

Employer Satisfaction

School Administration Employer Survey Results: All responses from 2021, 2022, and 2023 surveys

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		
Preparation Section								
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	19	79.2%	5	20.8%		0.0%	24	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	17	70.8%	7	29.2%		0.0%	24	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	19	79.2%	5	20.8%		0.0%	24	100.0%
Exhibits an attitude of care for the holistic well-being of students.	19	79.2%	5	20.8%		0.0%	24	100.0%
Implements research-based educational leadership practices.	15	62.5%	8	33.3%	1	4.2%	24	95.8%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	19	79.2%	5	20.8%		0.0%	24	100.0%
Uses culturally responsive practices that acknowledge and value diversity.	14	58.3%	10	41.7%		0.0%	24	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	16	66.7%	8	33.3%		0.0%	24	100.0%
Uses technology effectively to support student and faculty development in a school leadership role.	17	70.8%	7	29.2%		0.0%	24	100.0%
Overall Impression Section								
Had a positive experience with the program.	15	75.0%	5	25.0%		0.0%	*20	100.0%

Based on the effect the program had on our alumnus' professional development in administration or leadership, I would recommend (or have recommended) this program to others.	14	63.6%	8	36.4%		0.0%	*22	100.0%
The program holds a positive reputation among people I know in the field.	15	75.0%	5	25.0%		0.0%	*20	100.0%
Grand Total	199	71.6%	78	28.1%	1	0.4%	278	99.6%

Notes:

- Percentages are calculated as the percent of the row total.
- Green fill indicates total N>9 for the row.
- No responses of “strongly disagree” were recorded.

*Responses of “No Basis for Response” were removed. This explains some questions with a lower count of responses than the others.

School Administration Employer Survey Results: All responses from 2021, 2022, and 2023 surveys Disaggregated by Survey Year

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		
20/21 (Subtotal)	73	77.7%	20	21.3%	1	1.1%	94	98.94%
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	8	100.0%		0.0%		0.0%	8	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	6	75.0%	2	25.0%		0.0%	8	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	7	87.5%	1	12.5%		0.0%	8	100.0%
Exhibits an attitude of care for the holistic well-being of students.	7	87.5%	1	12.5%		0.0%	8	100.0%
Implements research-based educational leadership practices.	5	62.5%	2	25.0%	1	12.5%	8	87.5%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	7	87.5%	1	12.5%		0.0%	8	100.0%
Uses culturally responsive practices that acknowledge and value diversity.	4	50.0%	4	50.0%		0.0%	8	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	6	75.0%	2	25.0%		0.0%	8	100.0%
Uses technology effectively to support student and faculty development in a school leadership role.	6	75.0%	2	25.0%		0.0%	8	100.0%
Had a positive experience with the program.	7	87.5%	1	12.5%		0.0%	8	100.0%
Based on the effect the program had on our alumnus' professional development in administration or leadership, I would	5	71.4%	2	28.6%		0.0%	*7	100.0%

recommend (or have recommended) this program to others.								
The program holds a positive reputation among people I know in the field.	5	71.4%	2	28.6%		0.0%	*7	100.0%
21/22 (Subtotal)	60	73.2%	22	26.8%		0.0%	82	100.0%
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	5	71.4%	2	28.6%		0.0%	7	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	5	71.4%	2	28.6%		0.0%	7	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	5	71.4%	2	28.6%		0.0%	7	100.0%
Exhibits an attitude of care for the holistic well-being of students.	5	71.4%	2	28.6%		0.0%	7	100.0%
Implements research-based educational leadership practices.	5	71.4%	2	28.6%		0.0%	7	100.0%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	5	71.4%	2	28.6%		0.0%	7	100.0%
Uses culturally responsive practices that acknowledge and value diversity.	5	71.4%	2	28.6%		0.0%	7	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	4	57.1%	3	42.9%		0.0%	7	100.0%
Uses technology effectively to support student and faculty development in a school leadership role.	4	57.1%	3	42.9%		0.0%	7	100.0%
Had a positive experience with the program.	5	83.3%	1	16.7%		0.0%	*6	100.0%
Based on the effect the program had on our alumnus' professional development in administration or leadership, I would recommend (or have recommended) this program to others.	6	85.7%	1	14.3%		0.0%	7	100.0%

The program holds a positive reputation among people I know in the field.	6	100.0%		0.0%		0.0%	*6	100.0%
22/23 (Subtotal)	66	64.7%	36	35.3%		0.0%	102	100.0%
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	6	66.7%	3	33.3%		0.0%	9	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	6	66.7%	3	33.3%		0.0%	9	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	7	77.8%	2	22.2%		0.0%	9	100.0%
Exhibits an attitude of care for the holistic well-being of students.	7	77.8%	2	22.2%		0.0%	9	100.0%
Implements research-based educational leadership practices.	5	55.6%	4	44.4%		0.0%	9	100.0%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	7	77.8%	2	22.2%		0.0%	9	100.0%
Uses culturally responsive practices that acknowledge and value diversity.	5	55.6%	4	44.4%		0.0%	9	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	6	66.7%	3	33.3%		0.0%	9	100.0%
Uses technology effectively to support student and faculty development in a school leadership role.	7	77.8%	2	22.2%		0.0%	9	100.0%
Had a positive experience with the program.	3	50.0%	3	50.0%		0.0%	*6	100.0%
Based on the effect the program had on our alumnus' professional development in administration or leadership, I would recommend (or have recommended) this program to others.	3	37.5%	5	62.5%		0.0%	*8	100.0%
The program holds a positive reputation among people I know in the field.	4	57.2%	3	42.9%		0.0%	*7	100.0%

Grand Total	199	71.6%	78	28.1%	1	0.4%	278	99.6%
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Notes:

- Percentages are calculated as the percent of the row total.
- For rows marked "(Subtotal)," the counts are an aggregate of the counts below them in the hierarchy.
- Green fill indicates Total N>9 for the row.
- No responses of "strongly disagree" were recorded.

*Responses of "No Basis for Response" were removed. This explains some questions with a lower count of responses than the others.

Special Education Employer Survey Results: All responses from 2021, 2022, and 2023 surveys

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		
Preparation Section								
Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	2	40.0%	3	60.0%		0.0%	5	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	3	60.0%	2	40.0%		0.0%	5	100.0%
Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.	3	60.0%	2	40.0%		0.0%	5	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	3	60.0%	1	20.0%	1	20.0%	5	80.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.	3	60.0%	1	20.0%	1	20.0%	5	80.0%
Our alumnus: Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.	3	60.0%	1	20.0%	1	20.0%	5	80.0%
Our alumnus: Selects and administers appropriate assessments	3	60.0%	2	40.0%		0.0%	5	100.0%

and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.								
Our alumnus: Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.	3	60.0%	2	40.0%		0.0%	5	100.0%
Our alumnus: Uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.	4	80.0%	1	20.0%		0.0%	5	100.0%
Our alumnus: Exhibits an attitude of care for the holistic well-being of students.	4	80.0%	1	20.0%		0.0%	5	100.0%
Overall Impression Section								
Based on the effect the program had on my teacher's professional development, I would recommend (or have recommended) this program to others.	3	75.0%	1	25.0%		0.0%	*4	100.0%
The program holds a positive reputation among people I know in the field.	2	50.0%	2	50.0%		0.0%	*4	100.0%
The teacher had a positive experience with the program.	3	75.0%	1	25.0%		0.0%	*4	100.0%
Grand Total	39	62.9%	20	32.3%	3	4.8%	62	95.2%

Notes:

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- Green fill indicates Total N>9 for the row.
- No responses of "strongly disagree" were recorded.

*Responses of "No Basis for Response" were removed. This explains some questions with a lower count of responses than the others.

Special Education Employer Survey Results: All responses from 2021, 2022, and 2023 surveys Disaggregated by Survey Year

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		
20/21 (Subtotal)		0.0%	7	70.0%	3	30.0%	10	70.0%
Preparation Section								
Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.		0.0%		0.0%	1	100.0%	1	0.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.		0.0%		0.0%	1	100.0%	1	0.0%

Our alumnus: Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.		0.0%		0.0%	1	100.0%	1	0.0%
Our alumnus: Selects and administers appropriate assessments and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.		0.0%	1	100.0%		0.0%	1	100.0%
Our alumnus: Exhibits an attitude of care for the holistic well-being of students.		0.0%	1	100.0%		0.0%	1	100.0%
21/22 (Subtotal)	24	92.3%	2	7.7%		0.0%	26	100.0%
Preparation Section								
Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	1	50.0%	1	50.0%		0.0%	2	100.0%

Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Selects and administers appropriate assessments and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Selects evidence-based instructional	2	100.0%		0.0%		0.0%	2	100.0%

strategies and resources and implements them effectively to meet exceptional learning needs.								
Our alumnus: Uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Exhibits an attitude of care for the holistic well-being of students.	2	100.0%		0.0%		0.0%	2	100.0%
Overall Impression Section								
Based on the effect the program had on my teacher's professional development, I would recommend (or have recommended) this program to others.	2	100.0%		0.0%		0.0%	2	100.0%
The program holds a positive reputation among people I know in the field.	1	50.0%	1	50.0%		0.0%	2	100.0%
The teacher had a positive experience with the program.	2	100.0%		0.0%		0.0%	2	100.0%
22/23 (Subtotal)	15	57.7%	11	42.3%		0.0%	26	100.0%
Preparation Section								
Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	1	50.0%	1	50.0%		0.0%	2	100.0%

Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Selects and administers appropriate assessments and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.	1	50.0%	1	50.0%		0.0%	2	100.0%
Our alumnus: Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.	1	50.0%	1	50.0%		0.0%	2	100.0%

Our alumnus: Uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.	2	100.0%		0.0%		0.0%	2	100.0%
Our alumnus: Exhibits an attitude of care for the holistic well-being of students.	2	100.0%		0.0%		0.0%	2	100.0%
Overall Impression Section								
Based on the effect the program had on my teacher's professional development, I would recommend (or have recommended) this program to others.	1	50.0%	1	50.0%		0.0%	2	100.0%
The program holds a positive reputation among people I know in the field.	1	50.0%	1	50.0%		0.0%	2	100.0%
The teacher had a positive experience with the program.	1	50.0%	1	50.0%		0.0%	2	100.0%
Grand Total	39	62.9%	20	32.3%	3	4.8%	62	95.2%

Notes:

- Percentages are calculated as the percent of the row total.
- For rows marked "(Subtotal)," the counts are an aggregate of the counts below them in the hierarchy.
- Red fill indicates <80% for the row.
- No responses of "strongly disagree" were recorded.

*Responses of "No Basis for Response" were removed. This explains some questions with a lower count of responses than the others.