direct Indirect		
Human Sexuality and Sex Therapy (HST) Specialization Core Courses						
HST 9500: Advanced Human Sexuality and Sex Therapy Supervision				Direct Indirect	Direct Indirect	
HST 9600: Human Sexuality and Sex Therapy Practicum				Direct Indirect	Direct Indirect	

3.4 Educational Effectiveness Instrument List

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

3.4.1 Direct Assessment

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

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

Appendix D: MAC Comprehensive Exam Procedure

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

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

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

Appendix E: Student Dissertation Self-Assessment Tool

Appendix F: Committee Dissertation Evaluation Rubric

An Oral Defense of a Dissertation

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

AppendixG: Committee Oral Defense Evaluation Rubric

CapstoneCourses

Daybreakhasidentifiedcapstone coursesforthepurposeofassessingstudents'achievement ofa specific programlearning outcome.Eachoutcomeisassessedwhen thecorresponding capstone course isoffered.The assessmentof theindividualoutcomesinvolvesembedded assignmentsorcapstoneexperiences(e.g.,supervision,ministryprojects,dissertation, etc.).Italso includesanalysisandimplementationofimprovements.

3.4.2 IndirectAssessment

Student EvaluationofCourseInstruction

Studentsevaluatecoursesandinstructorsattheendof thequarteror session.

AppendixH:EvaluationofCourseInstructionForm

Student Exit Survey

Graduatingstudentsareaskedtoparticipateinanevaluationoftheirexperiencein the degree program.Thegoalisto improvethe programensuringthatfuturestudentshaveausefuland rewardingexperienceat Daybreak.Studentsmay choosean exitinterviewwhich generallylasts about30minutes.Twomembersof thefacultyconductthein-personexitinterviewinaneffort tofindout whathasbeen workingwell and whatneedstobe improved.

AppendixI:ExitSurveyForm

AlumniSurvey

AppendixJ: Alumni SurveyForm

3.5 Peer Review of Teaching

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

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

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

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

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

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

Appendix K: Peer Review Form

4. STUDENT SERVICES

4.1 StudentSatisfaction

Eachyear,thedegreeprogramadministersananonymoussurveyof studentsatisfaction.This surveyfor studentscollectsbothquantitativeandqualitativedata,andsamplesthefollowing domains: interactionswithfaculty,staff andstudents,coursecontent andmaterials,enrollment andadvising,financialaid, libraryresources,andtechnicalsupport.

Appendix L:StudentSatisfactionSurveyForm

5. FINANCES

5.1 FinancialReviews

Thepurposeof financialreviewsis toensurefinancial resourcesaresufficienttosupport educationalprogramsandstudentservices.The on-going processoffinancial analysisinvolves regularreviewsof thefollowing items.

1) The institution followsaccountingpracticesthat conformto acceptedstandards.

2) The institution preparestimelyfinancial statementsincludingthebalancesheetand statementofrevenueandexpenseandsubmitsthemtothepresident,board, andother designatedpersonnel.

3) The institution preparesfinancial statementson abudgetversusactualand/or comparativebasistoachieveabetterunderstandingofthefinances.

4) The institution developsanannualcomprehensiveoperatingbudgetthatincludescosts forallprograms,managementandfundraising andallsourcesof funding.

5) The institution preparescash flowprojections.

6) The institution reconcilesallcashaccountsmonthly.

7) Payrollispreparedfollowingappropriate state and federalregulationsand organizationalpolicy.

8) The institution hasawrittenfiscalpolicy andproceduremanual.

9) The institution hasdocumentedasetofinternalcontrols,includingthehandling ofcash anddeposits,approvaloverspending, anddisbursements.

6. FACILITIESAND EQUIPMENT

6.1 Facilitiesand Equipment Evaluation Plan

Thepurposeof facilitiesand equipment evaluationis toensurephysicalresourcesaresufficienttosupport educationalprogramsandstudentservices.The Daybreak University annually evaluates the adequacy of facilities and equipment forthefollowing items.

1) Thefacilitiesareefficientlyused andcontrolledbytheinstitution
2) Classroomspaceisadequatefor theprogramsoffered.
3) The libraryisadequate,providingspaceforholdings.
4) Thereisasecureplacefor thepermanentacademicrecords.
5) Thereisanoff-sitelocation forduplicatecopyof theacademicrecords.
6) Thereisanup-to-date masterfacilitiesplanfortheinstitution.
7) Therearebudget considerationsforequipmentthatsupportsprograms.
8) Emergencyproceduresare clearlyoutlined anddisplayedinthebuildings.
9) All facilitieshavebeen approved inwritingby theappropriatestateandlocalagencies.

6.2Library Materials and Learning Resources Evaluation Process

Area of Assessment	Instruments	Responsible Parties

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

- Challenges and Goals for the coming year		

APPENDICES

APPENDIX A: BOARD SELF-EVALUATIONFORM

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

5 =StronglyAgree   4 =Agree   3 =Neutral   2 = Disagree   1 =StronglyDisagree

I.Mission,Planning,andPolicy	
1. Theboardassuresthatthereisan effectiveplanning processandisappropriatelyinvolved in the process.	
2. Theboardregularlyreviewstheuniversity's missionand goals and monitors progresstoward thegoals.	
3. Theboardfulfillsits policy roleanditspoliciesareregularlyreviewed.	
II.Board–CEO Relations	
4. Theboardmaintainsanexcellentworkingrelationshipwiththe CEO.	
5. TheboardsetsclearexpectationsforandeffectivelyevaluatestheCEO.	
6. Theboarddelegatesauthoritytoandsupportsthe CEO.	
III.EducationalProgramsandQuality	
7. Theboardmonitorsthequalityandeffectivenessof programsandservices.	
8. Boardmembersare knowledgeableaboutacademic programsandservices.	
IV. FiduciaryRole	
9. Theboardassuresthefiscal stability andhealthof the university.	
10.Theboardmonitorsimplementationof thefacilitiesplan.	
V. Human ResourcesandStaff Relations	
11.Boardmembersrefrainfromattemptingto manageemployeework.	
12.Theboardrespectsfaculty,staff,andstudentparticipationin decision-making.	
VI.BoardLeadership	
13. Theboardregularly reviewsandadheresto itscodeofethics.	
14. Boardmembersavoid conflictsof interestandperceptionofsuchconflicts.	
15. Theboardunderstandsandfulfillsitsrolesandresponsibilities.	
16. Theboardexpressesitsauthorityonly asaunit.	
VII. BoardEducation	
17. Newmembersreceiveorientationtoboardrolesandthe university.	
18. Boardmembersparticipateindirectordevelopmentactivities.	
19. Theboardevaluationprocesshelps theboardenhance itsperformance.	

Date:_____   Signature: _____

Name: _____

APPENDIX B: EMPLOYEE SATISFACTION SURVEY FORM

What is your position at this institution?

    Faculty ( )   Staff ( )   Administrator ( )

What is your employment status?

    Full-time ( )   Part-time ()

How long have you worked at this institution?

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

Please rate your level of agreement with the following criteria:

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

OverallSatisfaction

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

Campus Culture and Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WorkEnvironment

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

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

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

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

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

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

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

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

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

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

11. I have adequate opportunities for advancement ( )

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

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

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

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

APPENDIXC: EVALUATION MEASUREMENT AND PROCESS FOR THE PH.D. IN COUNSELING PROGRAM

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

1. Maintain an appropriate coursework GPA: minimum 3.0 for each quarter, receiving a B or better in each of courses
2. Submit and pass dissertation proposal
3. Complete research method courses: at least B grades
4. Pass a comprehensive examination: to be completed with minimum 85 score during the last term of course work. There are two parts to the comprehensive exam:
   a. knowledge and theories of psychology and counseling,
   b. scientific research: familiarity with topical themes and methodology as reflected in the recent psychology literature.
5. Submit a first draft of dissertation for the doctoral committee for review
6. Submit a revision of the draft for approval to schedule oral defense
7. Pass an oral defense
8. Submit a final version of dissertation to be printed

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

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

APPENDIX D: MAC COMPREHENSIVE EXAM PROCEDURE

MAC COMPREHENSIVE EXAMINATION

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

A. Eligibility of MAC Comprehensive Exam

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

MAC Program Core Courses

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

B. MAC Comprehensive Exam Procedure

The comprehensive exam is offered twice a year.

I. April Exam

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

II. October Exam

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

III. Exam Criteria

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

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

3. Part III: Clinical &Systemic Assessment

4. Part IV: Empirical Research

IV. Exam Result: Pass, Revision, or Fail

APPENDIX E: STUDENT DISSERTATION SELF-ASSESSMENT TOOL

Directions: This form is designed to beused bothas astudent "self-assessment"tooland as the summative evaluation of thestudent's final dissertation product. Thestudent can usethe toolto determinethe degreeto which their dissertation meets the criteria asoutlined below. This form will also beused as the student's summative evaluation of theirdissertation product and will be completed byeach committeemember andgiven to thestudent atthe end of their final defense.

Each criterion is cross referenced with both of therubrics designedforthe oral defense and the written dissertation.

I.DissertationFormatQuality Assessment

A. Selecting a Topic ofStudy

____Yes ____No ____N/A   Is the topicresearchablegiven time, resources, and availabilityof data?(Oral:Organization; Written: Methods/Approach)

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

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

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

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

B. Title of the Study

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

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

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

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

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

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

C. For Quantitative Studies

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

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

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

D. For Qualitative Studies

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

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

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

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

II. *DissertationContentQualityAssessment*

CHAPTER 1 -INTRODUCTION

A. Introduction

____Yes ____No ____N/A   Does the introductionsetthe stagefortheentirestudy? (Oral:Organization; Written:Introduction)

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

____Yes ____No ____N/A   Does the introductionestablish theproblem that leads to thestudy(seeProblemStatement)?(Oral: Organization; Written: Introduction)

____Yes ____No ____N/A   Does the introductionplacethe studywithin the larger context of thescholarlyresearch?(Oral:Organization; Written:Introduction)

____Yes ____No ____N/A   Does the introductionreach out to aspecificaudience? (Oral:Originality, Significance/Authenticity; Written: Introduction)

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

B. Purposeofthe Study

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

____Yes ____No ____N/A   Does the purpose usesuch words as "purpose, intent, and objective"tocallattention to this statement asa central controllingideain astudy?(Oral:Organization;

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

____Yes ____No ____N/A   Does the purposeclearlymention the central concept or ideabeingexpressed?(Oral:Organization; Written: Introduction, Methods / Approach, Results/Outcomes)

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

____Yes ____No ____N/A   Does the purpose includewords denotingthemethod of inquiryto be usedin datacollection, analysis, andthe process ofresearch?(Oral:Organization; Written: Introduction)

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

C. Statement ofthe Problem

____Yes ____No ____N/A   Does problem statementstimulate interest inyour study?(Oral:Originality,Significance/Authenticity; Written:Introduction)

____Yes ____No ____N/A   Does problem statementconveyan issueto whicha broad readershipcan relate?(Oral:Originality; Written: Introduction)

____Yes ____No ____N/A   Does problem statementspecifythe problem leadingto the study?(Oral:Originality; Written:Introduction)

____Yes ____No ____N/A   Does problem statementindicate whythe problemis important bygiving ahistorical/theoretical background? (Oral:Organization; Written: Introduction)

____Yes ____No ____N/A   Does problem statementavoid usingidiomatic expressions or tritephrases?(Oral:Organization; Written: WritingQuality)

D. Significanceofthe Study

____Yes ____No ____N/A   Does the significanceof thestudyset thestageforthe entirestudy? (Oral: Significance/Authenticity;Written: Introduction)

_____Yes _____No _____N/A   Does the significance of the study create reader interest in the topic? (Oral: Significance/Authenticity; Written: Introduction)

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

_____Yes _____No _____N/A   Does the significance of the study place the study within the larger context of the scholarly research? (Oral: Significance/Authenticity; Written: Introduction)

_____Yes _____No _____N/A   Does the significance of the study reach out to a specific audience? (Oral: Significance/Authenticity Written: Introduction)

E. Definition of Terms

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

_____Yes _____No _____N/A   Are all terms defined when they first appear? (Oral: Organization; Written: Introduction)

_____Yes _____No _____N/A   Are all terms that need defining included in this section? (Oral: Organization; Written: Introduction)

CHAPTER 2 – LITERATURE REVIEW

F. Literature Review

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

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

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

_____Yes _____No _____N/A   Does the literature review identify areas of controversy in the literature? (Written: Review of Literature)

____Yes ____No ____N/A   Does the literaturereviewformulate questions that need furtherresearch?(Written: ReviewofLiterature, Discussion and Summary)

____Yes ____No ____N/A   Does the literaturereviewplaceeachwork in the context of its contribution to theunderstandingofthe subject underreview?(Written: ReviewofLiterature)

____Yes ____No ____N/A   Does the literaturereviewdescribetherelationship of each work to the others under consideration? (Written: ReviewofLiterature)

____Yes ____No ____N/A   Does the literaturereviewidentifyareas of prior scholarship to prevent duplication of effort?(Written: ReviewofLiterature)

____Yes ____No ____N/A   Does the literaturereviewpointthe wayforwardfor furtherresearch?(Written: ReviewofLiterature)

____Yes ____No ____N/A   Does the literaturereviewplaceone's original work (in the caseof theses or dissertations)   in the context of existingliterature?(Written: ReviewofLiterature)

____Yes ____No ____N/A   Is the literaturereview organized into categories or themes?(Written: Review ofLiterature)

____Yes ____No ____N/A   Does the literaturereviewhaveits own introduction, body, andconcludingsections?(Written: Reviewof Literature, Writing Quality)

CHAPTER 3 -METHODOLOGY

G.Purposeofthe Study

____Yes ____No ____N/A   Does the Methodologyincludeadescription ofthe purposeof thestudythatis consistent with thepurpose as outlined in Chapter1?

H. ResearchDesign

____Yes ____No ____N/A   Does the methodologyidentifythe specifictypeof research designselected(e.g., casestudies,grounded theory, quasi-experimental design,etc.)?(Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodologysection includeadiscussion of the typeof methodologyused (e.g., quantitative or qualitative)?(Oral:Organization;Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodologyexplain the purposeof the method usingcitations?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodologyexplain whythat methodwas selected?(Oral:Organization; Written: Methods/Approach)

I. ResearchQuestions

____ Yes ____ No ____ N/A   Is(are) theresearch question (questions)clearlystated? (Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Is(are) theresearch question (questions) specificinits (their)focus?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does (do)theresearch question (questions) matchwith the intended methodology?(Oral:Organization; Written: Methods/Approach)

J. Participants/Sample

____ Yes ____ No ____ N/A   Does the methodologydescribethe population ofthe study?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodologyidentifyand explain the samplingdesign usingcitations?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodologyexplain whythat sampling design was selected?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Is the samplingdesignappropriateto themethodology selected?(Oral:Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality? (Oral: Organization; Written: Methods/Approach)

K. Data Collection/Procedures

____ Yes ____ No ____ N/A   Does the methodology detail the steps of how, when, and who will collect and analyze the data? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodology describe how data will be triangulated, if applicable? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodology describe, in detail, how confidentiality of subjects will be maintained throughout every aspect of the study? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodology describe how findings will be validated or audited, if applicable? (Oral: Organization; Written: Methods/Approach, Discussion & Summary)

L. Instrumentation

____ Yes ____ No ____ N/A   Does the methodology describe the instruments or data extraction and manner in which the data will be collected using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodology describe how the instruments or variable selected were selected and/or designed using citations? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Does the methodology explain, using data, how valid and reliable the instruments are (if applicable)? (Oral: Organization; Written: Methods/Approach)

____ Yes ____ No ____ N/A   Are the instruments contained in the appendix? (Oral: Organization; Written: Methods/Approach)

M. Pilot Test

____Yes ____No ____N/A   Does the methodologyexplain how theinstruments
                                werepiloted/tested (if applicable)?(Oral:Organization;
                                Written: Methods/Approach)

N. Data Analysis

____Yes ____No ____N/A   Does the methodologyidentifyand describehowdata
                                willbe   analyzedusingcitations?(Oral:Organization;
                                Written: Methods/Approach)

O.Limitations

____Yes ____No ____N/A   Are allthe potential weaknesses ofthe studydescribed?
                                (Oral:Organization; Written:Methodology)

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

CHAPTER 4 – RESULTS/OUTCOMES

P. **Results andOutcomes**

____Yes ____No ____N/A   Does the Results and Outcomessection begin witha
                                reviewof themethodology?(Oral:Discussionand
                                Summary; Written:Results and Outcomes)

Q.Summary oftheFindings

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

____Yes ____No ____N/A   Arekeyfindings supported byreferences to thedata?
                                (Oral:Discussion and Summary; Written:Results and
                                Outcomes)

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

____Yes ____No ____N/A   Arekeyfindings reported in an organized manner(such
                                as byresearch question orhypotheses)?(Oral:
                                Organization; Written:Results and Outcomes)

____Yes ____No ____N/A   Iffound, arekeyfindingsthat contradict each other reported?(Oral:Organization; Written: Results and Outcomes)

CHAPTER 5 – SUMMARY/CONCLUSIONS/ DISCUSSION

R. Summary ofFindings

____Yes ____No ____N/A   Does this section begin with asummaryof theprimary interpretation of thefindingsand the conclusion?(Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

S. Conclusions

____Yes ____No ____N/A   Is literatureused tocontradict or affirmthe interpretation of findingsand conclusion?(Oral: Discussion /Summary/Conclusions; Written: Discussion/Summary/Conclusions)

____Yes ____No ____N/A   Is theconclusion affirmed bythe findings?(Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

____Yes ____No ____N/A   Are conclusions presentedin an organized manner (such as byresearch question orhypotheses)?(Oral: Discussion / Summary/Conclusions, Delivery;Written; Discussion/ Summary/Conclusions)

T. Discussion

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

____Yes ____No ____N/A   Is the theoryor hypothesisthat was tested affirmedor denied?(Oral:Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

____Yes ____No ____N/A   Do thefindingsand theirinterpretation support the conclusion regardingthetheoryor hypothesis?(Oral: Discussion/ Summary/ Conclusions; Written: Discussion / Summary/Conclusions)

____Yes ____No ____N/A   Doyouaddress whatyour data do nottellyouabout yourresearchquestions?(Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

U. Recommendations

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

V. Implications forPractice

____Yes ____No ____N/A   What arethe keyrecommendations forpractice?(Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

W. Implications forFutureResearch

____Yes ____No ____N/A   What arethe keyrecommendations forfutureresearch on this topic?(Oral:Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

X. Abstract

____Yes ____No ____N/A   Does the Abstractcontain the purposeof thestudy? (Written: WritingQuality)

____Yes ____No ____N/A   Does the Abstractcontain the studypopulation? (Written: WritingQuality)

____Yes ____No ____N/A   Does the Abstractsummarizethe methodology? (Written: WritingQuality)

____Yes ____No ____N/A   Does the Abstract summarizethe primaryfinding? (Written: WritingQuality)

____Yes ____No ____N/A   Does the Abstractsummarizethe significanceof the study? (Written: WritingQuality)

____Yes ____No ____N/A   Is theAbstractless than120 words (APA)?(Written: WritingQuality)

Adapted fromCreswell, J.W. (1994).*Researchdesign: Qualitativeandquantitative approaches.* **ThousandOaks, CA: Sage Publications**

APPENDIX F: COMMITTEE DISSERTATION EVALUATION RUBRIC

Committee Dissertation Evaluation Rubric

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

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

Comments:

Total Score: _____

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

Date: _____

APPENDIX G: COMMITTEE ORAL DEFENSE EVALUATION RUBRIC

Committee Oral Defense Rubric

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

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

Comments:

TotalScore: _____

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

Date: _____

APPENDIX H: EVALUATION OF COURSE INSTRUCTION FORM

Instructor	Course Number & Title	Date

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

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

Teaching Effectiveness

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

Interaction with Students

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

Student Learning

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

Effectivenessof Assignments

18.Theassigned readings helped mylearningandachievingtheCLOs.	1 2 3 4 5
19.IFTESTS weregiven,theycontributedtoward accomplishingtheCLOs.	1 2 3 4 5 NA
20.IFWRITTENASSIGNMENTSweregiven,thewritten assignments contributedtoward accomplishingtheCLOs.	1 2 3 4 5 NA
21.IFPROJECTS weregiven,theprojectscontributedtoward accomplishingthelearningobjectives ofthiscourse.	1 2 3 4 5 NA
22.Instructorprovided feedback onassignmentsonatimelymanner.	1 2 3 4 5
23.Instructor's feedbackon courseassignmentswasclearandbeneficial.	1 2 3 4 5
24.Instructor's gradingpracticeswerefairandreasonable.	1 2 3 4 5
25.I would recommendthis coursetoafriend.	1 2 3 4 5

> 1=Much Lessthan   2=Less than   3=AboutAverage   4=Morethan   5=MuchMorethan

TheCourseWorkload

26.Amountofreadingfor thiscourse	1 2 3 4 5
27.Amountofworkexcludingreading	1 2 3 4 5
28.Difficultyofthecoursematerial	1 2 3 4 5

> 1=StronglyDisagree   2=Disagree   3=Neutral   4=Agree   5=StronglyAgree   NA=NotApplicable

Comments

29.What arethestrengthsoftheinstructor?
30.Howcouldtheinstructor improvehis orherteaching?
31.What arethestrengthsofthecourse?
32.Howcouldthiscoursebe improved?
33.What did youlearnfromthis course?Howdidthiscoursechange you?
34.What arethestrengthsofthecoursematerials andassignments?
35.Anyareasforimprovement
36.Pleaseindicatethegrade youexpecttoreceiveinthiscourse.

Thankyoufor takingthetimetoshareyour experience!

APPENDIX I: EXIT SURVEY FORM

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

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

First Name:_____   Last Name: _____

Email: _____

City:_____   State:____ Country:_____

ADVISING

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

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

CURRICULUM

Were your courses relevant? Yes _____   No____

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

Yes _____   No_

What wasyourassessment?

Whatdoyouwishhad beenincludedin themajor curriculum?

Whatdoyouwishhad beenexcludedfromthemajorcurriculum?

What werethemost/leastvaluablethingsyou learned?

COMMUNICATION

Didyoufeelappropriatelyinformedof events,programpolicy, etc.?

Yes _____ No___

Ifyou answered"no" tothelast question,why?How canwe bebetter?

GENERAL

Whatattractedyou tothedegreeprogramatDaybreakUniversity?

What wereyour bestandworstexperiencesinthedegreeprogram?

Whatwereyour bestandworstexperiencesinDaybreak University?

Would yourecommendthisprogramto yourfriendsorstudents?

Yes   _____   No_

Ifyou answered"no" tothelast question,wouldyoumindsharingwhy?

CULTUREAND CLIMATEIN THEUNIVERSITY

Doyou believethatyou haveeverbeensubjectedto biasordiscrimination byastudent, faculty,orstaffmemberinthedegreeprogram?

Yes   _____   No_

Ifyou answered"yes,"pleasesharethedetailifyou feelcomfortabledoing so.

Ifeversubjectedtobiasordiscrimination,did you knowwhereto reporttheincidentorhowto informothersof this matter?

Yes   _____   No_

Did the coursesin theprogramprovideyou witha broadexperience/rangeof topics,groups, andculturesthat offeredyouasenseofdiversity?

Yes   _____   No_

Doestheenvironmentin the programfosterasenseofcommunityandacceptance?

Yes   _____   No_

Canyouelaborateonyourlastanswer?

APPENDIX J: ALUMNI SURVEY FORM

1. Please list your opinions regarding the following areas.	Point
1) Overall quality of this program	
2) Quality of your specific focus of studies	
3) Quality of studies outside of major	
Scale: Low Quality to High Quality (1 to 5)	
2. Please list your opinions regarding the quality of instruction in each area.	**Point**
1) Supervision (Supervisor Training)	
2) Knowledge and Fundamental Theory	
3) Research	
4) Counseling and Therapy	
5) Standard and Ethics	
Scale: Low Quality to High Quality (1 to 5)	
3. What was the influence of the opportunities on your career development?	**Point**
1) Individual Counseling and Therapy	
2) Couple and Family Counseling and Therapy	
3) Group Counseling and Therapy	
4) Projects (Supervision, research, practicum, dissertation, etc.)	
Scale: No Influence to Tremendous Influence (1 to 5)	
4. How important were each element in your decision to enroll in the program?	**Point**
1) Location	
2) Cost of tuition	
3) Recommendations of a teacher	
4) Recommendations of an acquaintance	
5) Assistantship/Scholarship	
6) Quality of education	
7) Reputation of the school/program	
8) Presence of particular faculty member(s)	
9) Facilities	
Scale: Not Important to Very Important (1 to 5)	

APPENDIXK:PEER REVIEW FORM

Objectives: Tomeasureeducationaleffectivenessbymeansof peerevaluationsof teaching usingthefollowingchecklist.

Instructor		Course					
Evaluator		Date					
Estimatednumber of studentsintheroom:							
Markyourresponsestoeach questionand thenadd comments below thetable. 1=Poor,2=Acceptable,3=Average,4=Good, 5=Exceptional,N/A=Notapplicable							
	ClassroomTeaching	1	2	3	4	5	N/A
1	Punctuallystartedandendedthesession.						
2	Statedthepurposeandoverviewof this session.						
3	Wellpreparedfor this session.						
4	Demonstratedexpertiseinthesubjectmatter.						
5	Displayed enthusiasmfor teaching.						
6	Arrangedthecontentinasystematicfashion.						
7	Usedrelevantillustrations/examples.						
8	Madeeffectiveuseoftheboard and/orvisualaids						
9	Usedappropriatevoicetoneandnon-verbalskills.						
10	Encouragedquestionsfrom students.						
11	Remainedopentodifferingviews& perspectives.						
12	Facilitated classdiscussion.						
13	Exercisedappropriateclassroomcontrol						
	TeachingMaterials	1	2	3	4	5	N/A
15	Coursetopicsareappropriateand current.						
16	Coursecontentisatan appropriatelevel.						
17	Course outcomesareclearandappropriate.						
18	Coursepoliciesareclearandappropriate.						
19	Assignmentsareconsistentwithoutcomes.						
20	Assignments&testsarereflectiveof thecontent.						
23	Gradingrubrics areemployedto aidstudents.						
Comments							
Thischecklistmaybe usedasaguideforpreparingawrittenreport.The reportmust address(a)strengthsofclassroomteachingandareasforimprovement;(2)strengthsof teachingmaterialsandareasfor improvement.							

APPENDIXL: STUDENTSATISFACTIONSURVEYFORM

Pleasereadcarefullyandanswerhonestly andthoughtfully.Your responsestothese statementswillprovide valuableinformationtotheuniversity.Circlethe numberthatbest representsyourexperienceaccordingtothefollowingscales.

ImportanceScale:
1=Notimportantatall,2=Notimportant,3=Neutral,4=Important,5=VeryImportant

SatisfactionScale:
Scale:1=Notsatisfiedatall,2=Notsatisfied,3=Neutral,4=Satisfied,5=VerySatisfied

1. LibraryServices

No.	Item	Importance	Satisfaction
1	Thelibrary'sbook and referencecollection is sufficienttosupportmyinstructional needs.		
2	Librarystaff membersareable tohelp me whenI need assistancein usingthelibrary's resources.		
3	The libraryhasquiet placestostudy.		

2. AcademicAdvising

No.	Item	Importance	Satisfaction
1	The advisingprocessmetmyneeds.		
2	Ifelt comfortablemeetingwith myadvisor.		
3	The advisorprovidedguidance,butallowedmeto makemyowndecisions.		

3. AdmissionsandRegistrar

No.	Item	Importance	Satisfaction
1	The applicationprocessforgraduationisclear.		
2	The registrationprocessisclear.		
3	The admissions andregistrarstaffwerehelpful.		
4	Thebillfortuitionandfeeswaseasytounderstand.		

4. Career PlanningandPlacement

No.	Item	Importance	Satisfaction
1	The websiteprovidesusefuljobinformation.		
2	Printedjobsearchmaterialsprovidedareuseful		
3	Careerplanning andplacementstaff arehelpful.		

5. FinancialAid

No.	Item	Importance	Satisfaction
1	Thefinancial aidprocessiseasytounderstand.		
2	Thefinancial aidstaffisprofessionalandhelpful.		
3	Thefinancial aidofficehas helpedmetomeetmy programcosts.		

6. Counseling

No.	Item	Importance	Satisfaction
1	The counselor(s)show genuineconcernfor students.		
2	The counselor(s)communicatedeffectivelywithme.		
3	The counselor(s)wereopenandhonest with me.		

7. Facilities and Equipment

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