UCEA Research Utilization Brief:
Findings from the 2017 *INSPIRE*-Graduate (G) Survey

University Council for Educational Administration
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During the past couple of decades, policy-makers and constituents have increased their expectations for education accountability. Given UCEA's long-standing educational leadership preparation and development mission, UCEA has implemented a series of surveys to more effectively assess the quality of leadership preparation programs and their resultant short-term and long-term outcomes. Specifically, UCEA developed and implemented the INSPIRE Leadership Survey Suite which includes: (1) the Preparation Program (PP) Edition that captures and describes major program features; (2) the Graduate (G) Edition that collects data on recent graduates' demographics, professional background, and career intentions as well as graduates' evaluation of their leadership program's quality and their own learning outcomes in standards-based 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 2017 INSPIRE Graduate Edition to a national sample of educational leadership program graduates.

During late Spring, Summer, and early Fall of 2017, the INSPIRE-G survey for school-level leadership preparation was administered to a national sample of educational leadership program graduates. The overwhelming majority of respondents had completed a UCEA member institutions' leadership preparation program within the prior academic term or year. Specifically, 1869 graduates were surveyed from 23 preparation programs; 834 responded to the INSPIRE graduate survey, representing a 45% response rate. This response rate demonstrates

one of the challenges of contacting and collecting follow-up data from graduates after they have completed their program of study.

Graduates' Demographic, Professional, and Career Intention Profiles

Tables 1 through 6, which are provided at the end of this research brief, provide profile information on the program graduates who responded to the 2017 INSPIRE-G survey. Specifically, frequency distributions or descriptive statistics are reported.

Slightly over 70% of respondents were female, with slightly less than 30% being male. This is a fairly dramatic, yet gradual, shift in educational leadership gender representation over the gender representation of several decades ago. However, graduates are still largely white (73%) with persons of color representing approximately 27% of respondents. The single largest racial minority group was African-Americans (11.4%). (See Tables 1 and 2.)

On average, respondents were 39 years old (s.d.=6.32 years), had approximately 12.5 years of total professional experience in education (s.d.=5.04), had worked in their current school for almost 5 years (s.d.=4.39), and had worked in their current district for almost 8 years (s.d.=5.89). Also, average years of experience in specific educator roles are reported in Table 3.

Slightly over one-third of respondents were working as practicing school administrators (principals or assistant principals) and another 25% were working in teacher leader roles at the time they responded to the survey. Another 24% were serving as classroom teachers. These findings suggest that almost 60% of recent

graduates are already invested in leadership roles of some sort. Additionally, when asked about their career intentions for becoming a school leader, almost 45% indicated they had already become a school leader since enrolling in their preparation program and another 44% indicated an intention to go into school leadership. Only about 12% of graduates expressed some hesitation or reluctance to pursue school leadership roles. See Tables 4 and 5.

More than half of respondents were earning a masters degree in their preparation program (57%) whereas almost 20% were earning no degree (a license only), 18.6% were earning a Specialists degree, and 5% were earning a doctoral degree. These results reflect that initial school-level leader preparation programs are largely associated with a masters degree and/or administrative licensure, although a variety of degree (and/or licensure) options may also be available in some programs. See Table 6.

Program Quality and Leadership Learning Ratings

The two primary foci of the INSPIRE Graduate survey are: (1) recent graduates' assessment of their leadership preparation program quality; and (2) graduates' self-assessment of their learning on standards-based leadership domains. Descriptive findings for these portions of the survey appear in Tables 7 and 8.

Recent graduates largely rated their leadership preparation programs favorably (See Table 7). The highest evaluation rating was for faculty quality (over 4.5 on a 5-point scale, s.d.=.58). Program rigor and relevance was rated only slightly lower at 4.48 (s.d.=.64). Peer relationships and internship quality were each rated about 4.2 on a 5.0 scale although there was a larger variance in respondent ratings for peer relationships (s.d.=.83) than for internship quality (s.d.=.63). The lowest program feature rating was for program accessibility, although it was still over 4 on a 5-point scale (s.d.=.63). This may be largely due to one particular accessibility question pertaining to program costs. However, all in all, program quality ratings were highly favorable for all program features and the overall program rating was , 5-point scale (s.d.=.72). These findings are highly consistent with those of the 2016 INSPIRE Graduate program quality findings. Recent graduates also self-assessed their own

learning on leadership domains reflecting national leadership standards. Although all learning domain ratings were high (over 4.0-4.5 on a 5.0 scale), Table 8 lists the leadership learning domains in rank-order from the most highly rated, ethical and professional norms, to the lowest rating, operations and management. Interestingly, the two lowest rated areas, instructional leadership and operations and management had the greatest variance, suggesting less consensus among graduates about their learning in these two leadership domains. These findings are highly consistent with those of the 2016 INSPIRE Graduate leadership learning findings.

Closing

The findings from the 2017 INSPIRE Graduate survey administration are largely similar to those from the 2016 survey administration due to the similar population sampled --- predominantly UCEA member institution leadership preparation programs. Graduate ratings of preparation program features are very strong and their self-reported learning on standards-based leadership domains is similarly highly rated.

As the INSPIRE survey administration moves into subsequent phases, we look forward to evidence of graduate school leaders' practices and behaviors and how those are related to outcome-based school conditions --- especially as evaluated by school teacher subordinates and district super-ordinates. Additionally, the INSPIRE suite of survey tools has been expanded to include a parallel set of surveys for district-level leadership preparation programs. Field-testing of the INSPIRE District-level Graduate survey is scheduled for administration in Summer 2018.

Finally, readers may want to review related research briefs that report findings from previous INSPIRE survey administrations. For more information, see below:

INSPIRE Survey Overview document: http://www.ucea.org/resource/inspire-leadership-survey-suite/

INSPIRE 2016 Preparation Program Findings: http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2016/05/INSPIRE-PP-Research-Brief.pdf

INSPIRE 2016 Graduate Survey Findings:
http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2016/05/INSPIRE-G-Research-Brief.pdf

Other leadership preparation resource documents are also available on the UCEA website (http://www.ucea.org/resources/).

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This research brief is part of UCEA's Research Utilization Brief series. The intent of the series is to highlight and share recent empirical research regarding effective leadership preparation and development with faculty, staff, and leaders at the program, institutional, and state levels, as these individuals are in positions to use this research to make positive changes. All research briefs in this series are available for downloading at http://ucea.org/research-utilization-briefs/

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TABLE 1: What is your GENDER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	531	63.7	70.1	70.1
	Male	226	27.1	29.8	99.9
	Other Gender Identity	1	.1	.1	100.0
	Total	758	90.9	100.0	
Missing	System	76	9.1		
Total		834	100.0		

TABLE 2: How do you identify yourself in terms of RACE / ETHNICITY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	548	65.7	72.9	72.9
	Black or African American	86	10.3	11.4	84.3
	Hispanic or Latino/a	63	7.6	8.4	92.7
	Asian	18	2.2	2.4	95.1
	Bi-racial/Multi-racial	18	2.2	2.4	97.5
	Other (Specify)	15	1.8	2.0	99.5
	Native Hawaiian or Other Pacific Islander	3	.4	.4	99.9
	American Indian or Alaska Native	1	.1	.1	100.0
	Total	752	90.2	100.0	
Missing	System	82	9.8		
Total		834	100.0		

TABLE 3: AGE and PROFESSIONAL EXPERIENCE

	N	Minimum	Maximum	Mean	Std. Deviation
Respondent's Age (2017-Birth Yr)	742	26	68	39.07	7.975
IN TOTAL, how many years of professional educational experience do you have altogether?	755	0	38	12.45	6.320
How many years have you worked in your **current position**?	758	0	33	4.97	5.047
How many years have you worked at your **current school**?	746	0	31	4.80	4.393
How many years have you worked at your **current district**?	750	0	32	7.99	5.891
How many years of experience do you have in the following positions? **-K-12 Teacher**	719	0	32	9.70	5.365
-K-12 Teacher Leader (e.g., teacher leader, department chair, instructional coach)	586	0	27	3.80	3.637
-K-12 Administrator (e.g., principal, assistant principal, central office administrator)	524	0	24	2.10	3.427
-Other K-12 Professional Educator (e.g., school counselor, psychologist, librarian, district level employee)	366	0	30	1.64	3.990
-Job in another type of educational agency	329	0	29	1.45	3.592
How many years of experience do you have in **jobs outside of education?**	735	0	30	5.51	6.283
Valid N (listwise)	287				

TABLE 4: Please indicate your CURRENT POSITION.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Practicing School Leader/Principal/Asst. Principal	262	31.4	34.3	34.3
	Teacher Leader (e.g., mentor teacher, department chair, coach)	187	22.4	24.5	58.8
	Classroom Teacher	183	21.9	24.0	82.8
	Other	72	8.6	9.4	92.3
	District Leader/Supervisor	59	7.1	7.7	100.0
	Total	763	91.5	100.0	
Missing	System	71	8.5		
Total		834	100.0		

TABLE 5: What are your current PLANS FOR BECOMING A SCHOOL LEADER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have become a school leader since enrolling in the program.	333	39.9	44.6	44.6
	I intend to go into school leadership someday.	328	39.3	44.0	88.6
	I think I may go into school leadership someday.	38	4.6	5.1	93.7
	I am undecided about going into school leadership.	31	3.7	4.2	97.9
	I do not plan to go into school leadership.	16	1.9	2.1	100.0
	Total	746	89.4	100.0	
Missing	System	88	10.6		
Total		834	100.0		

TABLE 6: What DEGREE will you/did you earn as a result of the completion of this Program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's degree	433	51.9	57.0	57.0
	No graduate degree (e.g., licensure, certificate, or endorsement only)	148	17.7	19.5	76.4
	Specialist's degree (or certificate of advanced studies)	141	16.9	18.6	95.0
	Doctoral degree	38	4.6	5.0	100.0
	Total	760	91.1	100.0	
Missing	System	74	8.9		
Total		834	100.0		

TABLE 7: Program Quality

	Reliability (Cronbach's alpha)	N	Minimum	Maximum	Mean	Std. Deviation
FACULTY QUALITY (Mean FQ1-4)	.889	753	1.00	5.00	4.5272	.57925
PROGRAM RIGOR & RELEVANCE (Mean RR1-7)	.931	757	1.00	5.00	4.4830	.64018
PEER RELATIONSHIPS (Mean PR1-3)	*.881	753	1.00	5.00	4.2789	.82968
INTERNSHIP QUALITY (Mean Intern 3,1-3.7)	**.875	697	1.71	5.00	4.2244	.69062
PROGRAM ACCESSIBILITY (Mean PAcc1-5)	.713	752	1.00	5.00	4.1195	.62930
OVERALL PROGRAM QUALITY (Mean OPQ1-2)	.777	745	1.00	5.00	4.3430	.72180.
Valid N (listwise)		659				

*.914 if PR3 omitted
**.897 if Intern 3.7 omitted

TABLE 8: Leadership Learning

	Reliability (Cronbach's alpha)	N	Minimum	Maximum	Mean	Std. Deviation
	.928	739	1.00	5.00	4.5408	.55559
	.921	741	1.00	5.00	4.4748	.60812
	.917	721	1.00	5.00	4.4661	.61012
	.952	722	1.00	5.00	4.4571	.59010
	.950	722	1.00	5.00	4.3264	.68472
	.951	726	1.00	5.00	4.2442	.72955
	.909	735	1.00	5.00	4.0341	.78364
		717				