In 2013, the Avila University School of Education revised the survey distributed annually to the employers of Master of Arts program candidates. This survey is distributed to the employer of Master of Arts Program graduates approximately one year following the completion of their program. Due to low response rates the timing of this survey is currently being adjusted. The last administration of the survey was in October 2017. The new cycle will be administered in Spring 2019 and will include graduates from Fall 2017 through Fall 2018.

The data provided below is a graphical summary of the mean score by question for the for the most recent five administrations (2013-2017) of the Master of Arts Employer survey for which there were a total of twenty-six respondents. All surveys are scored on the following four-point scale: Strongly Agree (4); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1). All questions follow the stem of “Following the completion of their Master’s program, this candidate demonstrated an enhanced ability to...”

Q1: reflect on their professional practice.
Q2: interpret research and assessment data to implement appropriate changes.
Q3: design, deliver and adapt instruction to meet the individual needs of diverse learners.
Q4: align curriculum with standards and anticipate skill gaps.
Q5: manage classroom dynamics to create a nurturing and respectful classroom environment that encourages student engagement.
Q6: leverage technology to enhance learning and communication.
Q7: nurture the professional growth of novice professionals/colleagues.
Q8: assume leadership responsibilities.
Respondents were further asked to rate their experiences with this Master of Arts graduate with other Master’s prepared professionals with whom they work. The data provided below is a graphical summary of the percent of response by item for the for the most recent five administrations (2013-2017) of the Master of Arts Employer survey. All surveys are scored on the following four-point scale:

- This educator was BETTER PREPARED to assume a leadership role than other Master’s prepared professionals. (4)
- This educator was EQUALLY as PREPARED to assume a leadership role than other Master’s prepared professionals. (3)
- This educator was LESS PREPARED to assume a leadership role than other Master’s prepared professionals. (2)
- This educator was SIGNIFICANTLY LESS PREPARED to assume a leadership role than other Master’s prepared professionals. (1)