

Employer Satisfaction Survey

Advanced Employer Surveys are designed specifically for each advanced program. These surveys collect data on employer satisfaction with program preparation as it relates to standard-aligned completer outcomes. They also gather feedback on employers' and the broader community's overall perceptions of the program.

Table 1

School Administration Employer Survey Results: All responses from 2023, 2024, and 2025 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.	39	69.6%	17	30.4%	0	0.0%	56	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	32	57.1%	24	42.9%	0	0.0%	56	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	43	76.8%	13	23.2%	0	0.0%	56	100.0%
Exhibits an attitude of care for the holistic well-being of students.	43	76.8%	13	23.2%	0	0.0%	56	100.0%
Implements research-based educational leadership practices.	35	62.5%	19	33.9%	2	3.6%	56	96.4%

Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	41	78.8%	9	17.3%	2	3.8%	*52	96.2%
Uses culturally responsive practices that acknowledge and value diversity.	33	58.9%	23	41.1%	0	0.0%	56	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	31	56.4%	21	38.2%	3	5.5%	*55	94.5%
Uses technology effectively to support student and faculty development in a school leadership role.	40	71.4%	15	26.8%	1	1.8%	56	98.2%
Had a positive experience with the program.	30	57.7%	21	40.4%	1	1.9%	*52	98.1%
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.	23	43.4%	30	56.6%	0	0.0%	*53	100.0%
The program holds a positive reputation among people I know in the field.	28	52.8%	25	47.2%	0	0.0%	*53	100.0%
Grand Total	418	63.6%	230	35.0%	9	1.4%	657	98.6%

Notes. Percentages are calculated as the percent of the row total. 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.

Table 2

School Administration Employer Survey Results: All responses from 2023, 2024, & 2025 Disaggregated by Survey Year

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		
22/23 (Subtotal)	66	64.7%	36	35.3%	0	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	0.0%	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	0.0%	9	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	7	77.8%	2	22.2%	0	0.0%	9	100.0%
Exhibits an attitude of care for the holistic well-being of students.	7	77.8%	2	22.2%	0	0.0%	9	100.0%
Implements research-based educational leadership practices.	5	55.6%	4	44.4%	0	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	0.0%	9	100.0%
Uses culturally responsive practices that acknowledge and value diversity.	5	55.6%	4	44.4%	0	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	0.0%	9	100.0%

Uses technology effectively to support student and faculty development in a school leadership role.	7	77.8%	2	22.2%	0	0.0%	9	100.0%
Had a positive experience with the program.	3	50.0%	3	50.0%	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	0.0%	*8	100.0%
The program holds a positive reputation among people I know in the field.	4	57.2%	3	42.9%	0	0.0%	*7	100.0%
23/24 (Subtotal)	112	74.2%	39	25.8%	0	0.0%	151	
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	11	84.6%	2	15.4%	0	0.0%	13	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	7	53.8%	6	46.2%	0	0.0%	13	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	11	84.6%	2	15.4%	0	0.0%	13	100.0%
Exhibits an attitude of care for the holistic well-being of students.	12	92.3%	1	7.7%	0	0.0%	13	100.0%
Implements research-based educational leadership practices.	12	92.3%	1	7.7%	0	0.0%	13	100.0%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	7	53.8%	2	46.2%	0	0.0%	*9	100.0%

Uses culturally responsive practices that acknowledge and value diversity.	9	69.2%	4	30.8%	0	0.0%	13	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	6	46.2%	6	53.8%	0	0.0%	*12	100.0%
Uses technology effectively to support student and faculty development in a school leadership role.	11	84.6%	2	15.4%	0	0.0%	13	100.0%
Had a positive experience with the program.	9	69.2%	4	30.8%	0	0.0%	13	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.	7	53.8%	6	46.2%	0	0.0%	13	100.0%
The program holds a positive reputation among people I know in the field.	10	76.9%	3	23.1%	0	0.0%	13	100.0%
24/25 (Subtotal)	240	59.4%	155	38.4%	9	2.2%	404	97.8%
Advocates for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	22	64.7%	12	35.3%	0	0.0%	34	100.0%
Establishes and maintains a nurturing school environment addressing the physical and mental needs of all.	19	55.9%	15	44.1%	0	0.0%	34	100.0%
Establishes and maintains procedures and practices that provide a safe environment for learning.	25	73.5%	9	26.5%	0	0.0%	34	100.0%
Exhibits an attitude of care for the holistic well-being of students.	24	70.6%	10	29.4%	0	0.0%	34	100.0%

Implements research-based educational leadership practices.	18	52.9%	14	41.2%	2	5.9%	34	94.1%
Upholds and models professional ethics; local, state, and national policies; and legal codes of conduct.	27	79.4%	5	14.7%	2	5.9%	34	94.1%
Uses culturally responsive practices that acknowledge and value diversity.	19	55.9%	15	44.1%	0	0.0%	34	100.0%
Uses data to anticipate, monitor, and respond to educational developments affecting the school.	19	55.9%	12	35.3%	3	8.8%	34	91.2%
Uses technology effectively to support student and faculty development in a school leadership role.	22	64.7%	11	32.4%	1	2.9%	34	97.1%
Had a positive experience with the program.	18	54.5%	14	42.4%	1	3.0%	*33	97.0%
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.	13	40.6%	19	59.4%	0	0.0%	*32	100.0%
The program holds a positive reputation among people I know in the field.	14	42.4%	19	57.6%	0	0.0%	*33	100.0%

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. 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.

Table 3

Special Education Employer Survey Results: All Responses from 2023, 2024, and 2025 Surveys

	Strongly Agree	Agree	Disagree	Total N	Percent at Strongly
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Row Labels	N	%	N	%	N	%	Agree or Agree	
Preparation Section								
Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	7	58.3%	5	41.7%	0	0.0%	12	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	6	50.0%	6	50.0%	0	0.0%	12	100.0%
Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.	7	58.3%	5	41.7%	0	0.0%	12	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	7	58.3%	5	41.7%	0	0.0%	12	100.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.	7	58.3%	5	41.7%	0	0.0%	12	100.0%
Our alumnus: Identifies diverse cultural and linguistic	6	50.0%	6	50.0%	0	0.0%	12	100.0%

needs and utilizes available technologies to develop culturally responsive learning plans.

Our alumnus:

Selects and administers appropriate assessments and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.

5 41.7% 7 58.3% 0 0.0% 12 100.0%

Our alumnus:

Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.

6 50.0% 6 50.0% 0 0.0% 12 100.0%

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.

7 58.3% 5 41.7% 0 0.0% 12 100.0%

Our alumnus:

Exhibits an attitude of care for the holistic well-being of students.

10 83.3% 2 16.7% 0 0.0% 12 100.0%

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.

7 58.3% 5 41.7% 0 0.0% 12 100.0%

The program holds a positive reputation among people I know in the field.

5 45.5% 6 54.5% 0 0.0% *11 100.0%

The teacher had a positive experience with the program.	7	63.6%	3	27.3%	1	9.1%	*11	90.9%
Grand Total	87	56.5%	66	42.9%	1	0.6%	154	99.4%

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. 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.

Table 4

Special Education Employer Survey Results: All responses from 2023, 2024, & 2025 Disaggregated by Survey Year

Row Labels	Strongly Agree		Agree		Disagree		Total N	Percent at Strongly Agree or Agree
	N	%	N	%	N	%		

22/23 (Subtotal)	15	57.7%	11	42.3%	0	0.0%	26	100.0%
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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	0.0%	2	100.0%
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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	0.0%	2	100.0%
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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	0.0%	2	100.0%
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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	0.0%	2	100.0%
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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	0.0%	2	100.0%
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Our alumnus:

Identifies diverse cultural and linguistic

1	50.0%	1	50.0%	0	0.0%	2	100.0%
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needs and utilizes available technologies to develop culturally responsive learning plans.

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 0.0% 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 0.0% 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 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 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 0.0% 2 100.0%

The program holds a positive reputation among people I know in the field.

1 50.0% 1 50.0% 0 0.0% 2 100.0%

The teacher had a positive experience with the program.	1	50.0%	1	50.0%	0	0.0%	2	100.0%
23/24 (Subtotal)	4	10.5%	33	86.9%	1	2.6%	38	100%

Preparation Section

Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	1	33.3%	2	66.7%	0	0.0%	3	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	0	0.0%	3	100.0%	0	0.0%	3	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	0.0%	3	100.0%	0	0.0%	3	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	1	33.3%	2	66.7%	0	0.0%	3	100.0%
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%	3	100.0%	0	0.0%	3	100.0%

Our alumnus: Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.	0	0.0%	3	100.0%	0	0.0%	3	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.	0	0.0%	3	100.0%	0	0.0%	3	100.0%
Our alumnus: Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.	0	0.0%	3	100.0%	0	0.0%	3	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	0.0%	3	100.0%	0	0.0%	3	100.0%
Our alumnus: Exhibits an attitude of care for the holistic well-being of students.	1	33.3%	2	66.7%	0	0.0%	3	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.	0	0.0%	3	100.0%	0	0.0%	3	100.0%
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The program holds a positive reputation among people I know in the field.	0	0.0%	3	100.0%	0	0.0%	3	100.0%
The teacher had a positive experience with the program.	1	50.0%	0	0.0%	1	50.0%	*2	50%
24/25 (Subtotal)	68	75.6%	22	24.4%	0	0.0%	90	100.0%

Preparation Section

Our alumnus: Demonstrates strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.	5	71.4%	2	28.6%	0	0.0%	7	100.0%
Our alumnus: Uses knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.	5	71.4%	2	28.6%	0	0.0%	7	100.0%
Our alumnus: Collaborates with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.	6	85.7%	1	14.3%	0	0.0%	7	100.0%
Our alumnus: Demonstrates ethical values and worldview in their professional behaviors with colleagues and students with exceptional needs.	5	71.4%	2	28.6%	0	0.0%	7	100.0%
Our alumnus: Demonstrates the ability to create safe, inclusive learning environments by implementing evidence-based	6	85.7%	1	14.3%	0	0.0%	7	100.0%

behavioral interventions for students with exceptional needs.

Our alumnus:

Identifies diverse cultural and linguistic needs and utilizes available technologies to develop culturally responsive learning plans.

5 71.4% 2 28.6% 0 0.0% 7 100.0%

Our alumnus:

Selects and administers appropriate assessments and analyzes data from multiple sources to make data-driven decisions for students with exceptional needs.

4 57.1% 3 42.9% 0 0.0% 7 100.0%

Our alumnus:

Selects evidence-based instructional strategies and resources and implements them effectively to meet exceptional learning needs.

5 71.4% 2 28.6% 0 0.0% 7 100.0%

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.

5 71.4% 2 28.6% 0 0.0% 7 100.0%

Our alumnus:

Exhibits an attitude of care for the holistic well-being of students.

7 100.0% 0 0.0% 0 0.0% 7 100.0%

Overall Impression Section

Based on the effect the program had on my teacher's professional development,

6 85.7% 1 14.3% 0 0.0% 7 100.0%

I would recommend (or have recommended) this program to others.								
The program holds a positive reputation among people I know in the field.	4	66.7%	2	33.3%	0	0.0%	*6	100.0%
The teacher had a positive experience with the program.	5	71.4%	2	28.6%	0	0.0%	7	100.0%
Grand Total	87	56.5%	66	42.9%	1	0.6%	154	99.4%

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. 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.