

Leadership Completer Satisfaction Survey 2024-2025

Description:

While the Indiana Department of Education (IDOE) distributes an annual satisfaction survey to recent initial completers and their principals, no such survey is conducted by the state for leadership candidates. In March 2026, the EPP distributed its own satisfaction survey, aligned to the Indiana RISE Principal Evaluation Model. The aligned survey includes two domains, six categories, and 23 indicators from the RISE model for building-level leaders.

The survey was sent out electronically through Qualtrics and individual responses were anonymous. The survey was sent to 9 leadership program completers from December 2024– August 2025. Three alumni completed the survey, for a response rate of 33%.

DOMAIN I: Principal Effectiveness						
<i>The Marian program did an outstanding job of preparing me to...</i>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Human Capital Management						
	1) ...recruit, hire, support, and retain teachers.	1	2			
	2) ...evaluate teachers.	2	1			
	3) ...orchestrate appropriate professional learning opportunities aligned to staff needs.	1	1	1		
	4) ...develop leadership and talent among staff with an eye on succession planning.		2	1		
	5) ...delegate tasks and responsibilities appropriately.	1	1	1		
	6) ...use staff placement to support instruction.	2		1		
	7) ...effectively address teachers in need of improvement.	1	2			
Instructional Leadership						
	8) ...support a school-wide instructional vision and/or mission.	3				
	9) ...use classroom observations to support student academic achievement.	3				
	10) ...support teacher collaboration.	2	1			
Leading Indicators of Student Learning						
	11) ...support the planning and development of Student Learning Objectives (SLOs).		2	1		
	12)create rigor in SLOs.		2		1	
	13) ...support, promote, and maximize instructional time.		1	2		

DOMAIN II: Leadership Actions						
<i>The Marian program did an outstanding job of preparing me to...</i>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Personal Behavior						
	14) ...model professional, ethical, and respectful behavior.	3				
	15) ...manage time effectively.	2				1
	16) ...use feedback to improve student performance.	2	1			
	17) ...display initiative and persistence.	2	1			
Building Relationships						
	18) ...create an organizational culture of urgency.	2		1		
	19) ...skillfully and clearly communicate.	3				
	20) ...create a consensus for change and improvement.	1	2			
Culture of Achievement						
	21) ...create and support high academic and behavior expectations.	1	1	1		
	22) ...establish academic rigor.	1	1	1		
	23) ...utilize data for decision-making.	2		1		

In what role are you currently employed?	Responses
Principal	
Assistant Principal	
Other Administrative (Dean, etc.)	
District Role	
Classroom Teacher	3
Not employed in K-12 education	

Overall Satisfaction				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
How satisfied are you with the preparation you received from your principal preparation program?	2	1		

Analysis:

- All of the respondents are still in classroom teaching role.
- All respondents reported they were “Satisfied” or “Very Satisfied” overall with their preparation program.

- In **Human Capital Management**, a majority of completers were satisfied with their preparation to evaluate teachers (#2) and use staff placement to support instruction (#6). They were less satisfied with their preparation to develop talent (#4).
- A large majority of completers agreed or strongly agreed that they were well prepared in **instructional leadership**.
- Completers do not feel as satisfied with their preparation in **leading student learning outcomes**, including student learning objectives.
- Completers agree very strongly that they were well prepared to model professional, ethical, and respectful behavior (#14) in their **personal behavior**.
- In **building relationships**, a majority of completers agreed that their preparation to effectively communicate (#19) was outstanding.
- Completers satisfaction ratings with their preparation to **create a culture of achievement**. Was widely dispersed.

Interpretation:

Completers feel a high degree of satisfaction with their overall preparation through the EPP's building-level administrator licensure/degree programs. However, individual questions reveal that, while they feel well prepared to lead overall school culture and conduct classroom observations, they feel less prepared to promote rigor in student learning objectives and support high academic expectations.