

Framingham State University

Office of Institutional Research

Graduate Alumni Survey Report 2020-2021

International Education Programs

Target Population: 204

Total Respondents: 60

Response Rate: 29.41%

February 2023

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Introduction

The Graduate Alumni Survey was sent out, via email, in December 2022 to a total of 204 Framingham State University alumni that completed their graduate degree at an International Education Program (IEP) site in the 2020-2021 academic year. The Office of Institutional Research received 60 survey responses giving the survey a response rate of 29.41%.

Graduate Program Completed at FSU

Answer	Response Percent	Response Count
Master of Education - International Teaching	91.67%	55
Master of Arts - Educational Leadership	5.00%	3
Master of Education - Teaching English as a Second Language	3.33%	2
Total	100%	60

International Education Program Site

Answer	Response Percent	Response Count
Bangkok, Thailand	35.00%	21
Monterrey, Mexico	21.67%	13
Panama City, Panama	10.00%	6
Port of Spain, Trinidad	8.33%	5
Xiamen, China	6.67%	4
San Jose, Costa Rica	5.00%	3
Guatemala	5.00%	3
Shanghai, China	5.00%	3
Seoul, S. Korea	3.33%	2
Total	100%	60

Modality Type for Program

Answer	Response Percent	Response Count
Hybrid or Campus-based	100.00%	50
100% online	0.00%	0
Total	100%	50

COVID-19 Impact on Student Status

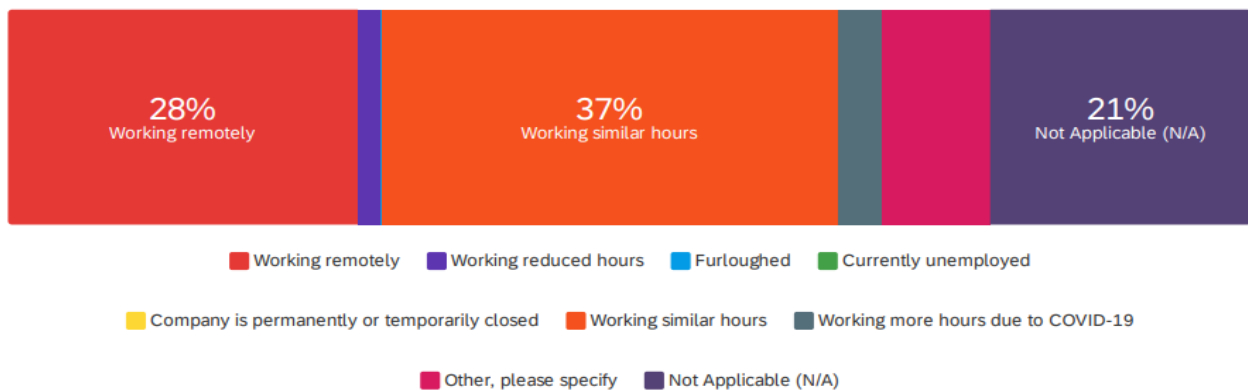
Answer	Response Percent	Response Count
Yes	50.00%	6
No	50.00%	6
Total	100%	12

COVID-19 Impact on Student Status: Details

We started taking online courses. But the fact that we were half way in the program made a possible change. In other words, knowing each other and collaborate in the previous courses made that transition not too bad
Prior to the Covid-19 break out we were having in person courses. We went to a 100% online curriculum, very quickly, which was an adjustment for students and professors.
The program started as a hybrid but went completely online when COVID hit.
My courses had to be finished online due to Covid 19.
reduced synchronous sessions
Full online school

COVID-19 Impact on Employment Status

COVID-19 Specific Impact on Employment Status



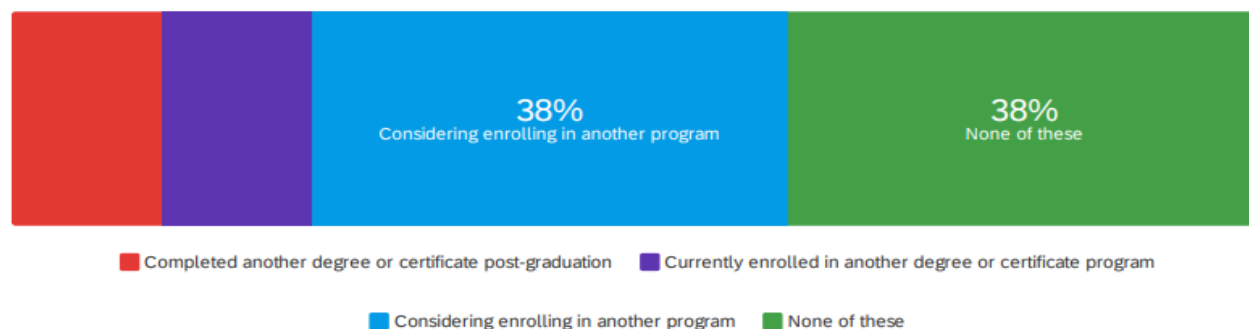
Answer	Percent of Cases*	Choice Count
Working similar hours	42.00%	21
Working remotely	32.00%	16
Not Applicable (N/A)	24.00%	12
Other, please specify	10.00%	5
Working more hours due to COVID-19	4.00%	2
Working reduced hours	2.00%	1
Furloughed	0.00%	0
Currently unemployed	0.00%	0
Company is permanently or temporarily closed	0.00%	0
Total Response Count		57

*Percent of Cases (Number of times the factor was selected divided by the number of respondents who answered the question)

Other, please specify
Since April 2022 our school is back to normal.
We're back on campus 100% (I'm the [redacted] coordinator in a private school)
I'm a teacher. we worked virtual during the school closures. But know we are full on campus

Post-Graduation Academia

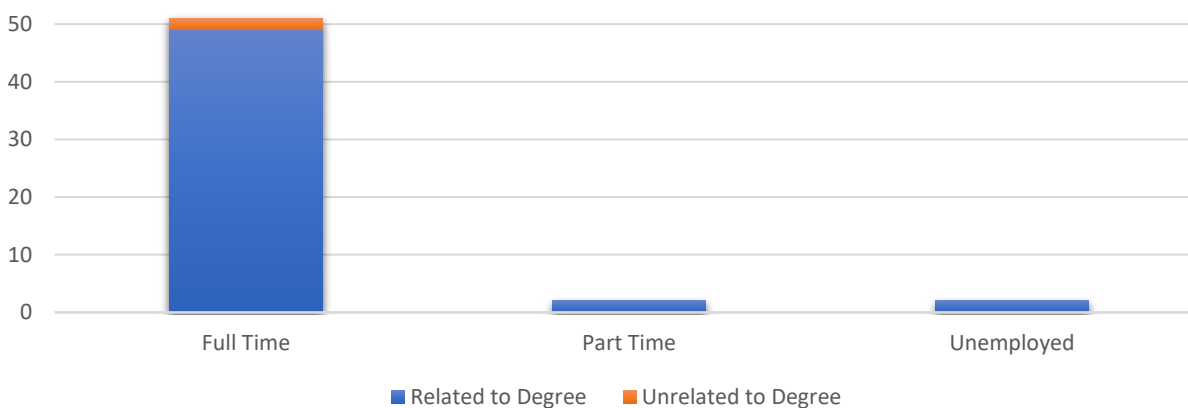
Figure 1. Academic program enrollment statistics post-graduation



Answer	Response Percent	Response Count
Considering enrolling in another degree or certificate program	38.00%	19
None of these	38.00%	19
Completed another degree or certificate post-graduation	12.00%	6
Currently enrolled in another degree or certificate program	12.00%	6
Total	100%	50

Employment Status

Figure 3. Employment Status and Position's Relation to Degree



Answer	Response Percent	Response Count
Employed, full-time, same field as degree	85.71%	42
Employed, full-time, somewhat related to degree	10.20%	5
Employed, full-time, unrelated to degree	0.00%	0
Employed, part-time, same field as degree	2.04%	1
Employed, part-time, somewhat related to degree	0.00%	0
Employed, part-time, unrelated to degree	2.04%	1
Not currently employed	0.00%	0
Total	100%	49

Employer Industry

Answer	Response Percent	Response Count
Elementary or secondary education	85.42%	41
Higher education	6.25%	3
Private for-profit corporation/company/group practice	2.08%	1
Private non-profit organization	0.00%	0
Government, institution or agency	2.08%	1
Self-employed	0.00%	0
Military	0.00%	0
Other, please specify	4.17%	2
Total	100%	48

Other, please specify
Also starting my own initiative
Finance

Employer Name

Answer	Response Percent	Response Count
American school of Guatemala	1	3.57%
Anglo Singapore International School	1	3.57%
BASIS International School	1	3.57%
Colegio Americano de Guatemala	0	0.00%
Colegio Euroamericano de Monterrey	1	3.57%
Concordian International School	1	3.57%
Crossroads Christian Academy	1	3.57%
Denla school Thailand	1	3.57%
Euroamerican School of Monterrey	3	10.71%
Foundation for Academic and Vocational Education	1	3.57%
Ideal English Academy	1	3.57%
International school in China	1	3.57%
Kasetsart University Laboratory School	1	3.57%
King's College Chengdu	1	3.57%
Lincoln School Costa Rica	2	7.14%
Ministry Of Education Trinidad And Tobago	1	3.57%
Morgan Stanley	1	3.57%
San Roberto International School	1	3.57%
Sarasas Witaed School Bangbuathong	1	3.57%
Satit Kaset IP, Kasetsart University	1	3.57%
SoonChunYang University	1	3.57%
The Metropolitan School of Panama	1	3.57%
Wellington college International School Bangkok	1	3.57%
Wells International School	2	7.14%
Total	100%	28

Employer Location

Answer	Response Percent	Response Count
Massachusetts	0.00%	0
Other New England State (CT, ME, NH, RI, VT)	0.00%	0
Other U.S. state or territory	2.08%	1
Outside the U.S.	97.92%	47
Total	100%	48

Employers Located Outside of Massachusetts

Answer	Response Percent	Response Count
Georgia	100.00%	1
Total	100%	1

Employers Located Outside of the United States

Answer	Response Percent	Response Count
China	12.77%	6
Costa Rica	4.26%	2
Germany	2.13%	1
Guatemala	4.26%	2
Mexico	14.89%	7
Panama	8.51%	4
Sint Maarten	2.13%	1
South Korea	4.26%	2
Thailand	38.30%	18
Trinidad and Tobago	8.51%	4
Total	100%	47

Reasons for Employment Unrelated to Graduate Degree

Answer	Response Percent	Response Count
I found a more desirable position in a different field	100.00%	1
I have not seriously looked for a position related to my graduate education	0.00%	0
Other, please specify	0.00%	0
I was unable to find a position related to my graduate education	0.00%	0
Total	100%	1

Importance of Research Skills in Current Position

Not Important = 1 | Somewhat Important = 2 | Important = 3 | Very Important = 4 | Essential = 5

Question	1	2	3	4	5	Total
Identifying and solving problems	2.08% 1	10.42% 5	18.75% 9	31.25% 15	37.50% 18	100% 48
	12.50% 6			68.75% 33		
Locating and applying information/data	4.17% 2	20.83% 10	16.67% 8	35.42% 17	22.92% 11	100% 49
	24.49% 12			57.14% 28		
Designing and executing research	21.28% 10	21.28% 10	25.53% 12	21.28% 10	10.64% 5	100% 47
	42.56% 20			31.91% 15		
Analyzing data	6.25% 3	33.33% 16	22.92% 11	18.75% 9	18.75% 9	100% 48
	39.58% 19			37.50% 18		

Importance of Other Skills in Current Position

Not Important = 1 | Somewhat Important = 2 | Important = 3 | Very Important = 4 | Essential = 5

Question	1	2	3	4	5	Total
Making clear formal presentations	2.13% 1	19.15% 9	25.53% 12	14.89% 7	38.30% 18	47
	21.28% 10			53.19% 25		
Grant writing	40.48% 17	9.52% 4	26.19% 11	11.90% 5	11.90% 5	42
	50.00% 21			23.80% 10		
Writing reports, articles, books, etc.	26.09% 12	36.96% 17	17.39% 8	8.70% 4	10.87% 5	46
	63.05% 29			19.57% 9		
Working collaboratively	4.17% 2	4.17% 2	10.42% 5	31.25% 15	50.00% 24	48
	8.34% 4			81.25% 39		
Teaching or training groups of people	6.25% 3	4.17% 2	18.75% 9	8.33% 4	62.50% 30	48
	10.42% 5			70.83% 34		
Managing others in work settings	12.77% 6	17.02% 8	29.79% 14	10.64% 5	29.79% 14	47
	29.79% 14			40.43% 19		
Managing budgets	36.59% 15	29.27% 12	19.51% 8	9.76% 4	4.88% 2	41
	65.86% 27			14.64% 6		

Extracurricular Activity Participation at FSU

Answer	Percent of Cases*	Choice Count
Field work (within courses)	18.75%	9
Work study	14.58%	7
Capstone experience	12.50%	6
Thesis	8.33%	4
Practicum	6.25%	3
Internship	4.17%	2
Graduate Assistantship	2.08%	1
Total Response Count		48

*Percent of Cases (Number of times the factor was selected divided by the number of respondents who answered the question)

Rating of Resources at FSU

Question	1	2	3	4	5	Total
Course work	4.35%	15.22%	17.39%	39.13%	23.91%	46
	2	7	8	18	11	
	19.57%			63.04%		
	9			29		
Communication with faculty	4.35%	13.04%	26.09%	32.61%	23.91%	46
	2	6	12	15	11	
	17.39%			56.52%		
	8			26		
Communication with program coordinators or advisors	4.76%	23.81%	23.81%	26.19%	21.43%	42
	2	10	10	11	9	
	28.57%			47.62%		
	12			20		
Networking opportunities	8.89%	15.56%	33.33%	28.89%	13.33%	45
	4	7	15	13	6	
	24.45%			42.22%		
	11			19		
Career services	21.05%	21.05%	34.21%	10.53%	13.16%	38
	8	8	13	4	5	
	42.10%			23.69%		
	16			9		

Rating of Research Skills Developed at FSU

Question	1	2	3	4	5	Total
Identifying and solving problems	0.00%	0.00%	14.58%	47.92%	37.50%	48
	0	0	7	23	18	
	0.00%			85.42%		
	0			41		
Locating and applying information/data	0.00%	4.17%	20.83%	43.75%	31.25%	48
	0	2	10	21	15	
	4.17%			75.00%		
	2			36		
Designing and executing research	0.00%	6.38%	12.77%	40.43%	40.43%	47
	0	3	6	19	19	
	6.38%			80.86%		
	3			38		
Analyzing data	0.00%	4.17%	27.08%	41.67%	27.08%	48
	0	2	13	20	13	
	4.17%			68.75%		
	2			33		

Rating of Other Skills Developed at FSU

Question	1	2	3	4	5	Total
Making clear formal presentations that fit audience interests	0.00% 0	2.08% 1	14.58% 7	41.67% 20	41.67% 20	48
	2.08% 1			83.34% 40		
Grant writing	6.25% 2	18.75% 6	34.38% 11	25.00% 8	15.63% 5	32
	25.00% 8			40.63% 13		
Writing reports, articles, books, etc.	0.00% 0	9.52% 4	30.95% 13	35.71% 15	23.81% 10	42
	9.52% 4			59.52% 25		
Working collaboratively	0.00% 0	0.00% 0	10.42% 5	31.25% 15	58.33% 28	48
	0.00% 0			89.58% 43		
Teaching or training groups of people	0.00% 0	2.17% 1	19.57% 9	26.09% 12	52.17% 24	46
	2.17% 1			78.26% 36		
Managing others in work settings	0.00% 0	2.50% 1	17.50% 7	47.50% 19	32.50% 13	40
	2.50% 1			80.00% 32		
Managing budgets	10.71% 3	21.43% 6	35.71% 10	17.86% 5	14.29% 4	28
	32.14% 9			32.15% 9		

Current Salary

Answer	Response Percent	Response Count
Under \$24,999	45.83%	22
\$25,000 - \$49,999	39.58%	19
\$50,000 - \$74,999	12.50%	6
\$75,000 - \$99,999	2.08%	1
\$100,000 - \$149,999	0.00%	0
\$150,000 - \$199,999	0.00%	0
Over \$200,000	0.00%	0
Total	100%	48

Demographics

Racial Background

Answer	Response Percent	Response Count
Hispanic or Latino	38.89%	21
White	35.19%	19
Asian	20.37%	11
Black/African American	3.70%	2
Two or more races	1.85%	1
Total	100%	54

Gender

Answer	Response Percent	Response Count
Female	68.75%	33
Male	27.08%	13
Non-binary/ third gender	0.00%	0
I use another term	2.08%	1
Prefer not to say	2.08%	1
Total	100%	48

Transgender Status

Answer	Response Percent	Response Count
Yes	0.00%	0
No	97.92%	47
Prefer not to say	2.08%	1
Total	100%	48

Alumni Interests

Answer	Percent of Cases*	Choice Count
Professional networking opportunities	68.75%	33
Receiving Graduate Alumni/ae communications	31.25%	15
Interacting socially, non-professionally with other alumni	20.83%	10
Returning to/Visiting campus	22.92%	11
Participating in Alumni events	27.08%	13
Participating in University-wide events	16.67%	8
Total Response Count		48

*Percent of Cases (Number of times the factor was selected divided by the number of respondents who answered the question)

Communication Preferences

Answer	Percent of Cases*	Choice Count
Email	85.42%	41
Websites	16.67%	8
Facebook	6.25%	3
Personal contact	6.25%	3
Other social media	6.25%	3
Other, please specify	4.17%	2
Twitter	2.08%	1
Total Response Count		48

*Percent of Cases (Number of times the factor was selected divided by the number of respondents who answered the question)

Primary Goal for Completing Degree Program at FSU

Have a degree in education
getting master degree
Knowledge and status and growing as a teacher
To obtain teacher accreditation, to update myself on 21st century, modernized teaching philosophy and practice
Improving my knowledge in my field of study and career. Gaining academic qualification. Holding an mEd degree.
Before starting your graduate program at FSU, what was your primary goal in completing it?
Obtain a [redacted] teaching license
get a degree
To work in an educational administrative role.
Collaboration with other teachers
To obtain a full-time collegiate teaching position.
Earn a Master's degree in the field of education, in order to obtain a [redacted] teaching license
Obtain a [redacted] teaching license
Professional development
To get a better job
Getting a job in a K-12 school
Become a Homeroom teacher
Improve my teaching job
To learn more and make positive change in my career
Become a better teacher and open new opportunities
Getting a teaching license [redacted]
Get more knowledge of my subject
To find a job and figure out which subject I am more interested in teaching.
gain a [redacted] teacher's license
To earn my masters to become a better teacher.
To further my knowledge in teaching and apply it in my career.
To gain further knowledge in how to teach my students better.
To obtain a teaching qualification
Equipping myself to be the best International Teacher that I could be
Learning, growing
To gain new knowledge, ideas, concepts that I could apply in my field of education.
To become a better teacher

Obtaining a masters degree to obtain proper professional development and getting my [redacted] teaching license
To get a teacher license
Gaining more professional experiences, new learning, acquiring a leadership position.
To teach abroad
yes
getting a job at a university
Specializing in education
For personal development
Completing my masters
To have a teaching qualification to obtain [redacted] teaching licence. Changes [redacted] mean this has not yet been granted. Equivalency – [redacted] education authorities no longer accepting qualification. They did accept it for previous graduates..

Career Advancement Post-Graduation

Homeroom teacher
Higher employment category (soon)
Master degree
I wrote a course, I promote myself with exclusive educational programs
Promotion in salary, head of grade level, important voice in teacher matters and interventions with students
Been promoted to an academic supervisor
Please tell us about any career advancement (ie., promotion, awards or industry recognition, fellowship, etc.) you have made since starting your graduate program at Framingham State.
salary increase
Coach
industry recognition
Slight pay raise.
Got a job at a K-12 school, which was my goal when joining the program.
Became a Homeroom Teacher
none, Framingham was not beneficial
Having a Master’s degree certainly help me attain my current role. While I'm not technically in an educational field of expertise, I do educate people daily. I couldn't do my job without my experience as a teacher and I couldn't show the value of that experience without the degree.
Teacher
I teach a higher level
I was able to obtain a position as an Associate Professor of English at a university.
I got the job once I finished the graduate program.
Increased salary
None
More pay
I went on to finish a US Teaching license program and am now holding DC Licensure as well as Qualified Teacher Status in the UK
Financial raise
None
Recognition, Teaching License
I was promoted to Vice Principal after graduating with my Master's degree in International Education
PBL workshop

Promotion. I was a teacher assistant, after the degree I work as a teacher
Currently under consideration by relevant [redacted] education authorities. However, they currently do not accept this as a valid teaching qualification [redacted]
None
None
Lower Elementary Principal
Been contracted out side of my full-time job to work on Education projects
Got a full time teaching position

Comments and Feedback

The professors were amazing and personal. They brought the art and science of facilitating learning into the classroom Every day. They inspired. I feel blessed to have taken the master's program at FSU and felt like it was worth every penny.
How will Framingham's staff help me to get a [redacted] Teaching License.
This is a worthwhile learning journey.
One of the main reasons that students based in [redacted] chose this program was to receive teaching licence [redacted]. However, after Covid [redacted] does not recognize this degree anymore, which means all of us who completed this course cannot reach one of the most important reasons for applying to study at FSU. Unfortunately, the university did not help us in communicating with the [redacted] and did not take any steps to pave this way for us. So now, even though we have successfully completed our degree, we cannot get a raise in our salary or even extend our stay here [redacted] as a qualified educator.
Please use the space below to elaborate on any of the questions above and/or to comment on any other aspect of your graduate experience not covered in this questionnaire.
Would've loved if y'all included your candidates from other countries into the graduation ceremony. My whole group was left out, of the online ceremony and nothing was done
The Framingham program was promoted to English teachers [redacted] as a legitimate path towards a [redacted] permanent teaching license. All program participants had the attainment of this license as their ultimate goal. However, upon completing the program, no one in my cohort has been able to attain this license. I realize that the government policies are out of Framingham's control, but there has been no assistance from Framingham. In fact, Framingham is still promoting their program as a means to achieve the license, which is not true at the time I am writing this. All members of my cohort have been disappointed in Framingham's lack of assistance, and many of us are being forced to choose between leaving our lives in [redacted] or finding a new university program to gain a degree that can help us remain in the country. There are many complicated reasons for this license issue, which only those involved in the [redacted] education system understand, but the lack of assistance from Framingham has left me and my fellow graduates disappointed and regretful of the decision to spend our time, effort, and money on the Framingham program.
Many graduates from my cohort and future cohorts have uncertainty regarding continuation of employment due to the ongoing equivalency issues [redacted] towards purposes of obtaining a teacher licence [redacted]. This was main goal for majority of graduates taking course in [redacted]. Would be very much appreciated if Framingham could address this with relevant [redacted] education/ teaching licence authorities.
Comprehensively covered
It was a great experienced to take my M.Ed.at Framingham,Thanks