

Completer Satisfaction Surveys – Advanced Programs
Satisfaction of Completers (A.4.2)

Advanced programs are drafting plans for completer satisfaction data collection through alumni surveys of recent completers in the respective advanced programs. Deployment of the finalized surveys is proposed for spring 2020. Copies of the draft survey instruments are provided in the following pages.

**University of Texas of the Permian Basin
Counseling Program | College of Education**

Alumni Survey

Faculty in the UTPB Counseling Program would like to obtain feedback from you to assist our efforts to improve the quality of education obtained from our clinical and school counseling programs. The results of this survey will afford us objective and anonymous feedback that will be useful in addressing all areas of the program. Please take 5-6 minutes to complete the following survey.

1. Gender Male Female
2. Ethnicity Caucasian Hispanic African American Asian American Other: _____
3. Identify the semester/year did you begin your counseling program: _____
4. Identify the semester/year that you graduated: _____
5. Current Employment: Full-time part-time less than part-time not employed
6. Employer: _____
7. Supervisor: _____
8. Supervisor Email: _____
9. Are you currently employed in as a counselor? Yes No
10. Please indicate type your current employment setting:

<input type="checkbox"/> Community Agency	<input type="checkbox"/> General Hospital
<input type="checkbox"/> Outpatient Clinic	<input type="checkbox"/> Psychiatric Hospital
<input type="checkbox"/> Elementary or Secondary School	<input type="checkbox"/> Other inpatient setting 3
<input type="checkbox"/> College or University Counseling	<input type="checkbox"/> Independent practice
<input type="checkbox"/> Community or Junior College	<input type="checkbox"/> Non-Mental Health
<input type="checkbox"/> Veteran's Hospital	<input type="checkbox"/> Other: _____
11. Licenses, Credentials, and Certificates. Select all that apply
 - Licensed Professional Counselor
 - Licensed Professional Counselor – Intern
 - Certified School Counselor
 - Not yet taken a certification or license exam
 - Taken but not passed certification or license exam
 - Other: _____
12. Professional Membership(s)
 - American Counseling Association
 - Texas Counseling Association
 - Permian Basin Counseling Association
 - Texas School Counseling Association
 - American School Counseling Association
 - Other: _____
13. How many months did it take you to find employment after graduating? _____

Continue to the next page.

14. Answer the items using the following scale:

ES = Extremely Satisfied, S = Satisfied, N = Neutral, U = Unsatisfied, EU = Extremely Unsatisfied

How satisfied are you in how the UTPB Counseling Department prepared you to do the following tasks.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
Identify and address ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise ethical reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become a contributing member of the counseling profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to collaborating with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct case conceptualization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ appropriate interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ evidence-based & culturally responsive therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate and utilize counseling research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocate for the counseling profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocate for clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of issues across the life span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilize appropriate counseling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively facilitate therapeutic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Client assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to crisis/emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work as a part of an interdisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate roles & functions of a professional counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relationship between wellness & professional effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate dispositions for the counseling profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address competencies to address personal, social, academic and career concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with parents, educators, and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter the field as a beginning counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

15. What do you see as the major strengths of the Counseling Department?

16. What do you see as the major areas in need of improvement in the Counseling Department ?

17. Please provide any additional feedback.

University of Texas of the Permian Basin
Literacy / Reading Specialist Program | College of Education

Alumni Survey

Faculty in the UTPB Literacy / Reading Specialist Program would like to obtain feedback from you to assist our efforts to improve the quality of education obtained from our literacy / Reading Specialist Program. The results of this survey will provide us with objective and anonymous feedback that will be useful in addressing all areas of the program. It will take no more than 10 minutes to complete this survey.

1. Gender Male Female
2. Ethnicity Caucasian Hispanic African American Asian American Other: _____
3. Identify the semester/year did you begin your Literacy / Reading Specialist Program:
4. Identify the semester/year that you graduated: _____
5. Current Employment: Full-time part-time less than part-time not employed
6. Employer: _____
7. Supervisor: _____
8. Supervisor Email: _____
9. Are you currently employed in as a reading specialist? Yes No
10. Please indicate type your current employment setting:
 - Elementary teacher
 - Elementary reading specialist
 - Secondary teacher
 - College or University
 - Community or Junior College
 - Secondary reading specialist
 - Other: _____
11. Certificates. Select all that apply
 - Certified teacher
 - Certified reading specialist
 - Not yet taken a certification exam
 - Taken but not passed certification exam
 - Other: _____
12. Professional Membership(s). Select all that apply
 - International Literacy Association
 - Texas Association Literacy Education
 - National Council of Teachers of English
 - Association of Literacy Educators and Researchers
 - Literacy Research Association
 - Other: _____
13. How many months did it take you to find employment after graduating? _____

Continue to the next page.

14. Answer the items using the following scale:

ES = Extremely Satisfied, S = Satisfied, N = Neutral, U = Unsatisfied, EU = Extremely Unsatisfied

How satisfied are you in how the UTPB Literacy Department prepared you to do the following tasks:

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
apply knowledge of the interrelated components of reading across all developmental stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of the interrelated components of oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of the interrelated components of written language in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conduct literacy assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyze literacy assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of reading difficulties to promote literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of dyslexia to promote literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of reading disabilities to promote literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide integrated literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
utilize appropriate methods to address the varied learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
utilize appropriate resources to address the varied learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaborate with educational stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate with educational stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
design professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
implement professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
integrate digital technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
foster a positive climate that supports a literacy-rich learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participate in professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply theory and best practices in literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. What do you see as the major strengths of our program?

16. What do you see as the major areas in need of improvement in our program?

17. Please provide any additional feedback you have on the program.

University of Texas of the Permian Basin
MA in Educational Leadership – Principal | College of Education

Alumni Survey

Faculty in the UTPB MA in Educational Leadership program would like to obtain feedback from you to assist our efforts to improve the quality of education obtained from our Principal Preparation Program. The results of this survey will provide us with objective and anonymous feedback that will be useful in addressing all areas of the program. It will take no more than 10 minutes to complete this survey.

1. Gender Male Female
2. Ethnicity Caucasian Hispanic African American Asian American Other: _____
3. Identify the semester/year did you begin your principal preparation program:
4. Identify the semester/year that you graduated: _____
5. Current Employment: Full-time part-time less than part-time not employed
6. Employer: _____
7. Supervisor: _____
8. Supervisor Email: _____
9. Are you currently employed in as a campus administrator (assistant principal or principal)? Yes No
10. Please indicate type your current employment setting:
 Elementary or Secondary School
 Other: _____
11. Texas Licenses, Credentials, and Certificates. Select all that apply
 Principal Certification
 Principal as Instructional Leader Certification
 Not yet taken a certification or license exam
 Successfully passed the 268 exam but not the 368/PASL
 Successfully completed the 368/PASL but not the 268 exam.
 Taken but not passed certification or license exam
 Not a candidate for certification in Texas
 Other: _____
12. Professional Membership(s)
 Texas Association of Secondary School Principals (TASSP)
 Other: _____
13. How many months did it take you to find employment after graduating? _____

Continue to the next page.

14. Answer the items using the following scale:

ES = Extremely Satisfied, S = Satisfied, N = Neutral, U = Unsatisfied, EU = Extremely Unsatisfied

How satisfied are you in how the UTPB Department of Educational Leadership prepared you to do the following tasks.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
establish and implement a shared vision for all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
establish and implement a culture of high expectations for all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work with stakeholders as key partners to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaboratively develop high-quality instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaboratively implement high-quality instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monitor classroom instruction for teacher effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monitor classroom instruction for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assess classroom instruction to promote student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assess classroom instruction to promote teacher effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide feedback, coaching, and professional development to staff through evaluation and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know how to reflect on your own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grow professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote high-quality teaching by using selection, placement, and retention practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote teacher excellence and growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop relationships with internal and external stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
select appropriate communication strategies for particular audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve student outcomes through organizational collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve student outcomes through resiliency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve student outcomes through change management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaboratively determine goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
implement strategies aligned with the school vision that support teacher effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
implement strategies aligned with the school vision that support positive student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide administrative leadership through the coordination of school operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide administrative leadership through the coordination of positive student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide administrative leadership through policy implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide administrative leadership through resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide ethical leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure student access to effective educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure student access to effective programs					

ensure student access to effective services					
advocate for children					

15. What do you see as the major strengths of our program?

16. What do you see as the major areas in need of improvement in our program?

17. Please provide any additional feedback you have on the program.

University of Texas of the Permian Basin
Superintendent Certification Preparation Program, College of Education

Alumni Survey

Faculty in the UTPB Superintendent Certification preparation program would like to obtain feedback from you to assist our efforts to improve the quality of education obtained from our Superintendent Certification Preparation Program. The results of this survey will provide us with objective and anonymous feedback that will be useful in addressing all areas of the program. It will take no more than 10 minutes to complete this survey.

1. Gender Male Female
2. Ethnicity Caucasian Hispanic African American Asian American Other: _____
3. Identify the semester/year did you begin your superintendent certification preparation program:
4. Identify the semester/year that you graduated: _____
5. Current Employment: Full-time part-time less than part-time not employed
6. Employer: _____
7. Supervisor: _____
8. Supervisor Email: _____
9. Are you currently employed in as a district administrator (assistant superintendent or superintendent)?
 Yes No
10. Please indicate type your current employment setting
 Elementary or Secondary School
 District Office (or Comparable)
 Other: _____
11. Texas Licenses, Credentials, and Certificates. Select all that apply
 Superintendent Certification
 Not yet taken a certification or license exam
 Taken but not passed certification or license exam
 Not a candidate for certification in Texas
 Other: _____
12. Professional Membership(s)
 Texas Association of Secondary School Principals (TASSP)
 Other: _____
13. How many months did it take you to find employment after graduating? _____

Continue to the next page.

14. Answer the items using the following scale:

ES = Extremely Satisfied, S = Satisfied, N = Neutral, U = Unsatisfied, EU = Extremely Unsatisfied

How satisfied are you in how the UTPB Department of Educational Leadership prepared you to do the following tasks.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
shape district by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote the success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act with integrity, fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate and collaborate with families and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respond to diverse community interests and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mobilize community resources to ensure educational success for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respond to and influence the larger political, social, economic, legal and cultural context, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with the board of trustees, to achieve the district's educational vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facilitate the planning and implementation of strategic plans that					
enhance teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure alignment among curriculum, curriculum resources and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the current accountability system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote the use of varied assessments to measure student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advocate, promote and sustain					
an instructional program conducive to student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A district culture that support staff professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
implement a staff evaluation and development system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
select appropriate models for supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve performance through staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply organizational, decision-making and problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply effective leadership to manage					
district's physical plant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
district budgeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resource utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
technology applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure a safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure an effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

comply with federal requirements					
comply with state requirements					
facilitate positive change in varied contexts.					

15. What do you see as the major strengths of our program?

16. What do you see as the major areas in need of improvement in our program?

17. Please provide any additional feedback you have on the program.

**University of Texas of the Permian Basin
Special Education Diagnostician | College of Education**

Alumni Survey

Faculty in the UTPB Special Education Diagnostician Program would like to obtain feedback from you to assist our efforts to improve the quality of education obtained from our program. The results of this survey will provide us with objective and anonymous feedback that will be useful in addressing all areas of the program. It will take no more than 10 minutes to complete this survey.

1. Gender Male Female
2. Ethnicity Caucasian Hispanic African American Asian American Other: _____
3. Identify the semester/year you began your diagnostician program: _____
4. Identify the semester/year that you graduated: _____
5. Current Employment: Full-time part-time less than part-time not employed
6. Employer: _____
7. Supervisor: _____
8. Supervisor Email: _____
9. Are you currently employed in as a diagnostician? Yes No
10. Please indicate type your current employment setting:

<input type="checkbox"/> Community Agency	<input type="checkbox"/> Psychiatric Hospital
<input type="checkbox"/> Elementary School	<input type="checkbox"/> Other inpatient setting 3
<input type="checkbox"/> Secondary School	<input type="checkbox"/> Independent practice
<input type="checkbox"/> Community or Junior College	<input type="checkbox"/> Other: _____
11. Licenses, Credentials, and Certificates. Select all that apply
 - Certified diagnostician
 - Certified teacher
 - Not yet taken a certification exam
 - Taken but not passed certification or license exam
 - Other: _____
12. How many months did it take you to find employment after graduating? _____

Continue to the next page.

13. Answer the items using the following scale:
ES = Extremely Satisfied, S = Satisfied, N = Neutral, U = Unsatisfied, EU = Extremely Unsatisfied

How satisfied are you in how the UTPB Special Education Diagnostician Program prepared you to do the following tasks.

	Extremely Satisfied	Satisfied	Neutral	Unsatisfied	Extremely Unsatisfied
use valid and reliable assessment practices to minimize bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
minimize bias in assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

design and implement assessments to evaluate the effectiveness of practices and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conduct, evaluate, and use inquiry to guide professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluate research and inquiry to identify effective practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
support and use linguistically and culturally responsive practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model high professional expectations and ethical practice, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model and promote respect for all individuals and facilitate ethical professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participate in professional development and professional learning communities to increase professional knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facilitate and participate in the preparation and induction of prospective special educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote the advancement of the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use culturally responsive practices to enhance collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What do you see as the major strengths of our program?

15. What do you see as the major areas in need of improvement in our program?

16. Please provide any additional feedback you have on the program.