

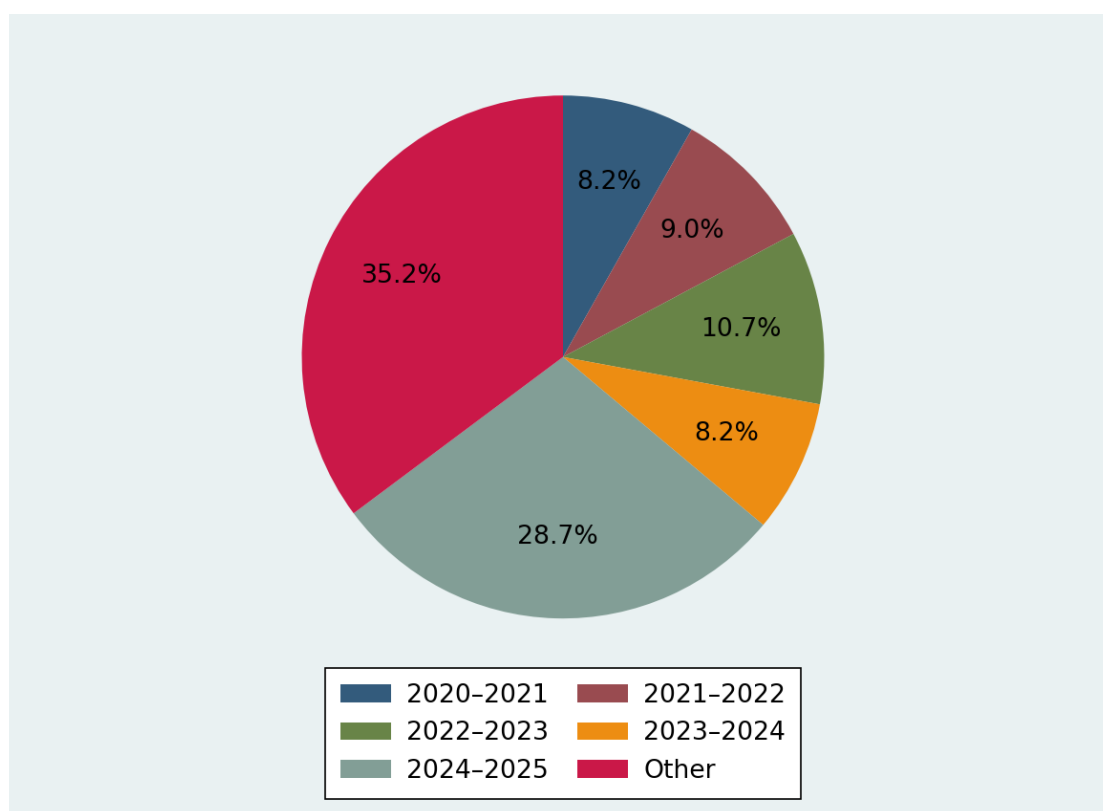
ANALYSIS OF ALUMNI SURVEY RESPONSES

MSc in Economics of Education and Management of Educational Units

A. Alumni characteristics

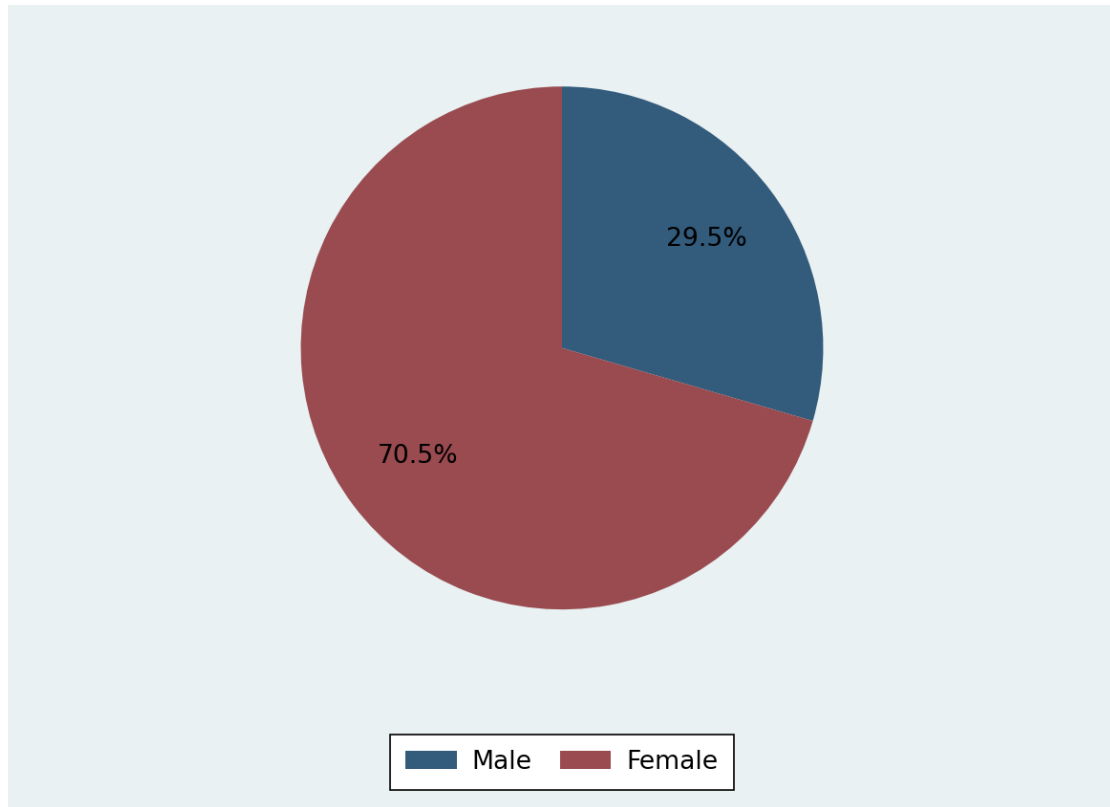
1. Year of graduation

- ☐ 2020–2021
- ☐ 2021–2022
- ☐ 2022–2023
- ☐ 2023–2024
- ☐ 2024–2025
- ☐ Other



Most alumni who responded to the questionnaire completed their studies on the MSc programme within approximately the past five years. However, a substantial minority of earlier graduates also remain in contact with the programme.

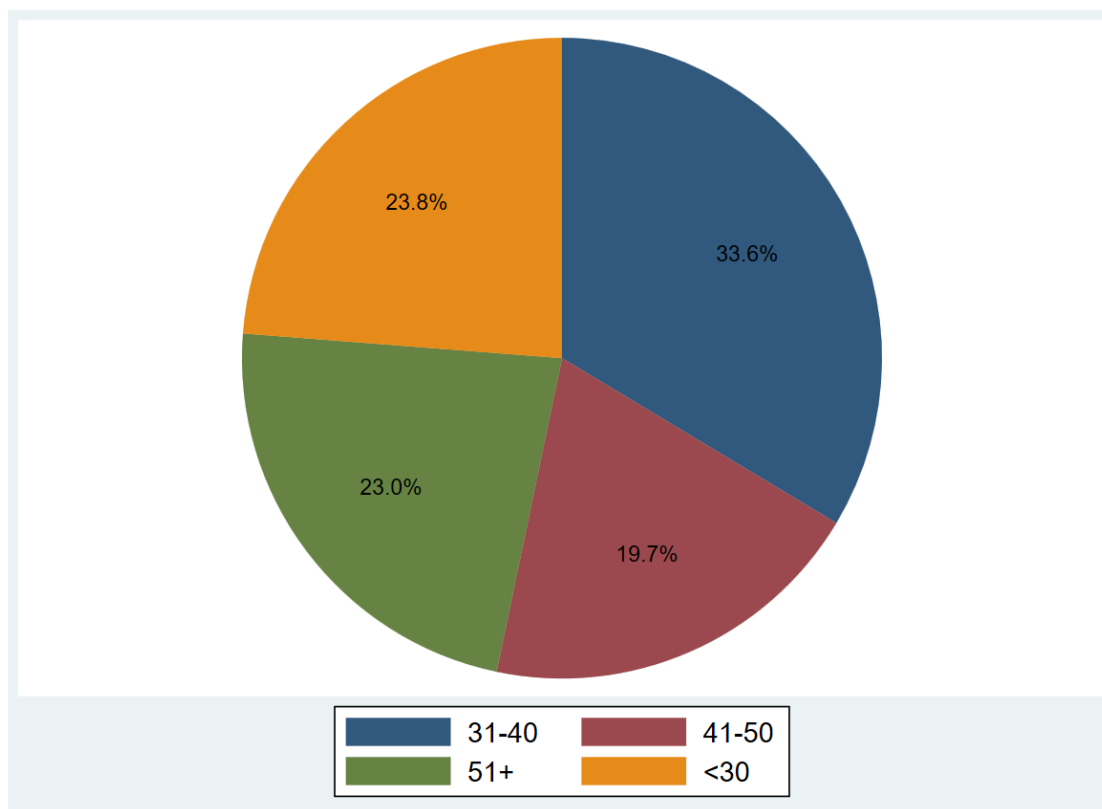
2. Gender
- ☐ Male
 - ☐ Female
 - ☐ Other



The vast majority of alumni are women. This is partly, although by no means entirely, explained by the fact that the education sector has traditionally employed predominantly women.

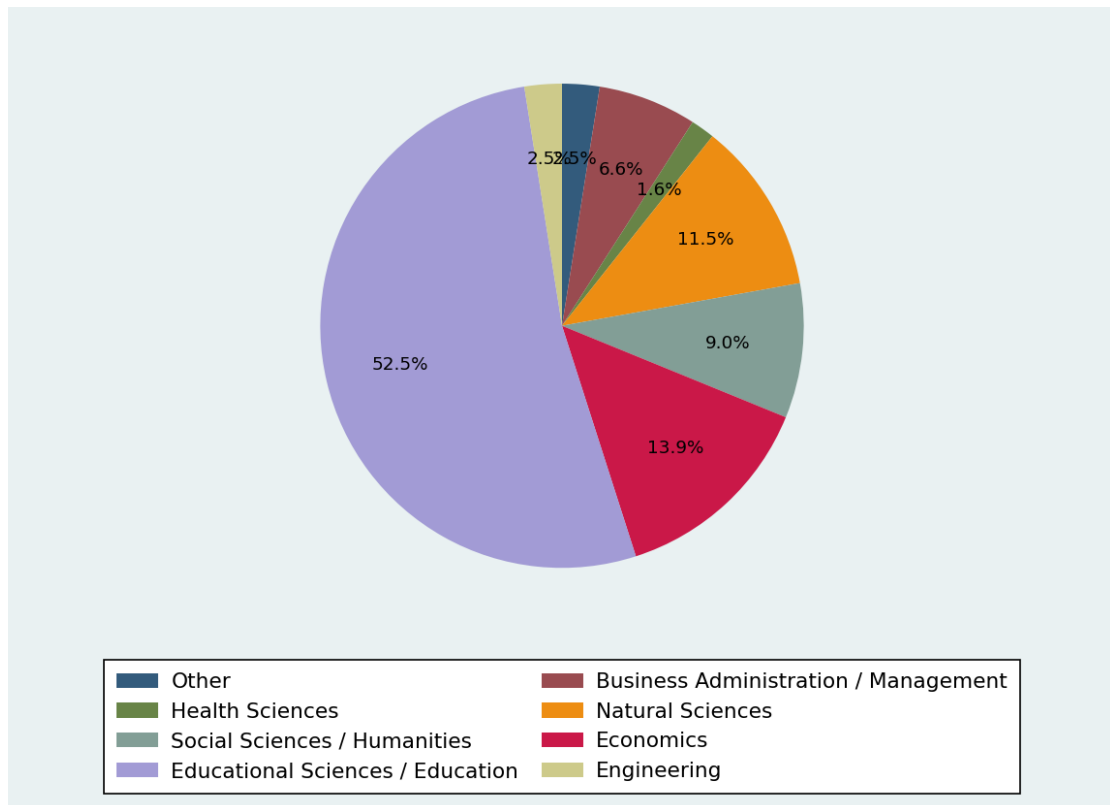
3. Age group

- ☐ <30
- ☐ 31–40
- ☐ 41–50
- ☐ 51+



Most alumni are either under 30 or between 30 and 40 years old. They are therefore young professionals who see the MSc programme as an opportunity to advance their careers.

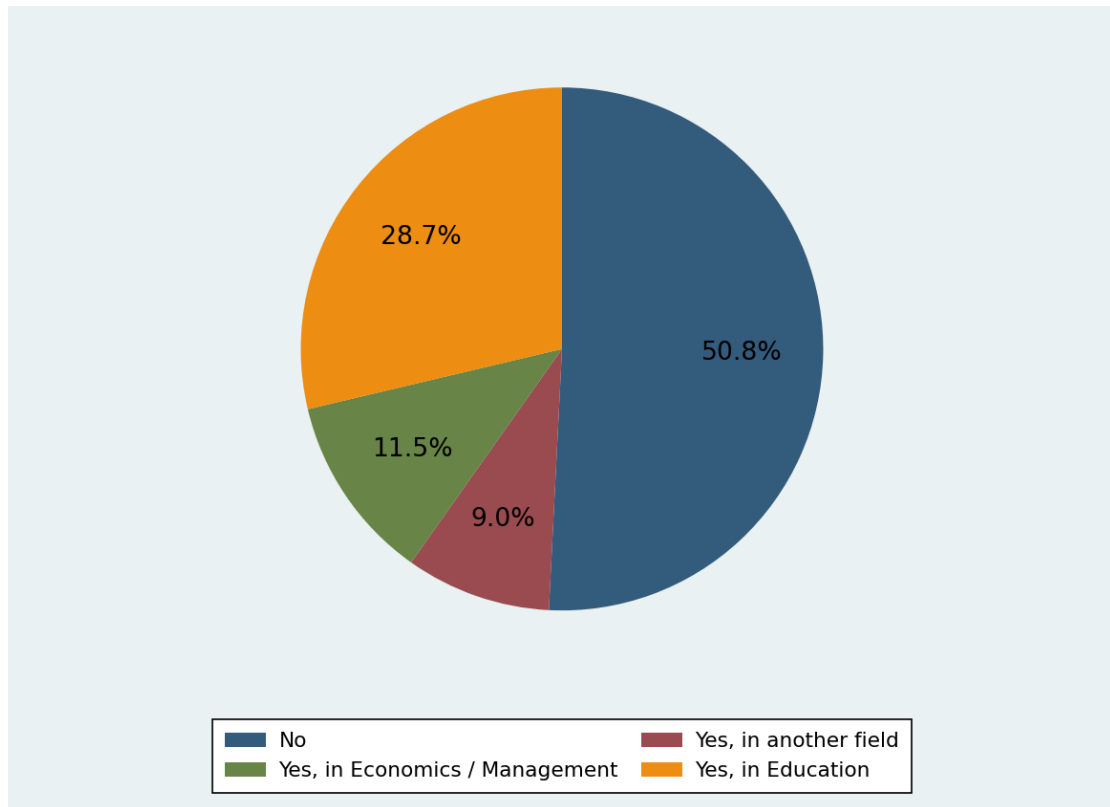
4. What was the main subject area of your undergraduate studies?
- ☐ Educational Sciences / Education
 - ☐ Economics
 - ☐ Business Administration / Management
 - ☐ Social Sciences or Humanities
 - ☐ Natural Sciences
 - ☐ Engineering
 - ☐ Health Sciences
 - ☐ Other



Similarly, most alumni have an undergraduate background in education. This supports the interpretation that the MSc programme is reaching its intended audience and helping to advance their careers.

5. Do you hold another postgraduate degree?

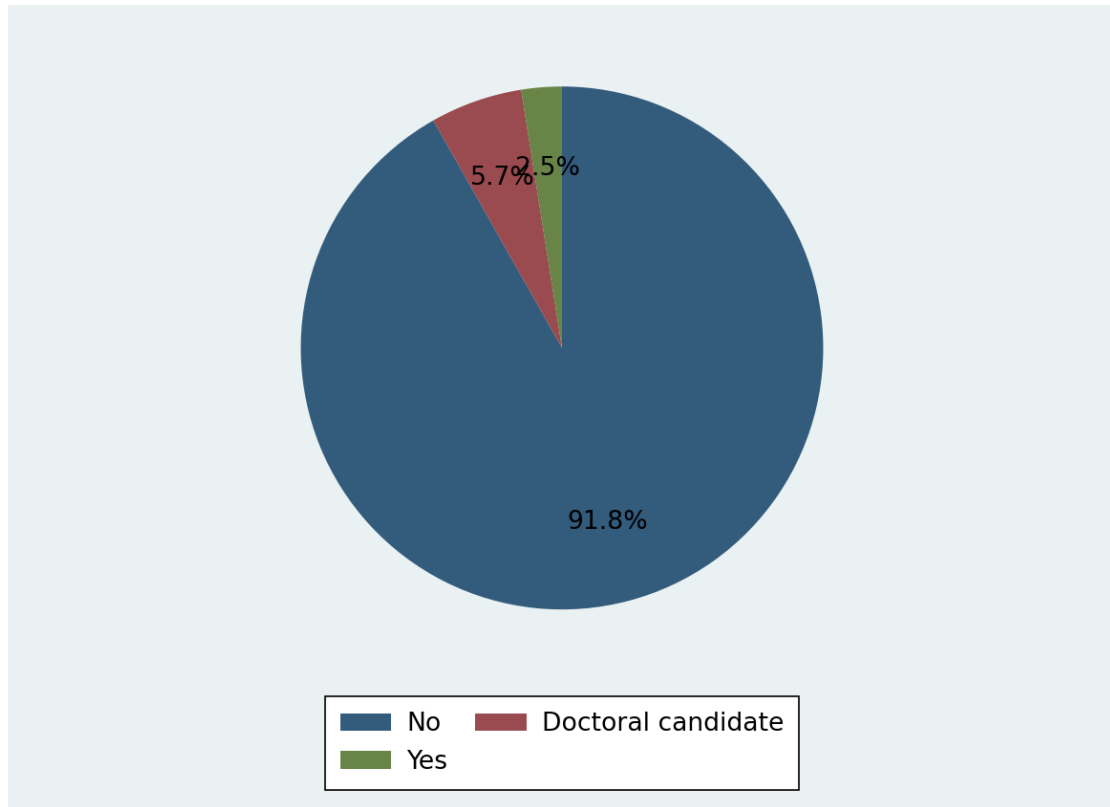
- ☐ No
- ☐ Yes, in Education
- ☐ Yes, in Economics / Management
- ☐ Yes, in another field



For most alumni, this was either their first postgraduate programme or they already held a postgraduate degree in education. This further highlights the value of the MSc programme even for those with a background at the same academic level.

6. Do you hold a doctoral degree?

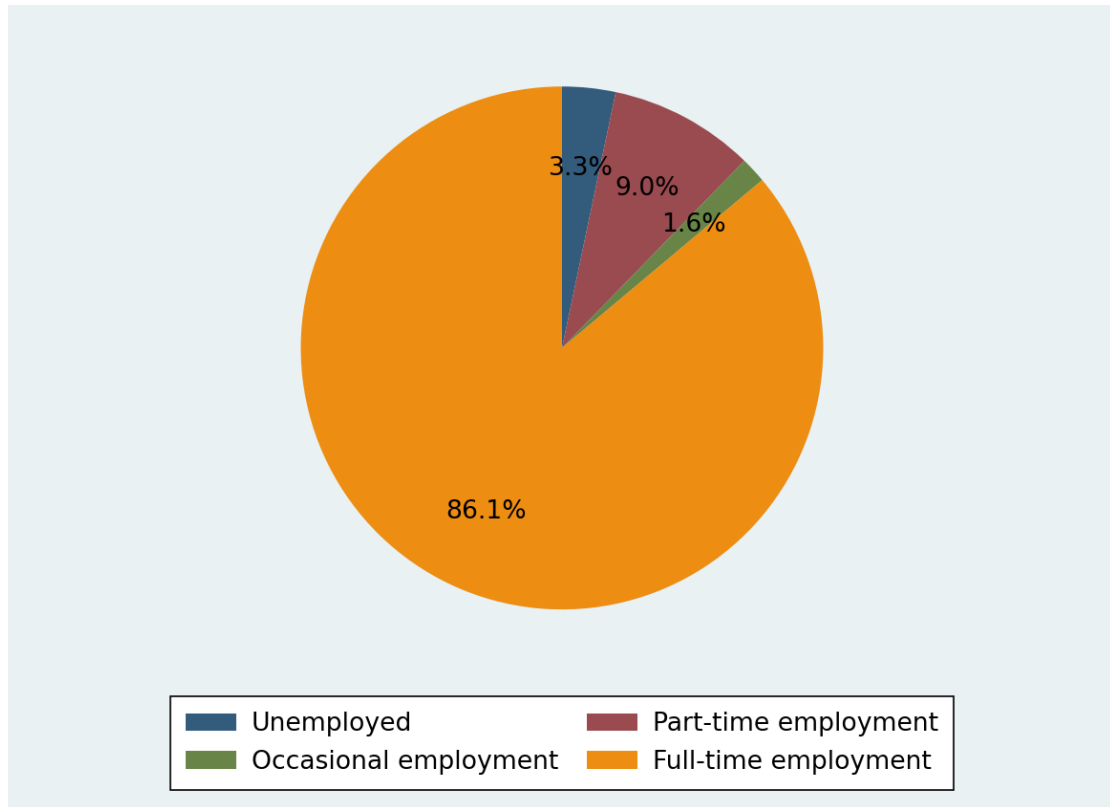
- ☐ No
- ☐ Yes
- ☐ I am a doctoral candidate



As expected, most alumni do not hold a doctoral degree. However, a substantial minority (8.2%) either hold such a degree or are in the process of obtaining one.

7. What is your current employment status?

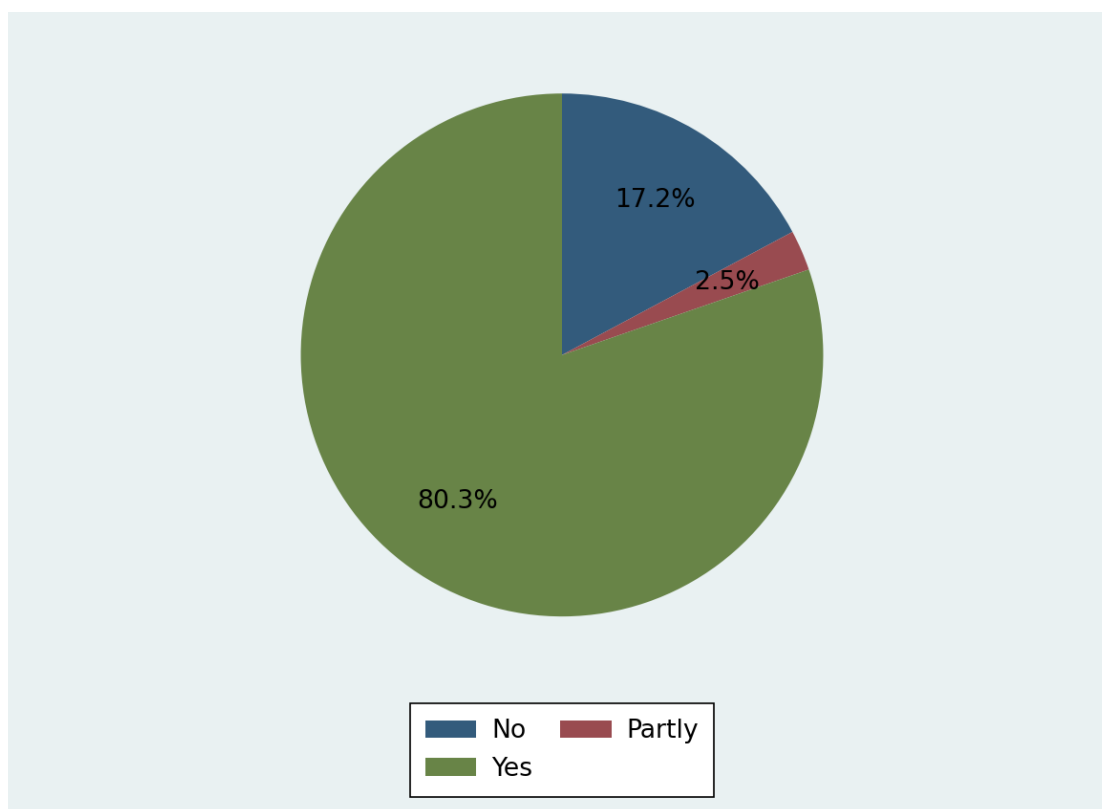
- ☐ I work full-time
- ☐ I work part-time
- ☐ I work occasionally
- ☐ Unemployed
- ☐ Other



The large majority of alumni are employed full-time. This is a positive finding, but on its own it provides limited information about the MSc programme's connection with the education labour market. The next two questions explore this issue.

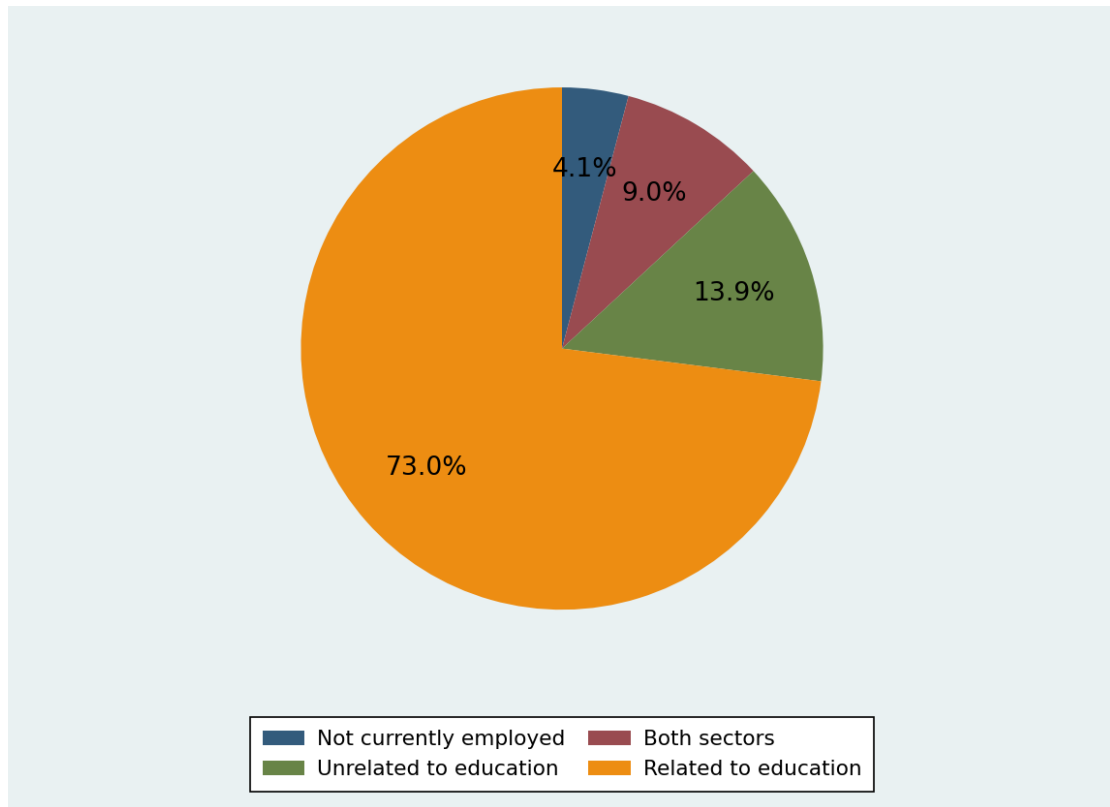
8. Is your main professional activity related to education and/or teaching?

- ☐ Yes
- ☐ No
- ☐ Partly



A total of 80.3% of alumni work either as teachers or in the broader education sector, which is a positive indication for the MSc programme. However, their professional activity may have begun before or during their studies on the programme.

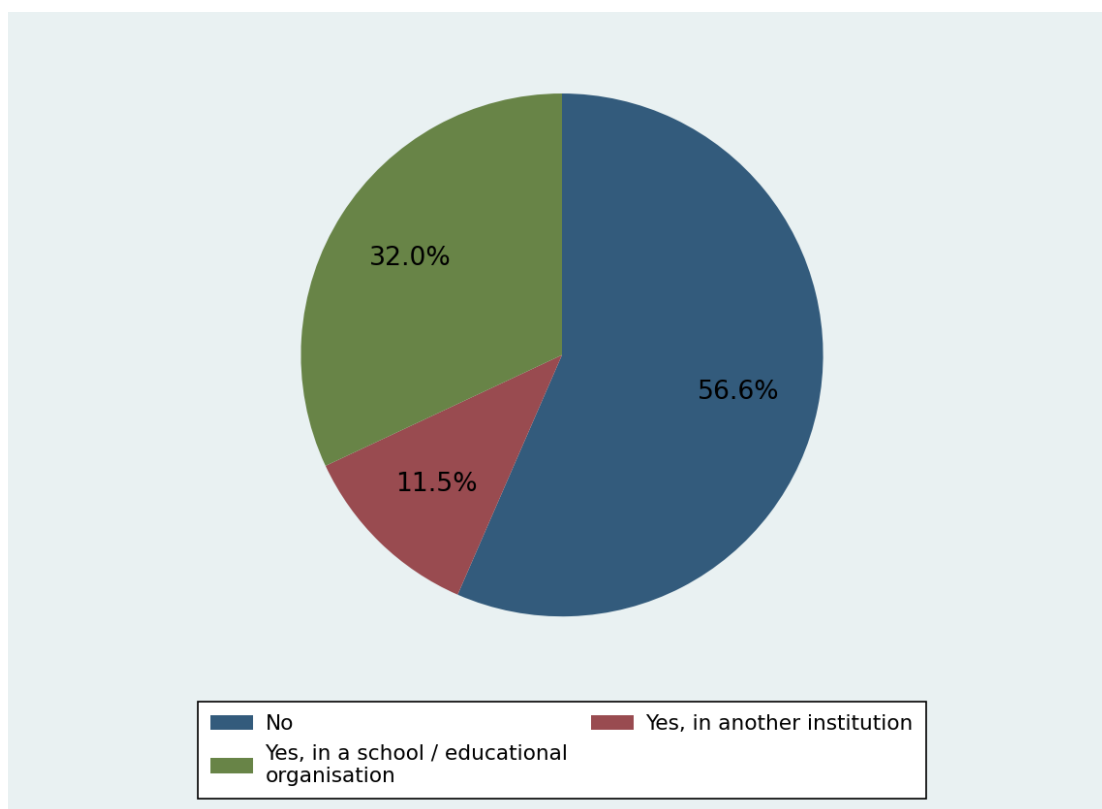
9. In which sector do you currently work?
- ☐ An institution/organisation related to education or teaching
 - ☐ An institution/organisation unrelated to education
 - ☐ Both of the above sectors
 - ☐ I am not currently employed



Taken together with the previous two questions, these findings clearly indicate the MSc programme's strong connection with the labour market. Most alumni work full-time, are education professionals and, following their studies, hold jobs directly related to education and teaching.

10. Do you hold a position of responsibility or a management position?

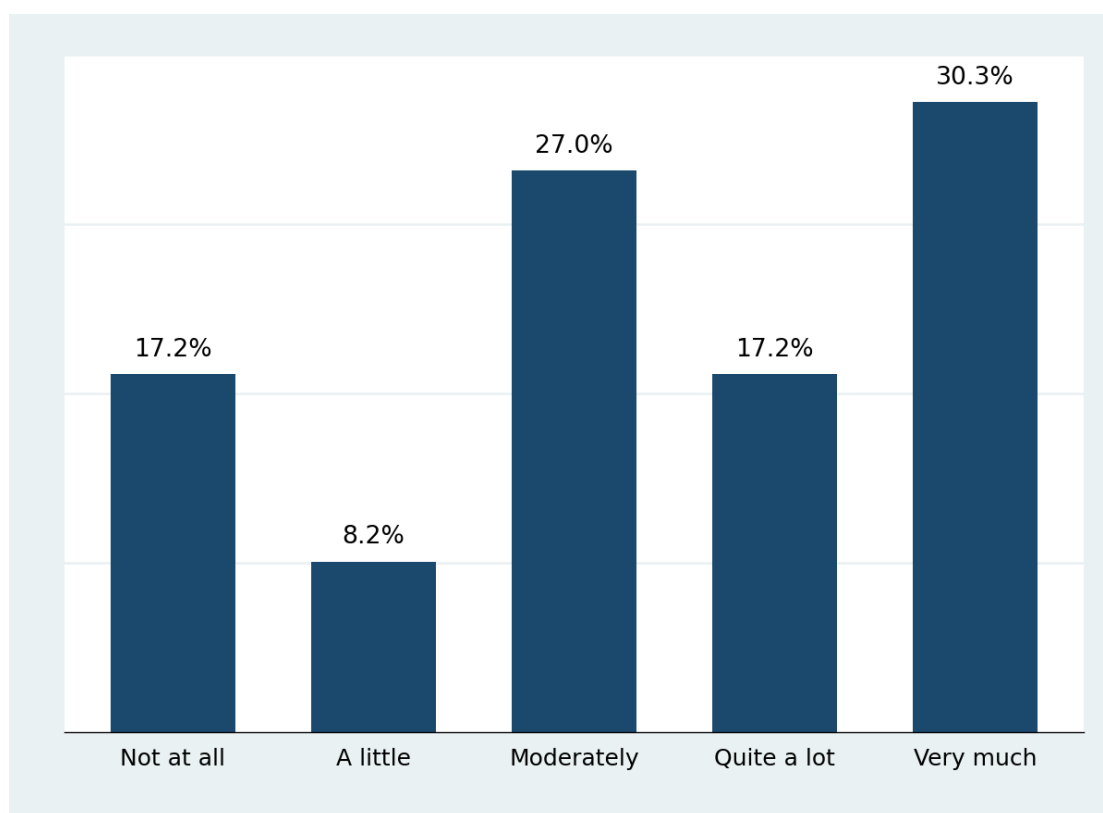
- ☐ No
- ☐ Yes, in a school / educational organisation
- ☐ Yes, in another institution



The majority do not hold a management position. However, a sizeable minority hold such positions, most of them in schools or educational organisations.

11. To what extent is your current work related to the subject area of the MSc programme?

1 Not at all – 5 Very much



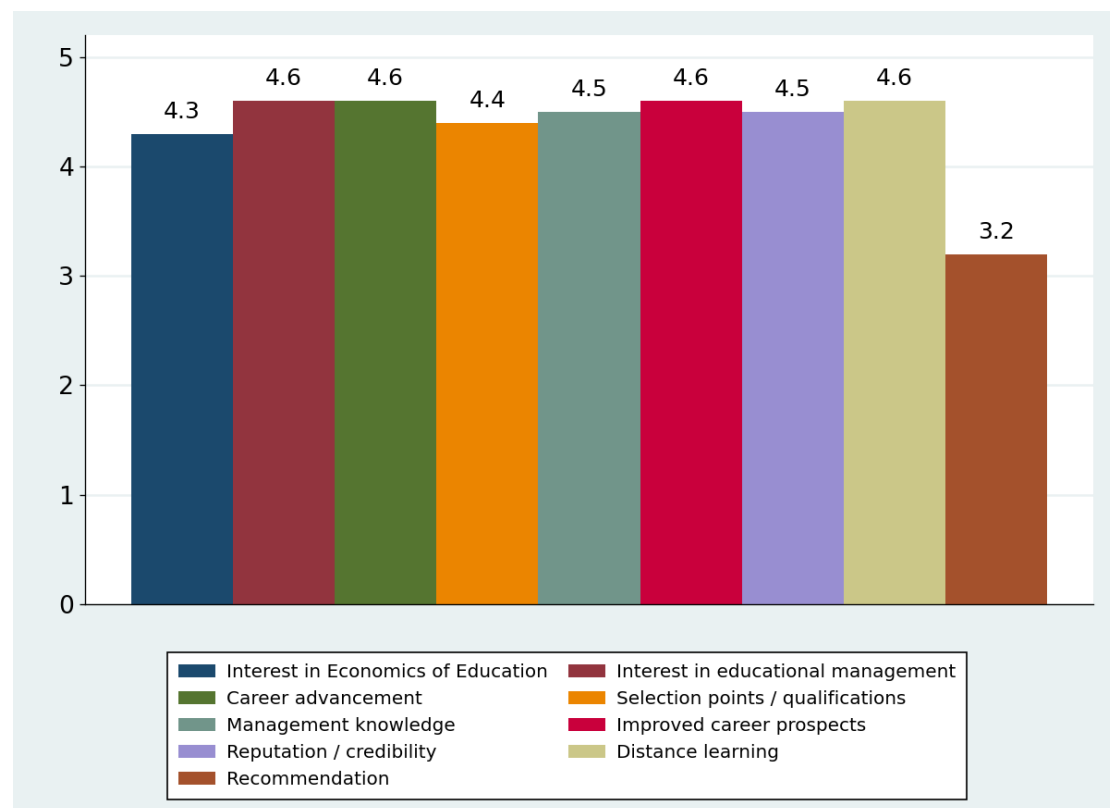
A similar pattern emerges when alumni are asked how closely their work relates to the subject area of the MSc programme. The majority report a moderate to very strong connection.

B. Reasons for choosing the MSc programme

To what extent did the following reasons influence your choice?

(1 = Not at all to 5 = Very much)

6. Interest in the Economics of Education
7. Interest in the Management of Educational Units
8. Career advancement
9. Obtaining selection points / qualifications
10. Acquiring management knowledge
11. Improving career prospects
12. Reputation and credibility of the MSc programme
13. The programme's distance learning format
14. Recommendation from other alumni or colleagues

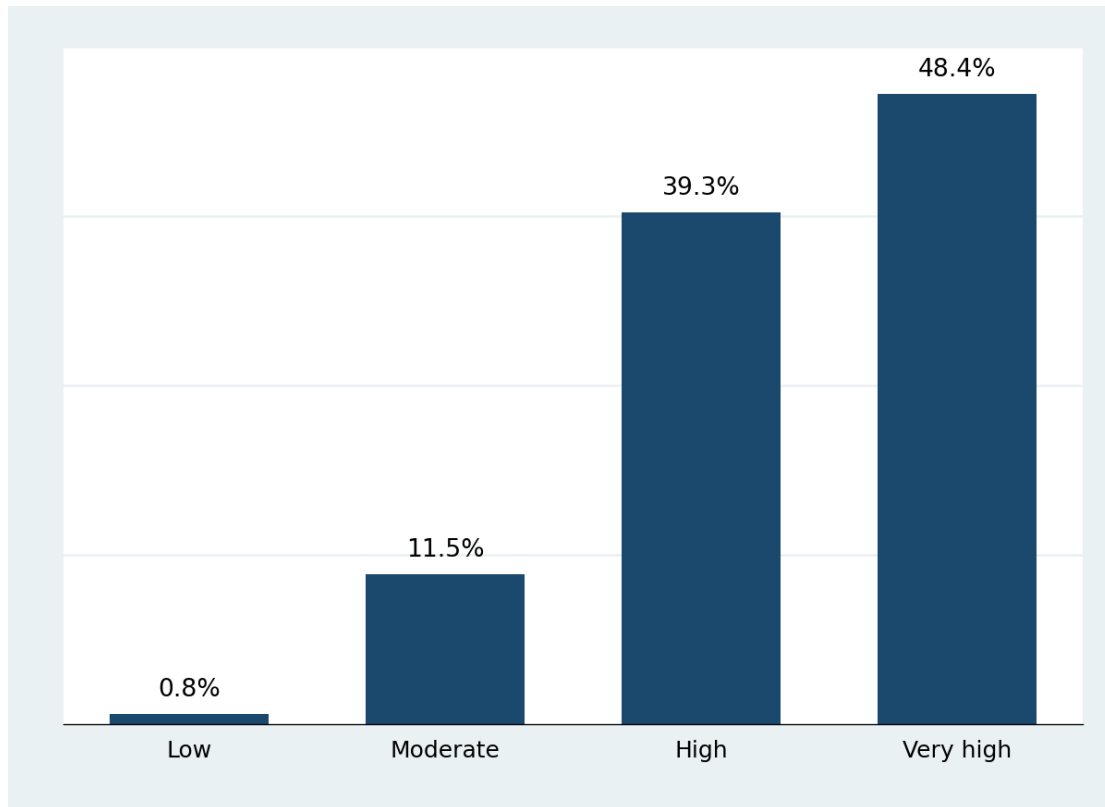


The chart presents the mean score awarded by alumni in each category. The reasons for choosing the programme are evenly distributed, with the exception of interest in the management of educational units, which scores lower than the other motivations.

C. Expectations and study experience

15. When you began the MSc programme, how high were your expectations?

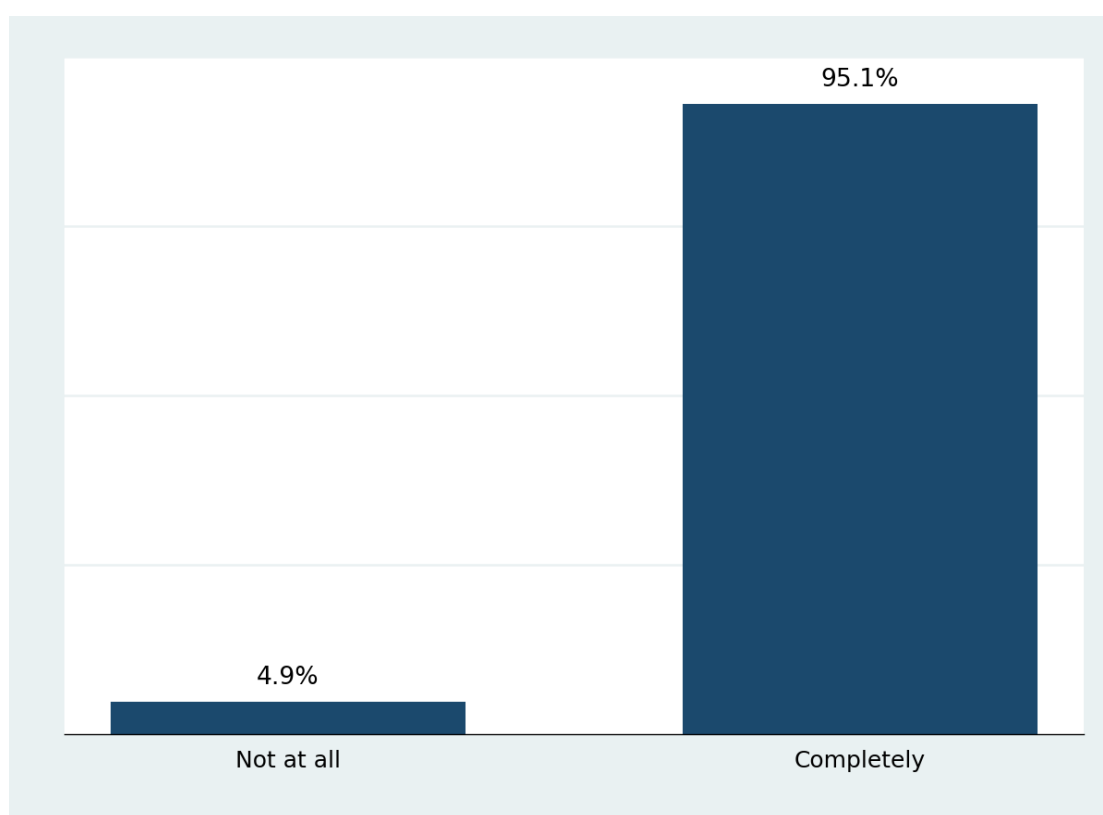
1 Very low – 5 Very high



Alumni generally report high expectations of the MSc programme at the beginning of their studies, highlighting the correspondingly high standards that students expect the programme to meet.

16. Looking back, do you consider that the MSc programme met your expectations?

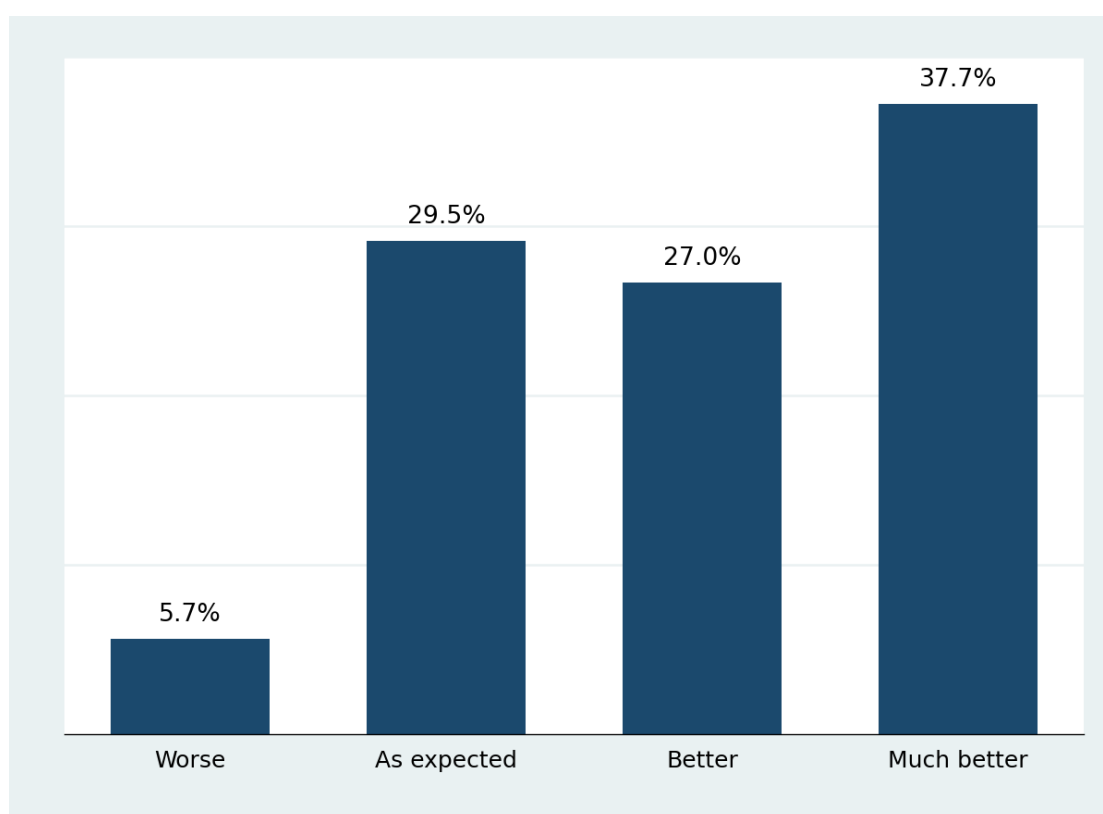
1 Not at all – 5 Completely



The MSc programme appears to have met alumni's expectations and requirements very satisfactorily, with 95.1% reporting that the programme fully met their expectations.

17. Comparing your expectations before starting with your experience today, would you say that the MSc programme was:

- ☐ Much worse than expected
- ☐ Worse
- ☐ As expected
- ☐ Better
- ☐ Much better



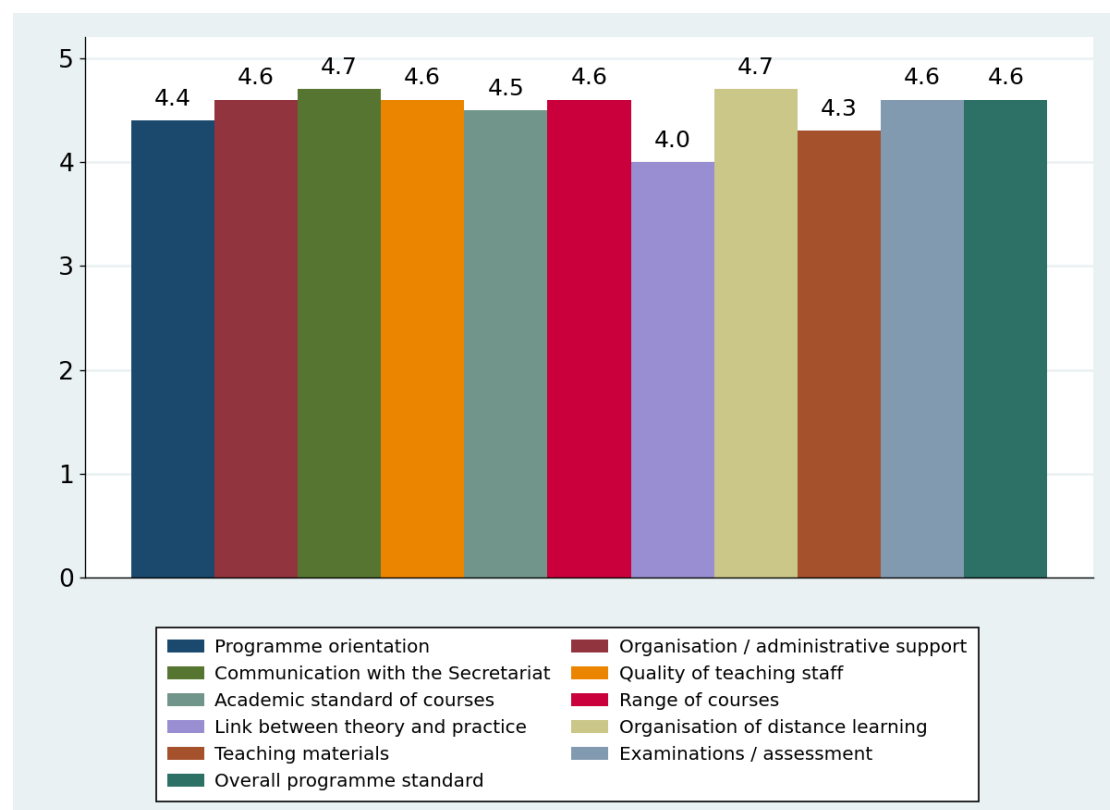
Similarly, the MSc programme is of a sufficiently high standard to meet students' expectations and, in most cases, exceed them.

D. Evaluation of the MSc programme

How satisfied are you with the following?

(1 = Not at all to 5 = Very much)

18. Philosophy and orientation of the MSc programme
19. Organisation and administrative support
20. Communication with the Secretariat
21. Quality of teaching staff
22. Academic standard of courses
23. Range and variety of courses
24. Link between theory and practice
25. Organisation of distance learning
26. Teaching materials
27. Examinations and assessment methods
28. Overall standard of the programme



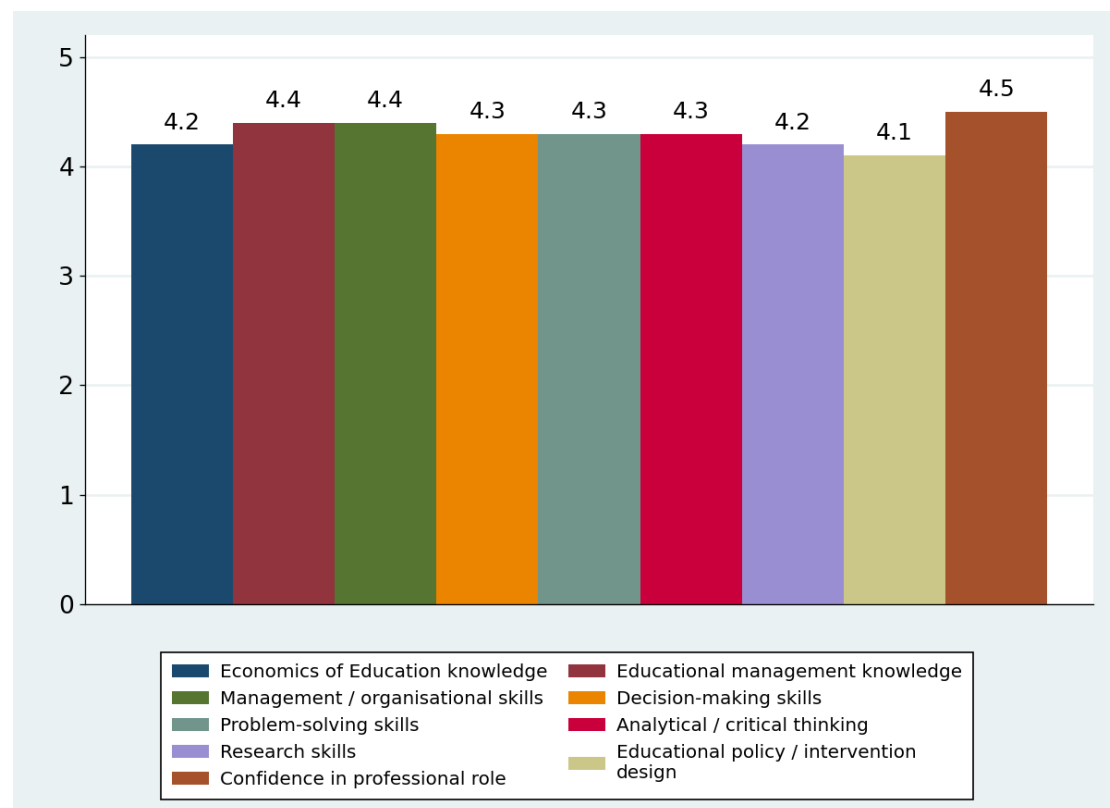
The chart presents the mean score awarded by alumni in each category. Overall, satisfaction is evenly distributed across the different aspects of the MSc programme, although the link between theory and practice scores lower.

E. Knowledge, skills and learning outcomes

To what extent do you consider that the MSc programme helped you acquire:

(1 = Not at all to 5 = Very much)

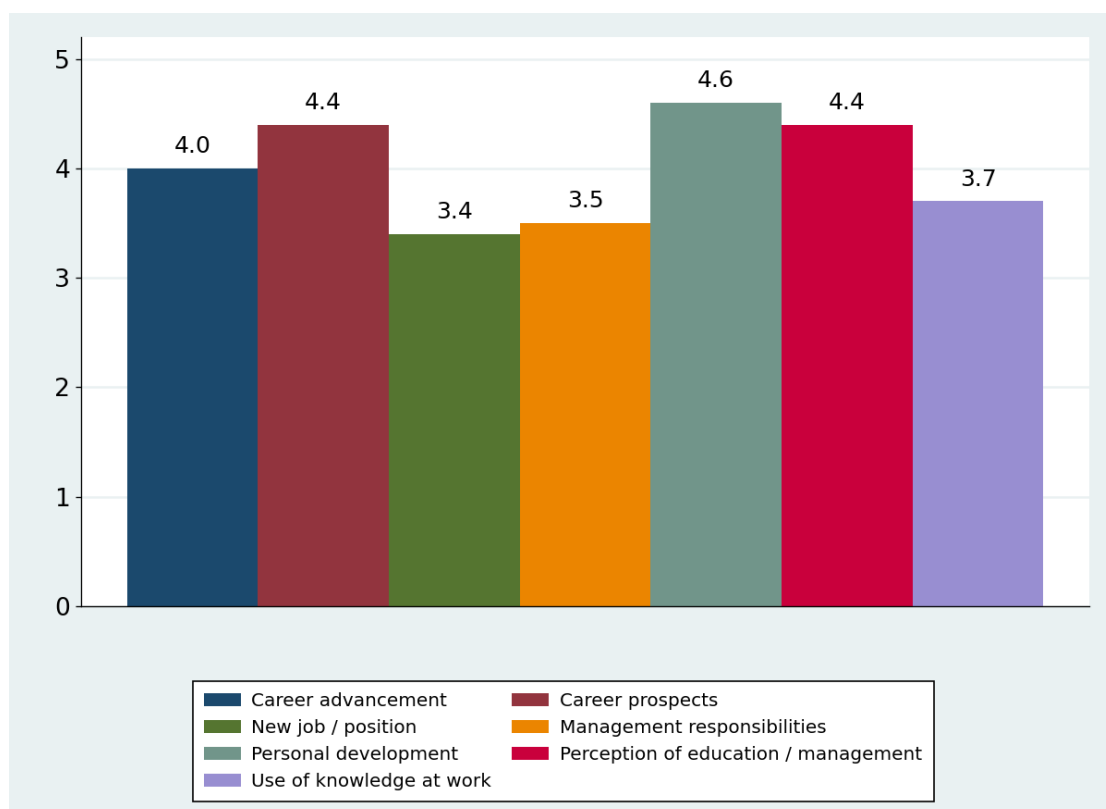
- 29. Knowledge of the Economics of Education
- 30. Knowledge of the Management of Educational Units
- 31. Management and organisational skills
- 32. Decision-making skills
- 33. Problem-solving skills
- 34. Analytical and critical thinking
- 35. Research skills
- 36. Skills in designing educational policies / interventions
- 37. Confidence in your professional role



The chart presents the mean score awarded by alumni in each category. The MSc programme appears to achieve a very balanced distribution of learning outcomes, with knowledge of the management of educational units scoring particularly highly.

F. Professional and personal impact

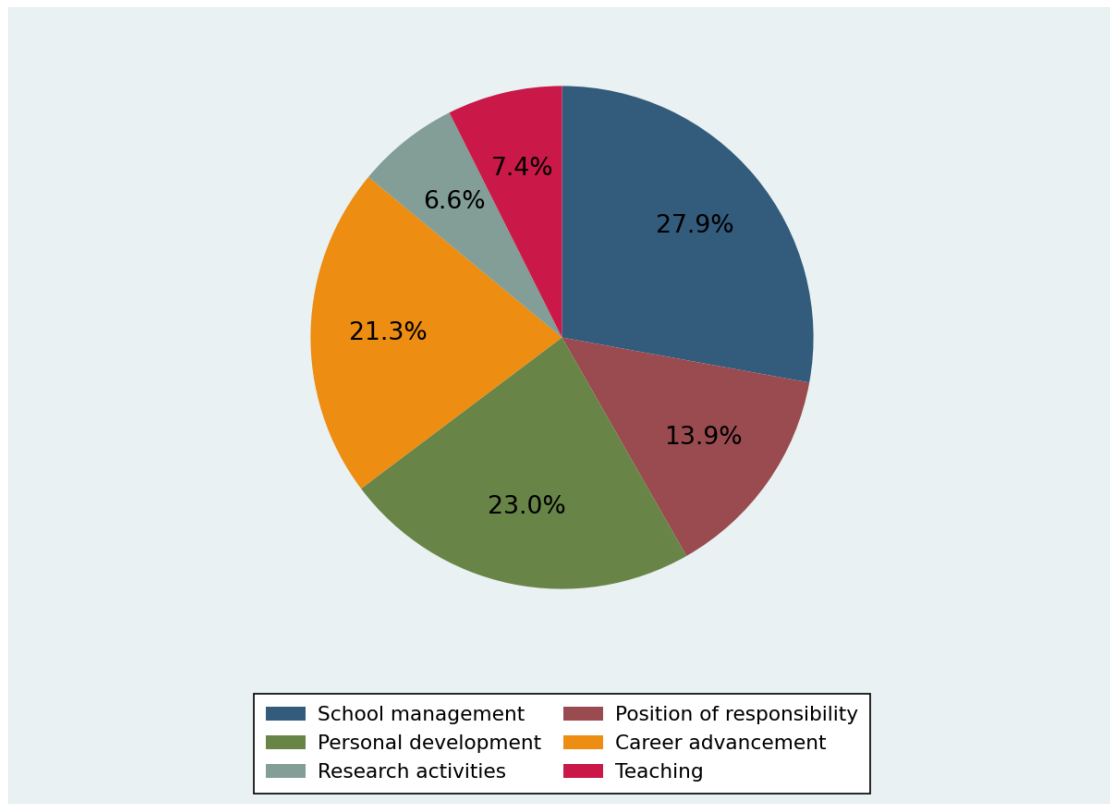
38. The MSc programme helped me advance professionally
1 Not at all – 5 Very much
39. The MSc programme improved my career prospects
1–5
40. The MSc programme helped me obtain a new job or position
1–5
41. The MSc programme helped me take on management responsibilities
1–5
42. The MSc programme benefited my personal development
1–5
43. The MSc programme positively influenced how I perceive education and management
1–5
44. To what extent do you currently use knowledge gained from the MSc programme in your work?
1–5



The chart presents the mean score awarded by alumni in each category. It indicates a need for the MSc programme to place greater emphasis on helping graduates find jobs, take on management responsibilities and connect theory with practice, as these categories score lower than the others.

45. Where do you consider that you make the greatest use of the knowledge gained from the MSc programme?

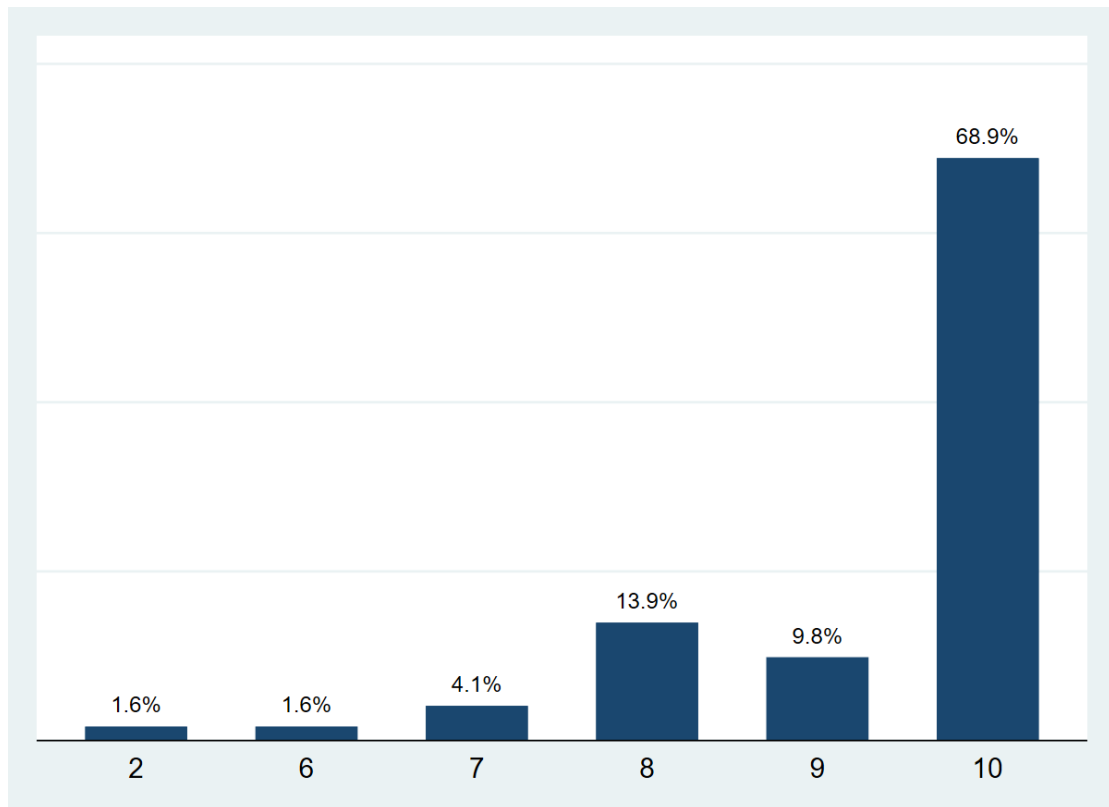
- ☐ In teaching
- ☐ In school management
- ☐ In a position of responsibility
- ☐ In research activities
- ☐ In career advancement
- ☐ In personal development



A large proportion of alumni (41.8%) use the knowledge gained from the MSc programme in management positions. The relative balance between personal and professional development is also noteworthy, with personal development slightly ahead.

G. Relationship with the MSc programme and the alumni community

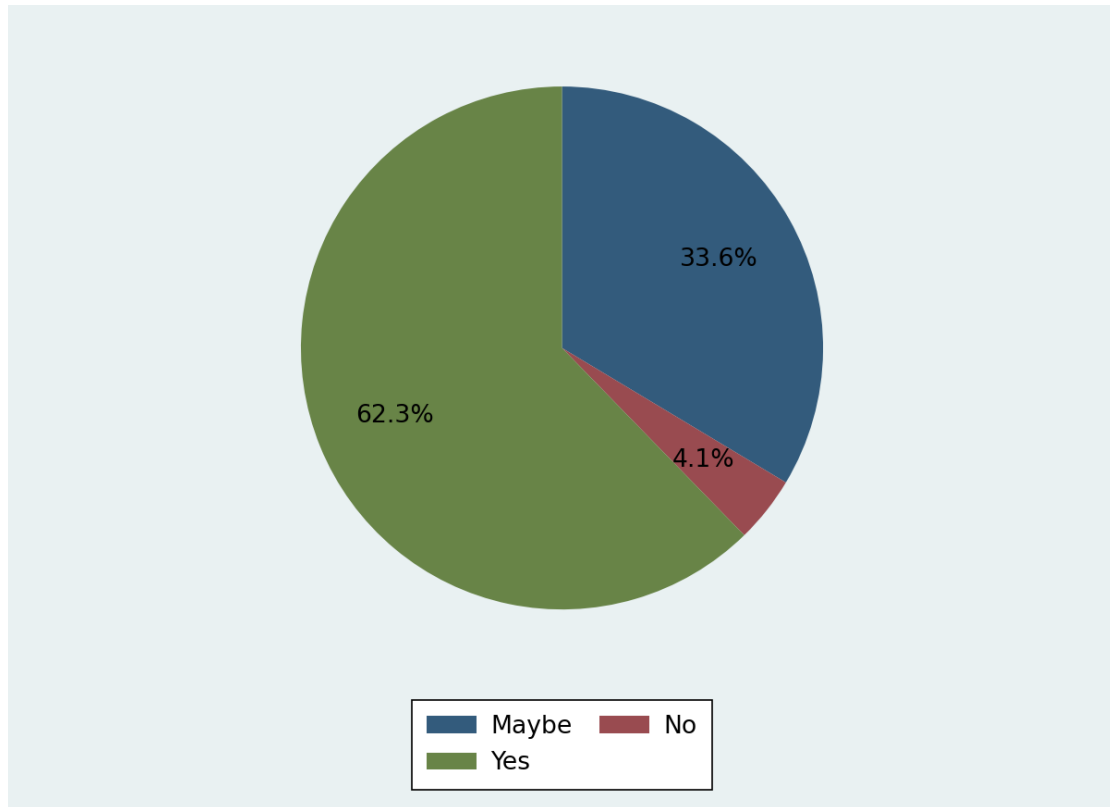
46. Would you recommend the MSc programme to others?
0–10



The MSc programme appears to have strong potential for promotion through word of mouth, given alumni's high ratings of their likelihood of recommending it.

47. Would you like to participate in alumni activities?

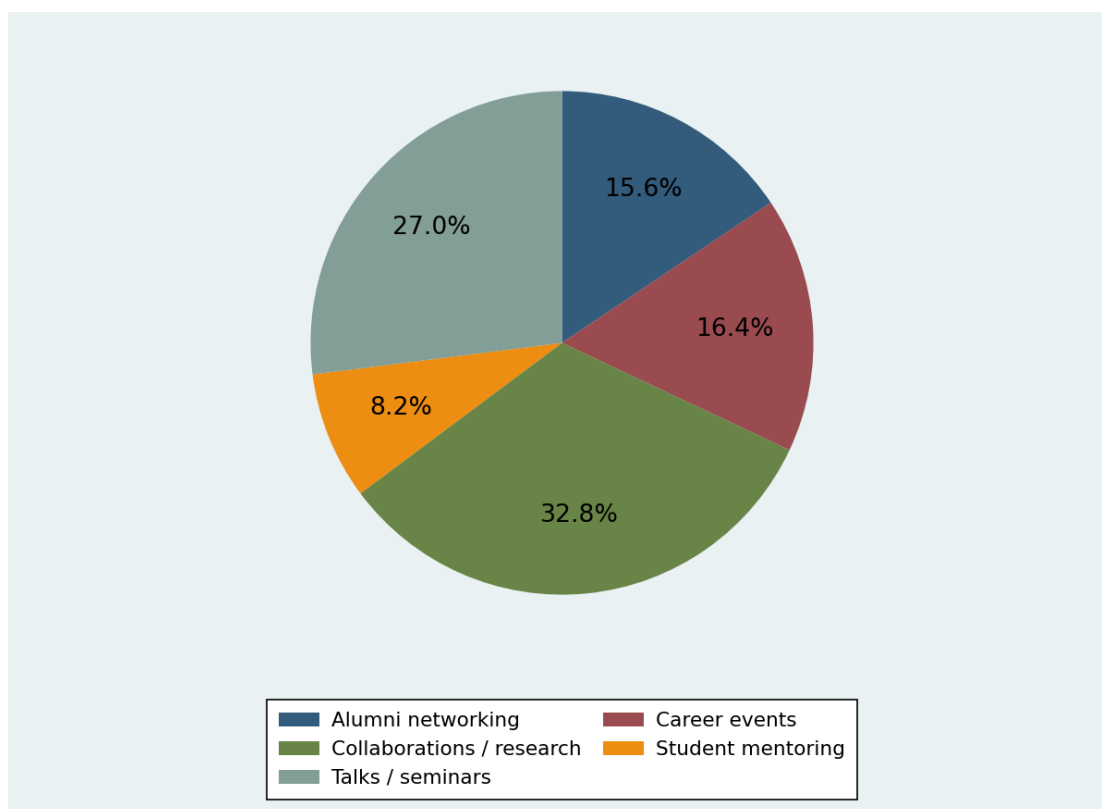
- ☐ No
- ☐ Maybe
- ☐ Yes



Alumni's strong connection with the MSc programme is also reflected in the fact that the vast majority express interest in participating in alumni activities.

48. In which activities would you be interested in participating?

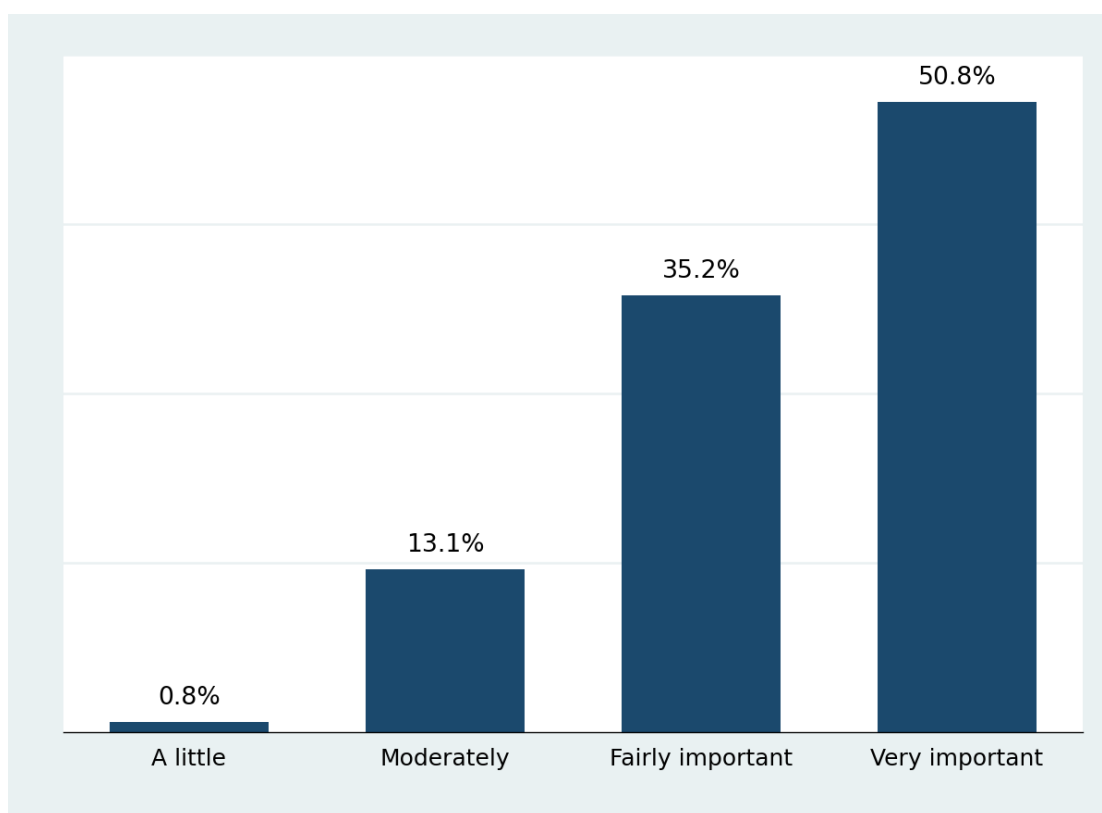
- ☐ Student mentoring
- ☐ Talks / seminars
- ☐ Alumni networking
- ☐ Collaborations / research
- ☐ Career events



The types of activities are also particularly significant. The activities that attract most alumni interest—networking, collaborations/research, talks/seminars and career events—strengthen links with the labour market, enhance alumni's academic knowledge and support their professional advancement.

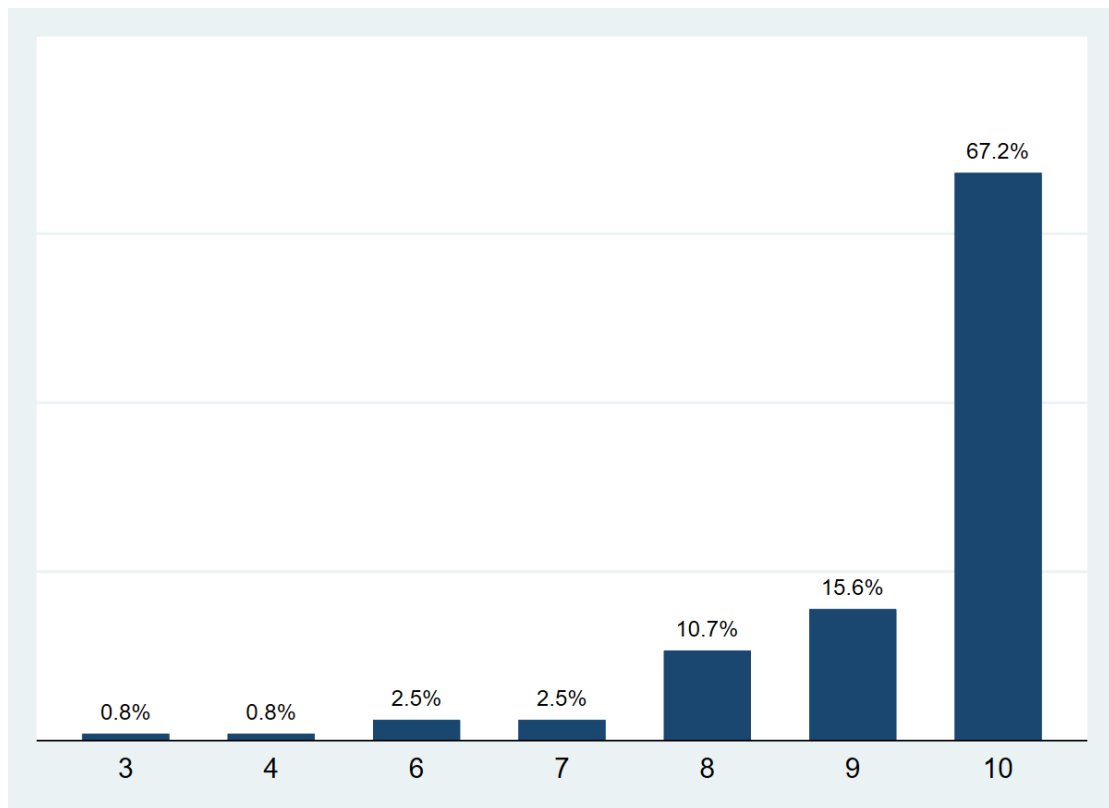
49. How important do you consider it to remain in contact with the MSc programme?

1 Not at all – 5 Very much



A final indication of alumni's strong and continuing connection with the MSc programme is their assessment of the importance of maintaining communication. A total of 86% consider this fairly or very important.

50. Overall, how satisfied are you with your experience on the MSc programme?
0–10



Finally, the MSc programme's strong performance is evident in alumni's very high ratings of their experience. A greater focus on helping alumni find work, connecting theory with practice, supporting their career advancement and enabling them to take on management responsibilities could further improve their evaluations.

APPENDIX

This appendix presents statistical associations between selected questionnaire items, using multiple linear regression. The results are interpreted as follows: a one-unit increase in each independent variable changes the dependent variable by the coefficient shown on the right-hand side of the table. Standard errors are reported in parentheses, while asterisks indicate the conventional levels of statistical significance (* = 10%, ** = 5%, *** = 1%). The bottom of each table reports the number of observations (N = 122) and the proportion of variation in the dependent variable explained by the independent variables (R²). The latter ranges from 0 to 1 and can therefore also be expressed as a percentage.

Dependent variable:	<i>MSc / alumni relationship: Satisfaction with the MSc programme</i>
<i>MSc evaluation: Overall standard of the programme</i>	0.361*** (0.0972)
<i>Reason for choosing the programme: Distance learning</i>	0.185*** (0.0541)
<i>MSc / alumni relationship: Likelihood of recommending the programme</i>	0.637*** (0.0438)
<i>MSc / alumni relationship: Importance of maintaining contact with the programme</i>	0.117* (0.0622)
N	122
R ²	0.850

The table above presents the factors associated with alumni satisfaction with the MSc programme. The two most important are the likelihood that a graduate will recommend the programme to someone they know and the programme's overall standard. Distance learning as a reason for choosing the programme also plays a major role, highlighting that the MSc programme delivers this format effectively. Finally, the importance of maintaining contact with the programme plays a smaller role. This is expected, since being satisfied with the programme does not necessarily mean that alumni have the time or energy to maintain contact with it. Nevertheless, the association indicates that the MSc programme is systematically building an alumni community.

Dependent variable:	<u>Expectations / study experience:</u> <u>Comparison of expectations at the</u> <u>beginning and end</u>
<u>Reason for choosing the programme:</u> <u>Reputation / credibility</u>	0.214** (0.0939)
<u>Reason for choosing the programme:</u> <u>Distance learning</u>	0.155** (0.0782)
<u>MSc evaluation: Overall standard of the</u> <u>programme</u>	0.363** (0.157)
<u>Professional / personal impact: Career</u> <u>advancement</u>	-0.0186 (0.0782)
<u>Professional / personal impact: Personal</u> <u>development</u>	0.255** (0.129)
<u>Knowledge / skills / learning outcomes:</u> <u>Category mean</u>	0.327** (0.135)
<i>N</i>	122
<i>R</i> ²	0.488

The table above presents the factors associated with the difference between alumni's expectations and their experience of the MSc programme. Higher values of this variable indicate that the programme exceeded alumni's expectations at the beginning of their studies to a greater extent. As expected, the programme's standard and the level of learning outcomes play a leading role. The role of the programme's reputation is also noteworthy, since this is a less predictable factor that may raise expectations at the beginning of the programme and thus narrow the gap between initial expectations and the final assessment. This indicates that the MSc programme more than lives up to the reputation it has built. Finally, career advancement does not play a role. This is explained by the need for the programme to place greater emphasis on helping graduates find jobs, take on management responsibilities and connect theory with practice, as noted above.

Dependent variable:	<u>MSc / alumni relationship: Likelihood of recommending the programme</u>
<u>Professional / personal impact: Career prospects</u>	0.391*** (0.124)
<u>MSc / alumni relationship: Importance of maintaining contact with the programme</u>	0.242* (0.144)
<u>Reason for choosing the programme: Reputation / credibility</u>	0.381*** (0.144)
<u>Reason for choosing the programme: Distance learning</u>	0.337*** (0.117)
<u>Knowledge / skills / learning outcomes: Category mean</u>	0.371** (0.176)
<i>N</i>	122
<i>R</i> ²	0.408

The table above presents the factors associated with alumni's likelihood of recommending the MSc programme to someone they know. Career prospects, the programme's reputation, distance learning as a reason for choosing it and learning outcomes have similar effects. However, the importance of maintaining contact with the programme plays a smaller role. This is expected because, although maintaining contact may be associated with recommending the programme, the relationship does not necessarily hold in every case.

FINAL CONCLUSIONS

Overall, the MSc programme's performance is assessed as particularly strong. It attracts people who are, or intend to become, education professionals and who have a strong undergraduate background in the field. Some alumni already held another postgraduate degree in education. The MSc programme meets and exceeds the expectations that alumni had before beginning their studies. Quality is balanced across the programme's various aspects, including teaching, secretarial support and distance learning, while learning outcomes are similarly evenly distributed. Most alumni also report being very satisfied with the programme, wish to remain in contact with it and express interest in participating in alumni activities. However, the programme's performance could improve in certain areas, particularly the link between theory and practice and its contribution to helping graduates find jobs and take on management responsibilities. In brief, career advancement and stronger links with the labour market are the main areas in which systematic efforts could further enhance the programme's already excellent standing among future graduates.