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

Advanced programs have written plans for completer satisfaction data collection through alumni surveys of recent completers in the respective advanced programs. Implementation of the surveys did not occur in 2019-2020 due to the impact of COVID-19 disruptions in employing school districts and at the EPP. Copies of the 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:

☐ Community Agency   ☐ General Hospital
☐ Outpatient Clinic   ☐ Psychiatric Hospital
☐ Elementary or Secondary School ☐ Other inpatient setting 3
☐ College or University Counseling ☐ Independent practice
☐ Community or Junior College   ☐ Non-Mental Health
☐ Veteran's Hospital   ☐ 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	☐	☐	☐	☐	☐
Exercise ethical reasoning	☐	☐	☐	☐	☐
Become a contributing member of the counseling profession	☐	☐	☐	☐	☐
Commitment to collaborating with others	☐	☐	☐	☐	☐
Conduct case conceptualization	☐	☐	☐	☐	☐
Employ appropriate interventions	☐	☐	☐	☐	☐
Employ evidence-based & culturally responsive therapy	☐	☐	☐	☐	☐
Evaluate and utilize counseling research	☐	☐	☐	☐	☐
Advocate for the counseling profession	☐	☐	☐	☐	☐
Advocate for clients	☐	☐	☐	☐	☐
Demonstrate awareness of issues across the life span	☐	☐	☐	☐	☐
Utilize appropriate counseling skills	☐	☐	☐	☐	☐
Effectively facilitate therapeutic groups	☐	☐	☐	☐	☐
Client assessment	☐	☐	☐	☐	☐
Respond to crisis/emergency situations	☐	☐	☐	☐	☐
Work as a part of an interdisciplinary team	☐	☐	☐	☐	☐
Demonstrate roles & functions of a professional counselor	☐	☐	☐	☐	☐
Understand the relationship between wellness & professional effectiveness	☐	☐	☐	☐	☐
Demonstrate dispositions for the counseling profession	☐	☐	☐	☐	☐
Address competencies to address personal, social, academic and career concerns.	☐	☐	☐	☐	☐
Collaborate with parents, educators, and other professionals	☐	☐	☐	☐	☐
Enter the field as a beginning counselor	☐	☐	☐	☐	☒

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	☐	☐	☐	☐	☐
apply knowledge of the interrelated components of oral language	☐	☐	☐	☐	☐
apply knowledge of the interrelated components of written language in instruction	☐	☐	☐	☐	☐
conduct literacy assessments	☐	☐	☐	☐	☐
analyze literacy assessments	☐	☐	☐	☐	☐
apply knowledge of reading difficulties to promote literacy	☐	☐	☐	☐	☐
apply knowledge of dyslexia to promote literacy	☐	☐	☐	☐	☐
apply knowledge of reading disabilities to promote literacy	☐	☐	☐	☐	☐
provide integrated literacy instruction	☐	☐	☐	☐	☐
utilize appropriate methods to address the varied learning needs of all students	☐	☐	☐	☐	☐
utilize appropriate resources to address the varied learning needs of all students	☐	☐	☐	☐	☐
collaborate with educational stakeholders	☐	☐	☐	☐	☐
communicate with educational stakeholders	☐	☐	☐	☐	☐
design professional development programs	☐	☐	☐	☐	☐
implement professional development programs	☐	☐	☐	☐	☐
integrate digital technologies	☐	☐	☐	☐	☐
foster a positive climate that supports a literacy-rich learning environment	☐	☐	☐	☐	☐
participate in professional learning	☐	☐	☐	☐	☐
apply theory and best practices in literacy instruction	☐	☐	☐	☐	☐

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.

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	☐	☐	☐	☐	☐
establish and implement a culture of high expectations for all stakeholders	☐	☐	☐	☐	☐
work with stakeholders as key partners to support student learning.	☐	☐	☐	☐	☐
collaboratively develop high-quality instruction	☐	☐	☐	☐	☐
collaboratively implement high-quality instruction	☐	☐	☐	☐	☐
monitor classroom instruction for teacher effectiveness	☐	☐	☐	☐	☐
monitor classroom instruction for student achievement	☐	☐	☐	☐	☐
assess classroom instruction to promote student achievement	☐	☐	☐	☐	☐
assess classroom instruction to promote teacher effectiveness	☐	☐	☐	☐	☐
provide feedback, coaching, and professional development to staff through evaluation and supervision	☐	☐	☐	☐	☐
Know how to reflect on your own practice	☐	☐	☐	☐	☐
Grow professionally	☐	☐	☐	☐	☐
promote high-quality teaching by using selection, placement, and retention practices	☐	☐	☐	☐	☐
promote teacher excellence and growth	☐	☐	☐	☐	☐
develop relationships with internal and external stakeholders	☐	☐	☐	☐	☐
select appropriate communication strategies for particular audiences	☐	☐	☐	☐	☐
improve student outcomes through organizational collaboration	☐	☐	☐	☐	☐
improve student outcomes through resiliency	☐	☐	☐	☐	☐
improve student outcomes through change management.	☐	☐	☐	☐	☐
collaboratively determine goals	☐	☐	☐	☐	☐
implement strategies aligned with the school vision that support teacher effectiveness	☐	☐	☐	☐	☐
implement strategies aligned with the school vision that support positive student outcomes	☐	☐	☐	☐	☐
provide administrate leadership through the coordination of school operations	☐	☐	☐	☐	☐
provide administrate leadership through the coordination of positive student outcomes	☐	☐	☐	☐	☐
provide administrate leadership through policy implementation	☐	☐	☐	☐	☐
provide administrate leadership through resource management	☐	☐	☐	☐	☐
provide ethical leadership	☐	☐	☐	☐	☐
ensure student access to effective educators	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
promote the success of all students.	☐	☐	☐	☐	☐
act with integrity, fairness	☐	☐	☐	☐	☐
act in an ethical manner	☐	☐	☐	☐	☐
communicate and collaborate with families and community members	☐	☐	☐	☐	☐
respond to diverse community interests and needs	☐	☐	☐	☐	☐
mobilize community resources to ensure educational success for all students	☐	☐	☐	☐	☐
respond to and influence the larger political, social, economic, legal and cultural context, including	☐	☐	☐	☐	☐
Work with the board of trustees, to achieve the district's educational vision.	☐	☐	☐	☐	☐
facilitate the planning and implementation of strategic plans that					
enhance teaching and learning	☐	☐	☐	☐	☐
ensure alignment among curriculum, curriculum resources and assessment	☐	☐	☐	☐	☐
use the current accountability system	☐	☐	☐	☐	☐
promote the use of varied assessments to measure student performance.	☐	☐	☐	☐	☐
advocate, promote and sustain					
an instructional program conducive to student learning	☐	☐	☐	☐	☐
A district culture that support staff professional growth.	☐	☐	☐	☐	☐
implement a staff evaluation and development system	☐	☐	☐	☐	☐
select appropriate models for supervision	☐	☐	☐	☐	☐
improve performance through staff development	☐	☐	☐	☐	☐
Apply organizational, decision-making and problem-solving skills	☐	☐	☐	☐	☐
Apply effective leadership to manage					
district's physical plant.	☐	☐	☐	☐	☐
district budgeting.	☐	☐	☐	☐	☐
resource utilization.	☐	☐	☐	☐	☐
personnel.	☐	☐	☐	☐	☐
technology applications.	☐	☐	☐	☐	☐
ensure a safe learning environment.	☐	☐	☐	☐	☐
ensure an effective learning environment.	☐	☐	☐	☐	☐

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.

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:

    ☐ Community Agency   ☐ Psychiatric Hospital
    ☐ Elementary School   ☐ Other inpatient setting 3
    ☐ Secondary School   ☐ Independent practice
    ☐ Community or Junior College   ☐ 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.	☐	☐	☐	☐	☐
minimize bias in assessment.	☐	☐	☐	☐	☐

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

advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.	☐	☐	☐	☐	☐
model high professional expectations and ethical practice, and	☐	☐	☐	☐	☐
model and promote respect for all individuals and facilitate ethical professional practice.	☐	☐	☐	☐	☐
participate in professional development and professional learning communities to increase professional knowledge and expertise.	☐	☐	☐	☐	☐
plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.	☐	☐	☐	☐	☐
facilitate and participate in the preparation and induction of prospective special educators.	☐	☐	☐	☐	☐
promote the advancement of the profession.	☐	☐	☐	☐	☐
collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	☐	☐	☐	☐	☐
use culturally responsive practices to enhance collaboration.	☐	☐	☐	☐	☐
use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.	☐	☐	☐	☐	☐
collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.	☐	☐	☐	☐	☐

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.