UCEA Research Utilization Brief:
FINDINGS FROM THE 2016 INSPIRE-GRADUATE (G) SURVEY

For some time, policy-makers and education constituents have sought greater evidence of educator preparation quality and outcomes. In response to needs for valid and reliable data on both program features and short-term and long-term outcomes, UCEA developed the *INSPIRE* Leadership Survey Suite. The *INSPIRE* Suite of instruments includes: (1) the Preparation Program (PP) Edition that captures major program features (see UCEA Research Brief on *INSPIRE-PP* findings); (2) the Graduate (G) Edition that collects data on recent graduates' demographics, professional background, career intentions and graduates' assessment of their leadership program's quality and their own learning outcomes in standards-related leadership domains; and (3) the Leaders in Practice (LP) and 360 Editions that assess practicing school leaders' performance behaviors and related school conditions from the perspective of multiple educators serving in various roles. This research brief is designed to highlight the latest findings from the administration of the 2016 *INSPIRE* Graduate Edition to a national sample of educational leadership program graduates.

During the Summer of 2016, the *INSPIRE-G* was administered to a national sample of educational leadership program graduates. Almost all respondents had attended a UCEA member institutions' program. Specifically, 1,110 leadership graduates completed the survey, representing 29 institutions and 38 preparation programs, as some institutions included more than one program's graduates in the survey administration.

Graduates' Demographics, Professional Background, and Career Intentions
Tables 1 through 6, which are provided at the end of this research brief, provide information on the program graduates who responded to the INSPIRE-G survey. A clear majority of respondents (64%) were female, and an overwhelming majority of respondents were white, representing almost 78% of the study participants (See

Table 1). Fifty-eight percent of respondents participated in the program to earn a masters degree, whereas approximately 22% did so to earn an administrative license only, without a graduate degree. Another 11% sought a doctoral degree and 8% were seeking a specialist degree (See Table 2). The vast majority of respondents indicated they enrolled in the program to earn a building-level or principal license upon program completion (73%), whereas only 7% sought a district leader or superintendent license and less than 10% were seeking any other type of K-12 administrative license (See Table 3).

The average age of respondents was 40 years old, with a standard deviation of almost 8 years and a range of 25 to 69 years old. On average, graduates had almost 14 years of professional education experience (s.d. = 6.3 years), and approximately 10 years as a classroom teacher, 4 years as a teacher leader, 2.6 years as a school administrator, and over 5 years working in their current school (See Table 4). Approximately 39% of survey respondents were working as a school principal or assistant principal; another 24% were working in other leadership positions (e.g., teacher leader positions), and approximately 31% were working as classroom teachers (See Table 5). Regarding leadership career intentions, approximately 52% of respondents indicated they had assumed a school leadership position while enrolled in the program, whereas another 26% intend to pursue a school leadership position following program completion. By contrast, less than 20% were less certain about pursuing a leadership position in the immediate future, and only 2.4% were definitively not interested in a leadership position (See Table 6).

Graduates' Evaluation of Leadership Preparation Program Quality
Survey respondents gave high marks to their preparation programs' quality. On all major program evaluation scales, graduates' average rating was 4.0 or higher on a 5-point scale, with relatively small standard deviations, suggesting

similar ratings among graduates (See Table 7). In responding to a single item asking graduates to assess their program's Overall Quality, the average rating was over 4.5 on a 5.0 scale (s.d.=.64). The next highest program rating went to Faculty Quality, followed closely by Program Rigor and Relevance. The remaining program elements were each rated approximately 4.2 on the 5-point scale, including Internship Quality, Peer Relationships, and Program Accessibility.

Graduates' Assessment of Their Leadership Learning Outcomes

Graduates similarly rated their learning on key leadership standards and responsibilities, with ratings ranging from 4.0 to 4.5 on a 5-point scale (See Table 8). Learning on Ethical and Professional Norms earned the highest learning outcome rating, followed by Equitable and Supportive Learning Environment, Professional and Organizational Culture, Strategic Leadership/School Improvement, Family and Community Engagement, Instructional Leadership, and Operations and Management. In sum, graduates' ratings suggested confidence that their program learning gave them a strong foundation for school leadership roles and further leadership development.

Closing

The INSPIRE-G offers both preparation programs and the educational leadership field rich data from a wide audience of recent educational leadership preparation program graduates. The 2016 survey participant data— which primarily come from UCEA member institution graduates— suggest a number of things. First, from the program quality assessments, it seems that programs are meeting the perceived needs of program graduates. Second, graduates are largely satisfied with the learning outcomes their programs helped them to achieve. Third, females outnumber male graduates, an on-going trend of the past couple of decades. However, graduates are still disproportionately white, suggesting limited leadership diversity for the many diverse school settings in the country.

Moving forward, participating programs will have the opportunity to access and use multiple types of *INSPIRE* survey results (e.g., leader outcome data from the perspective of other educators, longitudinal data over time, and survey data designed specifically for district leadership preparation programs). *INSPIRE* data may be used for multiple purposes, including: program evaluation, program improvement decisions, accreditation, and state approval.

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Table 1: Race/Ethnicity

Race/Ethnicity		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other (Specify)	13	1.2	1.4	1.4
	Bi-racial/Multi-racial	20	1.8	2.1	3.5
	White	742	66.8	78.7	82.2
	Native Hawaiian or other Pacific Islander	2	.2	.2	82.4
	Hispanic or Latino/a	48	4.3	5.1	87.5
	Black or African American	95	8.6	10.1	97.6
	Asian	18	1.6	1.9	99.5
	American Indian or Alaska Native	5	.5	.5	100.0
	Total	943	85.0	100.0	
Missing		167	15.0		
Total		1110	100.0		

Table 2: Graduate Degree

Graduate Degree		Frequency	Percent	Valid Percent	Cumulative Percent
	Doctoral degree	107	9.6	11.3	11.3
	Specialist's degree (or certificate of advanced studies)	76	6.8	8.0	19.3
	Master's degree	551	49.6	58.0	77.3
	No graduate degree (e.g., licensure only)	207	18.6	21.8	99.1
	No degree, No license/certification	9	.8	.9	100.0
	Total	950	85.6	100.0	
Missing		160	14.4		
Total		1110	Ap100.0		

Table 3: Administrative License

Administrative License		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School building leader /principal license	759	68.4	73.4	73.4
	District-level leadership /superintendent license	72	6.5	7.0	80.4
	K-12 administrative license (e.g., special education leader)	94	8.5	9.1	89.5
	No license or certificate	109	9.8	10.5	100
	Total	1034	93	100.0	
Missing		76	6.8		
Total		1110	100.0		

Table 4: Age & Professional Experience

Age and Professional Experience	N	Min	Max	Mean	Std. Deviation
AGE	932	25	69	40.26	7.927
IN TOTAL, how many years of professional educational experience do you have?	949	2	42	13.88	6.340
How many years have you worked at your CURRENT SCHOOL?	943	0	32	5.37	5.388
How many years of experience do you have in the following positions…… K-12 TEACHER?	926	0	119	10.18	6.592
K-12 TEACHER LEADER? (e.g., teacher leader, department chair, instructional coach)	686	0	22	4.29	4.032
K-12 ADMINISTRATOR? (e.g, principal, assistant principal, central office administrator)	687	0	26	2.59	3.728
OTHER K-12 PROFESSIONAL EDUCATOR? (e.g., school counselor, psychologist, librarian, district level employee)	453	0	21	1.67	3.694
JOB IN ANOTHER TYPE OF EDUCATIONAL AGENCY?	455	0	22	1.81	3.619
JOBS OUTSIDE OF EDUCATION?	937	0	113	5.36	7.305
Valid N (listwise)	357				

Table 5: Current Position

Current Position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Practicing Principal/Asst. Principal	382	34.4	39.1	39.1
	Other Ed Leadership Position (e.g. teacher leader, instructional coach, dept chair, higher ed leadership position)	238	21.4	24.4	63.5
	Classroom teacher	304	27.4	31.1	94.7
	Other	52	4.7	5.3	100.0
	Total	976	87.9	100.0	
Missing		134	12.1		
Total		1110	100.0		

Table 6: Plans to Become A School Leader

Plans to Become A School Leader	Frequency	Percent	Valid Percent	Cumulative Percent
I have become a school leader since enrolling in the program	493	44.4	52.3	52.3
I intend to go into school leadership as soon as possible	242	21.8	25.7	78.0
I think I may go into school leadership someday	148	13.3	15.7	93.7
I am undecided about going into school leadership	36	3.2	3.8	97.5
I do not plan to go into school leadership	23	2.1	2.4	100
Total	942	84.9	100.0	
Missing	168	15.1		
Total	1110	100.0		

Table 7: Program Quality Evaluation

Program Quality Scales (# items)	Reliability	N	Min	Max	Mean	Std. Deviation
OVERALL PROGRAM QUALITY (1)	N/A	859	1	5	4.56	.642
FACULTY QUALITY (4)	.916	923	1.00	5.00	4.5475	.59742
PROGRAM RIGOR & RELEVANCE (7)	.936	922	1.00	5.00	4.4422	.64293
OVERALL INTERNSHIP QUALITY (1)	N/A	778	1	5	4.24	.853
PEER RELATIONSHIPS (3)	.883	919	1.00	5.00	4.2120	.85943
INTERNSHIP QUALITY (7)	.892	776	1.00	5.00	4.1953	.71572
PROGRAM ACCESSIBILITY (5)	.698	918	1.40	5.00	4.1697	.59841
Valid N (listwise)		726				

Table 8: Leadership Learning Outcomes

Learning Outcome Scales (# items)	Reliability	N	Min	Max	Mean	Std. Deviation
ETHICAL & PROF NORMS (4)	.896	916	1.75	5.00	4.5352	.56990
EQUITABLE & SUPPORTIVE LEARNING ENVIRONMENT (4)	.926	884	1.75	5.00	4.4692	.59642
PROFESSIONAL & ORGANIZATIONAL CULTURE (9)	.952	887	1.56	5.00	4.4389	.58634
STRATEGIC LEADERSHIP (5)	.908	913	1.60	5.00	4.4259	.61616
FAMILY & COMMUNITY ENGAGEMENT (6)	.955	879	1.17	5.00	4.3173	.71405
INSTRUCTIONAL LEADERSHIP (9)	.950	898	1.00	5.00	4.2164	.70663
OPERATIONS & MANAGEMENT (6)	.904	909	1.00	5.00	4.0323	.78208
Valid N (listwise)		876				