

GALLAUDET UNIVERSITY

FALL 2019/SPRING 2020 ANNUAL SURVEY  
OF RECENT GRADUATES:

DECEMBER 2017 THROUGH AUGUST 2018 ALUMNI

Report produced: Fall 2020  
Office of Institutional Research

## BACKGROUND

The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates annually. The survey is administered in the fall/winter (August to February) to those who graduated December through August of the preceding year.

In Fall 2020, a comprehensive alumni survey will be administered to alumni of 2005 and 2010 by Student Success and Academic Quality in consultation with Career Leadership Collective. Plans are underway to utilize data from Social Security Administration to examine post-graduation outcomes of all graduates.

## SURVEY DESIGN

The survey consisted of 21+ items:

- 9 employment questions
- 3 additional education questions
- 4 questions related to student experience
- 5+ questions about the student's major and program of study, including student learning outcomes (the number of questions varies depending on the student's course of study)

## SURVEY PARTICIPATION AND RESPONSES

376 alumni of Gallaudet University (undergraduate and graduate) graduated between December 2017 and August 2018. Data on recent alumni came from four sources:

- Responses to the Alumni Survey both electronically and on paper;
- The National Student Clearinghouse's Student Tracker<sup>1</sup> data; and
- Social media/internet/department and university data.

### ELECTRONIC AND PAPER SURVEYS

Email and mail addresses for alumni were gathered from the Alumni Office. Surveys were sent electronically to alumni for whom email addresses were available. Two reminder emails were sent to non-responders. A third email was sent to those who did not have email and those who did not respond to the initial email survey were sent a paper copy of the survey.

Ninety-one (25%) alumni with valid contact information responded to the survey electronically or on paper. This year's response rate was 10% lower than last year's response rate. Nineteen (5%) alumni did not have valid contact information.

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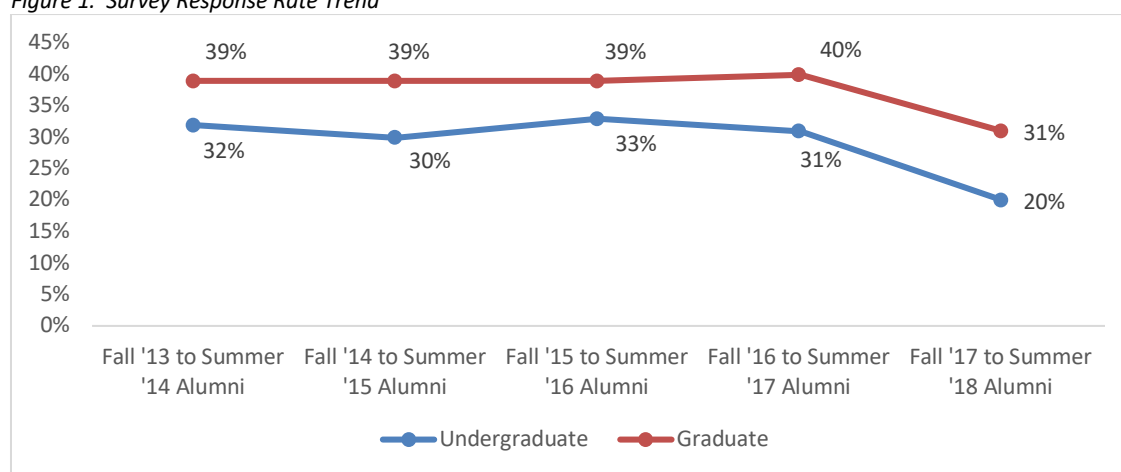
<sup>1</sup> The National Student Clearinghouse is a nonprofit and nongovernmental organization and the leading provider of educational reporting, data exchange, verification, and research services. StudentTracker is the only nationwide source of college enrollment and degree data.

Table 1. Survey Response Rate

	Alumni	Invalid addresses	%	Surveys distributed to valid addresses	%	Responded	Response rate of those with valid addresses
Undergraduate	188	12		176		35	20%
Graduate	188	7		181		56	31%
<b>Total</b>	<b>376</b>	<b>19</b>		<b>357</b>		<b>91</b>	<b>25%</b>

As in years past, the graduate-level alumni had a higher response rate than undergraduate-level alumni. The response rate from the graduate-level alumni was 11% higher than the undergraduate-level alumni at 31%.

Figure 1. Survey Response Rate Trend



### STUDENTTRACKER, GALLAUDET, AND EXTERNAL SOURCES

All sources were used, where available, when analyzing the survey; therefore “respondents” refers to all alumni on whom information was obtained from the traditional survey (electronic and paper). Additionally, the “information rate” refers to information gathered from both the traditional survey (electronic and paper) and additional sources where possible.

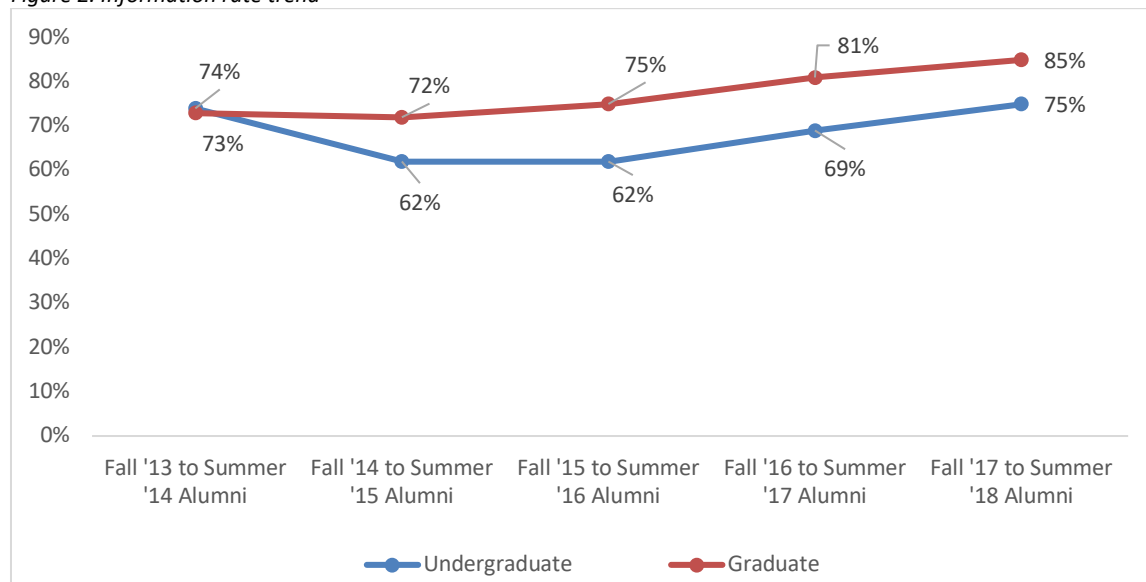
In 2011, Gallaudet University became a participating member of the National Clearinghouse. Thus, a query was sent to the StudentTracker<sup>2</sup> component of the Clearinghouse to gather data on additional education that alumni are pursuing. Gallaudet University has been able to include information from the Student Tracker in the last several years.

<sup>2</sup> StudentTracker information is only available if the institutions our alumni are attending are also participating with the National Student Clearinghouse. However, more than 3,600 colleges and universities – enrolling 98% of all students in public and private U.S. institutions – regularly provide enrollment and graduation data to the Clearinghouse.

Employment information was gathered when possible via the Internet, Facebook, or LinkedIn. Any additional information collected from Facebook and LinkedIn was also verified by visiting the employment website's staff roster. A list of alumni who are employees or students at Gallaudet was gathered as well.

In addition to the responses we gathered from 91 recent alumni from the Alumni Survey, we were able to gather partial information (via Internet, Facebook, or LinkedIn) on an additional 209 alumni. With the additional sources, post-graduation data was gathered on 80% of recent alumni, 85% graduate-level and 75% undergraduate-level alumni.

Figure 2. Information rate trend



## DIVERSITY

The ethnic/racial diversity within the student groups is divided into four categories: Student of Color (SOC), White, International, and Unknown. The responses and information collected on our alumni is representative of our Gallaudet graduates overall and by career (undergraduate and graduate) as demonstrated in figures 3 through 5.

Figure 3. Ethnic/Racial Diversity of Alumni and Respondents

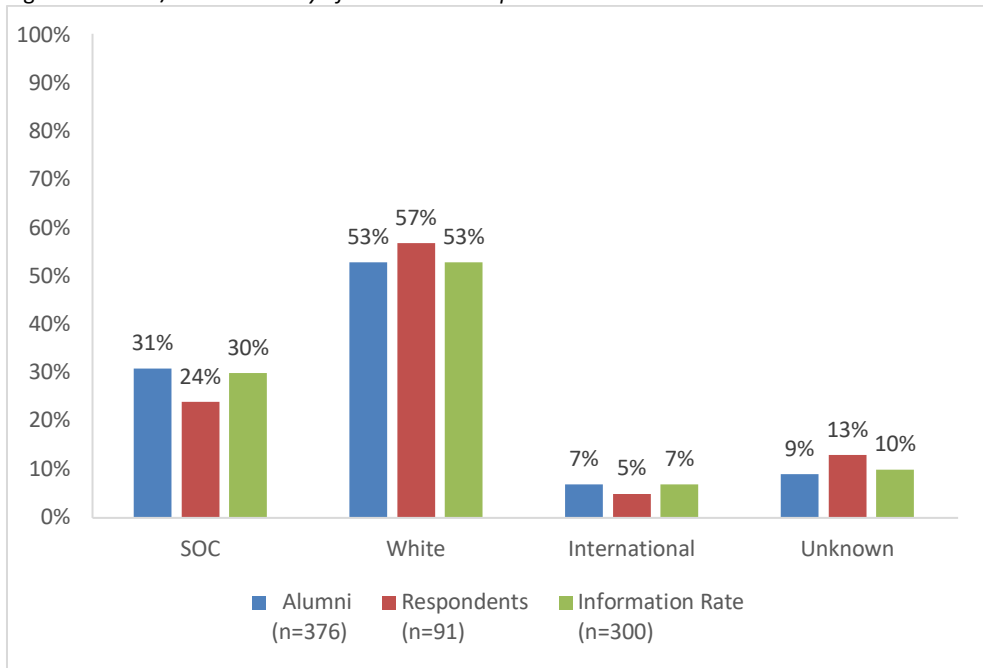


Figure 4. Ethnic/Racial Diversity of Graduate Alumni and Respondents

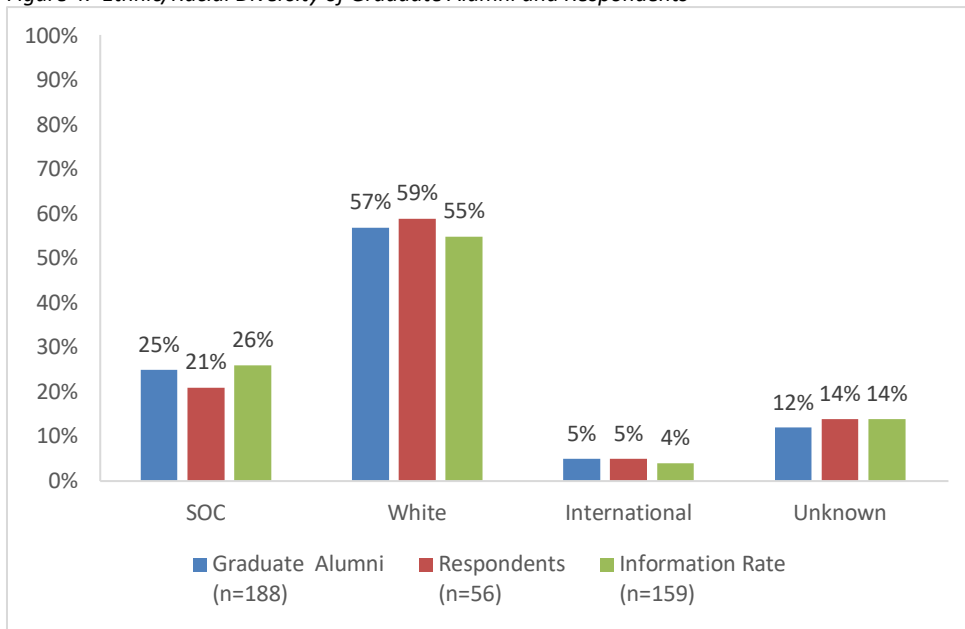
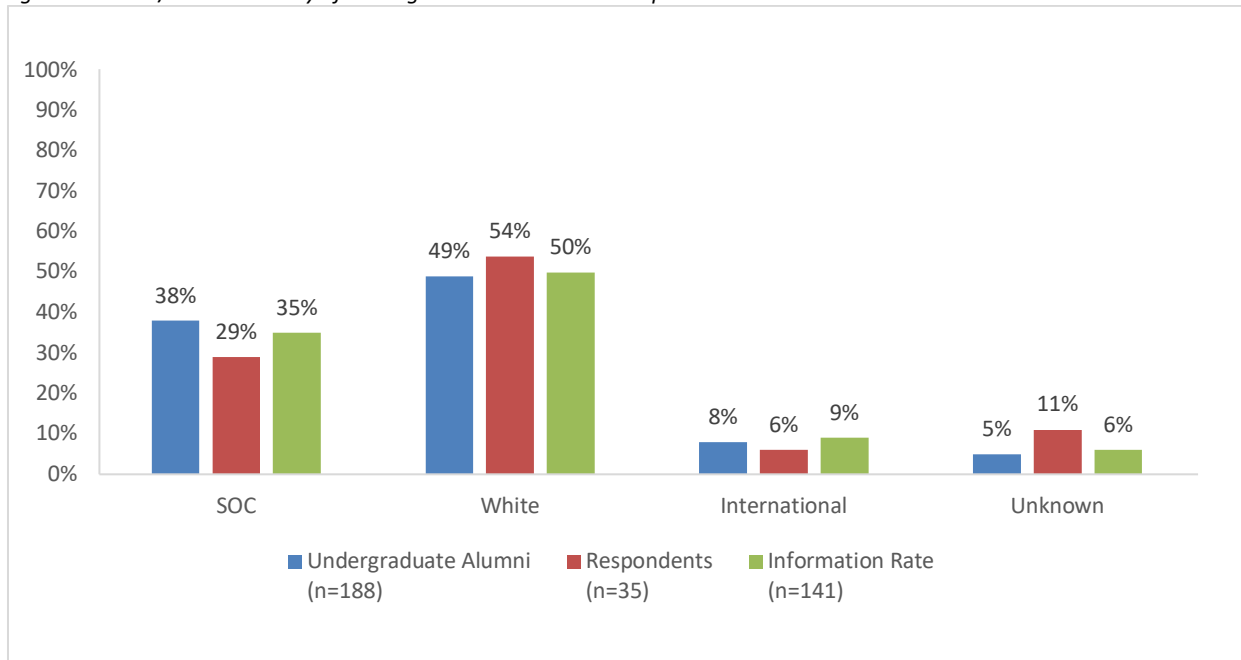


Figure 5. Ethnic/Racial Diversity of Undergraduate Alumni and Respondents



## INTERNSHIP PARTICIPATION

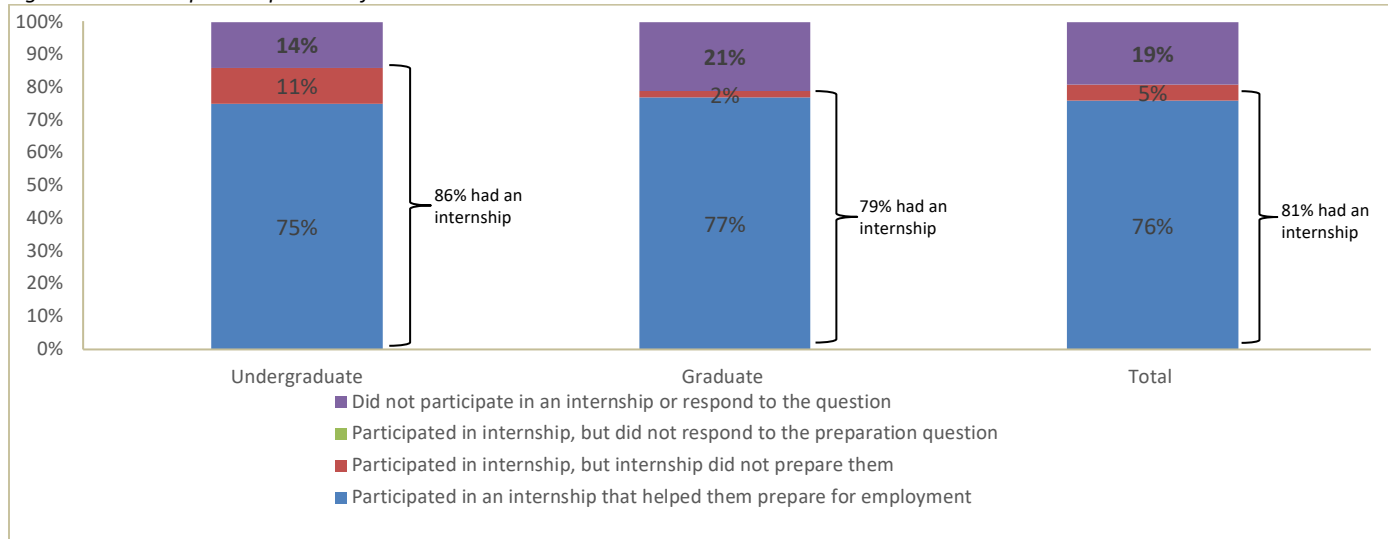
Data on internship participation came from the Alumni Survey.

- **Overall:**
  - 81% of all respondents had participated in an internship while at Gallaudet.
  - Among the respondents who said they participated in an internship, 90% said the experience helped prepare for employment on some level ranging from extremely well to slightly well.
  - 95% of all responding alumni stated that participating in internships contributed to their learning and personal growth on some level ranging from extremely well to slightly well.
- **Undergraduate:**
  - 86% of all undergraduate respondents had participated in an internship while at Gallaudet.
  - Among the respondents who said they participated in an internship, 84% said the experience helped prepare for employment on some level ranging from extremely well to slightly well.
  - 96% of undergraduate-level alumni stated that participating in internships contributed to their learning and personal growth on some level ranging from extremely well to slightly well.

- **Graduate:**
  - 79% of all graduate respondents had participated in an internship while at Gallaudet.
  - Among the respondents who said they participated in an internship, 95% said the experience helped prepare for employment on some level ranging from extremely well to slightly well.
  - 95% of graduate-level alumni stated that participating in internships contributed to their learning and personal growth on some level ranging from extremely well to slightly well.
- **Overall by Diversity:**
  - 94% of the respondents who were from the students of color (SOC) group and 79% of the respondents who were white participated in an internship. 75% international/unknown respondents stated they participated in an internship.
  - Among those who responded that they participated in an internship, 76% of students of color, 97% of white, and 89% of international/unknown respondents who participated in an internship said the experience helped them prepare for employment on some level ranging from extremely well to slightly well.
  - Among those who responded that they participated in an internship, 88% of students of color, 100% of white, and 89% of international/unknown respondents stated that participating in internship contributed to their learning and personal growth on some level ranging from extremely well to slightly well.
- **Undergraduate by Diversity:**
  - 100% of the respondents who were from the students of color (SOC) group and 82% of the respondents who were white participated in an internship. 50% international/unknown respondents stated they participated in an internship.
  - Among those who responded that they participated in an internship, 70% of students of color, 93% of white, and 100% of international/unknown respondents who participated in an internship said the experience helped them prepare for employment on some level ranging from extremely well to slightly well.
  - Among those who responded that they participated in an internship, 90% of students of color, 100% of white, and 100% of international/unknown respondents stated that participating in internship contributed to their learning and personal growth on some level ranging from extremely well to slightly well.
- **Graduate by Diversity:**
  - 86% of the respondents who were from the students of color (SOC) group and 77% of the respondents who were white participated in an internship. 80% international/unknown respondents stated they participated in an internship.
  - Among those who responded that they participated in an internship, 86% of students of color, 100% of white, and 88% of international/unknown respondents who participated in an internship said the experience helped them

- prepare for employment on some level ranging from extremely well to slightly well.
- Among those who responded that they participated in an internship, 86% of students of color, 100% of white, and 88% of international/unknown respondents stated that participating in internship contributed to their learning and personal growth on some level ranging from extremely well to slightly well.

Figure 6. Internship Participation\* of Alumni



\*Responded to the question as Very Often, Often, Sometimes, Rarely

## POST-GRADUATION OUTCOMES

Methodologies such as the use of StudentTracker and social media were used to collect data on post-graduation outcomes starting with the 2009-10 alumni. It is important to note that each alumnus is placed in only one category: employed, pursuing additional education, or neither. Categorizing responses was done with an applied hierarchy of responses: employed full-time, pursuing education full-time, employed part-time, pursuing education part-time, taking internships, seeking work, and not seeking work. For example, an alumnus working full-time and pursuing additional education full-time would be counted only as employed full-time. However, if another alumnus was pursuing additional education full-time, but working part-time, this person would be categorized as education full-time.

Refer to Appendix A for post-graduation outcome categories.

Data on the post-graduation outcomes of employment or additional education came from responses to the survey, Student Tracker, and other sources.



Post-Graduation Outcome by Degree-level

Two hundred and twenty-three (74%) of alumni were employed, sixty-five (22%) were pursuing additional education and twelve (4%) were doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

- One hundred and thirty-six (97%) of undergraduate-level alumni were either working or pursuing additional education. More specifically, ninety (64%) of undergraduate-level alumni were working either full-time or part-time, forty-six (33%) were pursuing additional education, and five (3%) were doing neither. Post-graduation outcomes of working or pursuing additional education increased by 1% compared to last year in which 96% of the undergraduate-level alumni were either working or pursuing additional education. Figure 9 shows the undergraduate-level alumni post-graduation outcomes 5-year trend.
- One hundred and fifty-two (96%) of graduate-level alumni were either working or pursuing additional education. More specifically, one hundred and thirty-three (84%) of graduate-level alumni were working either full-time or part-time, nineteen (12%) were pursuing additional education, and seven (4%) was doing neither. Post-graduation outcome of working or pursuing additional education decreased 4% compared to last year in which in which 99% of graduate-level were either working or pursuing additional education. Figure 10 shows the graduate-level alumni post-graduation outcomes 5-year trend.

Figure 7. Alumni Post-Graduation Outcomes

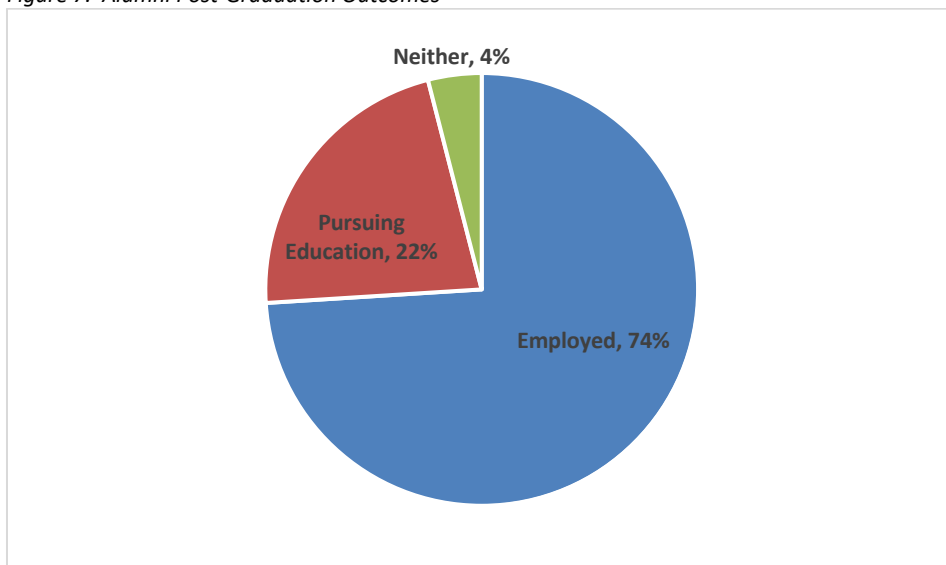


Figure 8. Post-Graduation Outcomes by Degree-Level

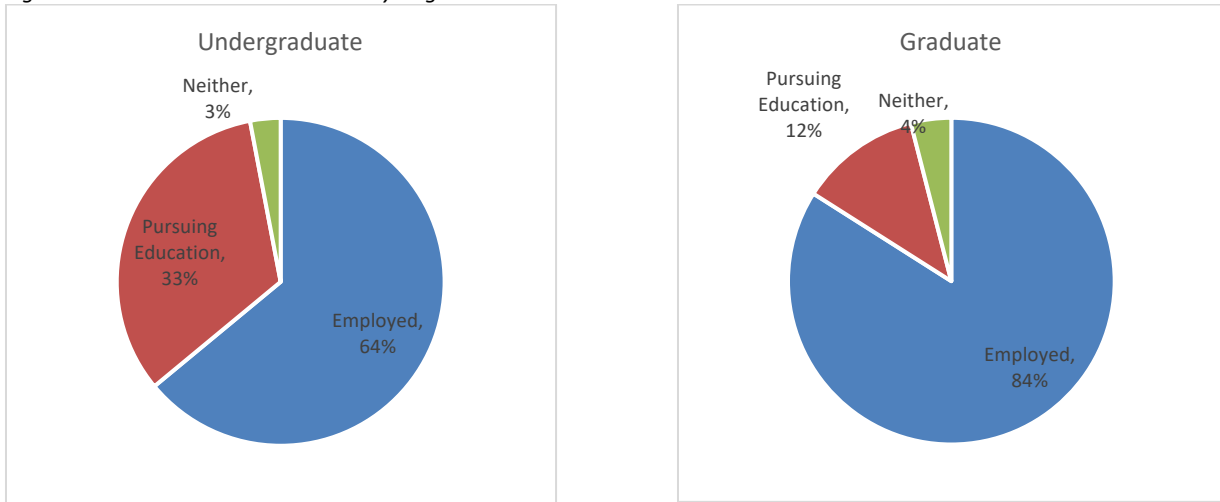


Figure 9. Undergraduate-Level Alumni Post-Graduation Outcomes Trend

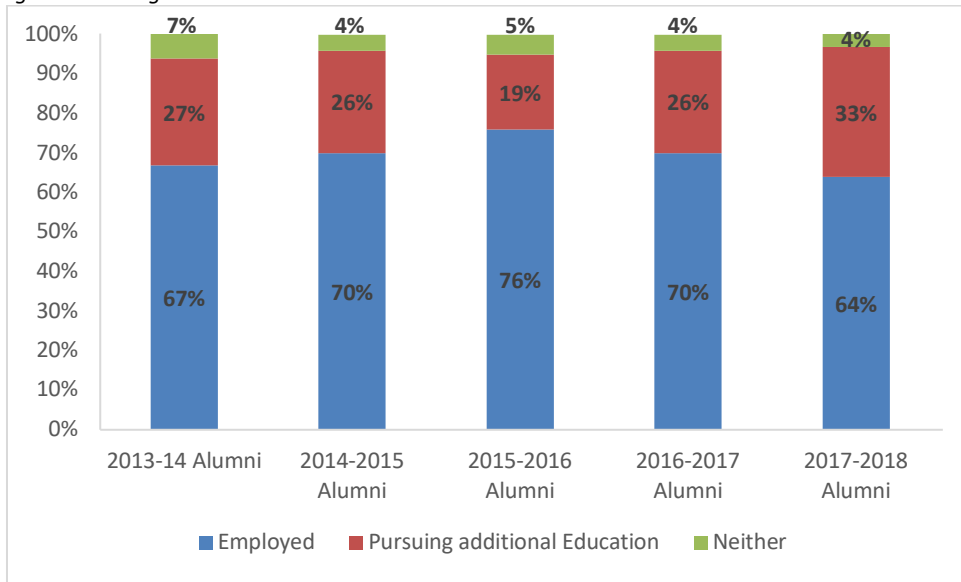
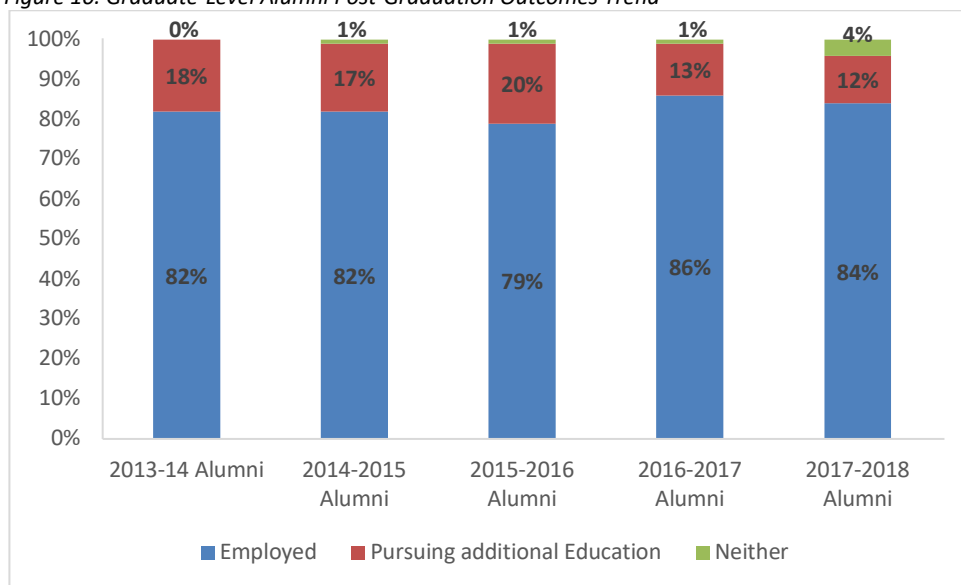


Figure 10. Graduate-Level Alumni Post-Graduation Outcomes Trend



Post-Graduation Outcome by Department-level

○ **Undergraduate:**

The top three undergraduate programs/departments that had the most alumni who were employed are Sociology (100%), Interpretation (94%), and Business (77%). The top three undergraduate programs/departments that had alumni who were pursuing additional education are Government (71%), World, Languages, and Culture (67%), and Self-Directed Majors (60%).

Table 2. Undergraduate Alumni Post-Graduation Outcome by Department

Undergraduate Departments	Employed	Pursuing Education	Neither
Art, Communication, and Theatre (n=23)	73%	23%	5%
ASL/Deaf Studies (n=15)	40%	53%	7%
Business (n=13)	77%	23%	0%
Education (n=6)	50%	50%	0%
English (n=4)	50%	50%	0%
Government (n=6)	29%	71%	0%
History (n=2)	33%	33%	33%
Interpretation (n=16)	94%	6%	0%
Physical Education and Recreation (n=11)	73%	27%	0%
Psychology (n=12)	58%	33%	8%
Science, Technology, and Mathematics (n=13)	69%	23%	8%
Self-Directed Major (n=5)	40%	60%	0%
Social Work (n=12)	58%	42%	0%
Sociology (n=2)	100%	0%	0%
World Languages and Culture (n=12)	33%	67%	0%

○ **Graduate:**

The top graduate programs/departments that had 100% of their alumni employed are Counseling, Hearing, Speech, and Language Sciences, and Public Administration. The top three graduate programs/departments that had alumni who were pursuing additional education are Psychology (41%), Graduate School programs including International Development and Certificate in Infants, Toddlers and Families (33%), and Linguistics (20%).

Table 3. Graduate Alumni Post-Graduation Outcome by Department

Graduate Departments/Programs	Employed	Pursuing Education	Neither
ASL/Deaf Studies (n=35)	85%	9%	6%
Counseling (n=2)	100%	0%	0%
Education (n=11)	73%	18%	9%
Graduate School (n=4)	67%	33%	0%
Hearing Speech and Language Sciences (n=32)	100%	0%	0%
Interpretation (n=11)	91%	0%	9%
Linguistics (n=5)	80%	20%	0%
Psychology (n=28)	59%	41%	0%
Public Administration (n=14)	100%	0%	0%
Social Work (n=19)	89%	5%	5%

Post-Graduation Outcomes by Race Ethnicity and Hearing Status

***Undergraduate-Level Alumni***

Data was gathered on 141 (75%) of 188 undergraduate-level alumni. One hundred eighteen (84%) were deaf or hard of hearing and 23 (16%) were hearing.

Deaf and Hard of Hearing

- Of the 19 deaf/hard of hearing international/unknown respondents, 90% were either employed or pursuing additional education and 11% were doing neither.
- Of the 99 deaf/hard of hearing U.S. respondents, 41 (41%) were SOC and 58 (59%) were white.
  - Of the 41 deaf or hard of hearing SOC respondents, 80% were employed and 15% were pursuing additional education.
  - Of the 58 deaf or hard of hearing white respondents, 48% were employed, 58% were pursuing additional education, and 2% were doing neither

Hearing

- Of the 21 hearing U.S. respondents, eight (38%) were SOC and 13 (62%) were white.
  - Of the 8 hearing SOC respondents, 63% were employed and 38% were pursuing additional education
  - Of the 13 hearing white respondents, 85% were employed and 15% were pursuing additional education.

**Winter 2019/Spring 2020 Annual Survey of Recent Graduates**

*Table 4. Undergraduate-Level Alumni Outcomes by Race/Ethnicity and Hearing Status\**

Outcome	SOC			White			International and Unknown			Total		
	Deaf/HOH (n=41)	Hearing (n=8)	Total (n=44)	Deaf/HOH (n=58)	Hearing (n=13)	Total (n=70)	Deaf/HOH (n=19)	Hearing (n=2)	Total (n=21)	Deaf/HOH (n=118)	Hearing (n=21)	Total (n=141)
Employed	80%	63%	78%	48%	85%	55%	58%	100%	62%	61%	78%	64%
Pursuing Education	15%	38%	18%	50%	15%	44%	32%	0%	29%	35%	22%	33%
Neither	5%	0%	4%	2%	0%	1%	11%	0%	10%	4%	0%	4%

**Graduate-Level Alumni**

Data was gathered on 159 (85%) of 188 graduate -level alumni. 80 (50%) were deaf or hard of hearing, 79 (50%) were hearing.

**Deaf/Hard of Hearing**

- Of the 11 deaf/hard of hearing international/unknown respondents, 73% were employed, 18% were pursuing additional education, and 9% were neither.
- Of the 69 deaf/hard of hearing U.S. respondents, 22 (32%) were SOC, and 47 (68%) were white.
  - Of the 22 deaf or hard of hearing SOC respondents, 77% were employed and 22% were pursuing additional education and 5% were doing neither.
  - Of the 47 deaf or hard of hearing white respondents, 85% were employed and 6% were pursuing additional education and 9% were doing neither.

**Hearing**

- Of the 19 international hearing/unknown respondents, 73% were employed, 18% were pursuing education and 9% were neither.
- Of the 60 U.S. hearing/unknown respondents, 19 (32%) were SOC and 41 (68%) were white.
  - Of the 19 hearing/unknown SOC respondents, 79% were employed and 21% were pursuing education.
  - Of the 41 hearing/unknown white respondents, 90% were employed and 7% were pursuing education, and 2% were neither.

Table 5. Graduate-Level Alumni Outcomes by Race/Ethnicity and Hearing Status\*

Outcome	SOC			White			International/Unknown			Total		
	Deaf/HOH (n=22)	Hearing (n =19)	Total (n =41)	Deaf/HOH (n=47)	Hearing (n=41 )	Total (n=88)	Deaf/HOH (n=11)	Hearing (n=19)	Total (n=30)	Deaf/HOH (n=80)	Hearing (n=79)	Total (n =159 )
Employed	77%	79%	78%	85%	90%	88%	73%	84%	80%	81%	86%	84%
Pursuing Education	18%	21%	20%	6%	7%	7%	18%	16%	17%	11%	13%	12%
Neither	5%	0%	2%	9%	2%	6%	9%	0%	3%	8%	1%	4%

## EMPLOYMENT BY OCCUPATIONAL GROUPS

Workforce projections name Healthcare Profession, Healthcare Support, Community Services/Arts, STEM (Science, Technology, Engineering, and Math), and Education to be among the top five job categories requiring postsecondary education (Georgetown University Center on Education and the Workforce)<sup>3</sup>.

The most common fields for employment for all recent Gallaudet alumni are education, community social services, health care practitioners and technical. Sixty-nine (69%) of Gallaudet University alumni are working in these three fields.

- 35% are in education, training, and library occupations this year (46% last year)
- 21% are in community and social services occupations (11% last year)
- 13% are in health care practitioners and technical occupations (1% last year)

For undergraduate-level alumni, 60% are working in these three fields: 23% in the education, training, and library occupational group, 23% in the community social services occupational group, and 14% in the arts, design, entertainment, sports, and media and personal care and services. The remaining alumni are spread out among 13 other occupational groups.

For graduate-level alumni, 80% are working in these three fields; 40% in education, training, and library occupations, 20% in the healthcare practitioners and technical field, 20% in the community and social services.

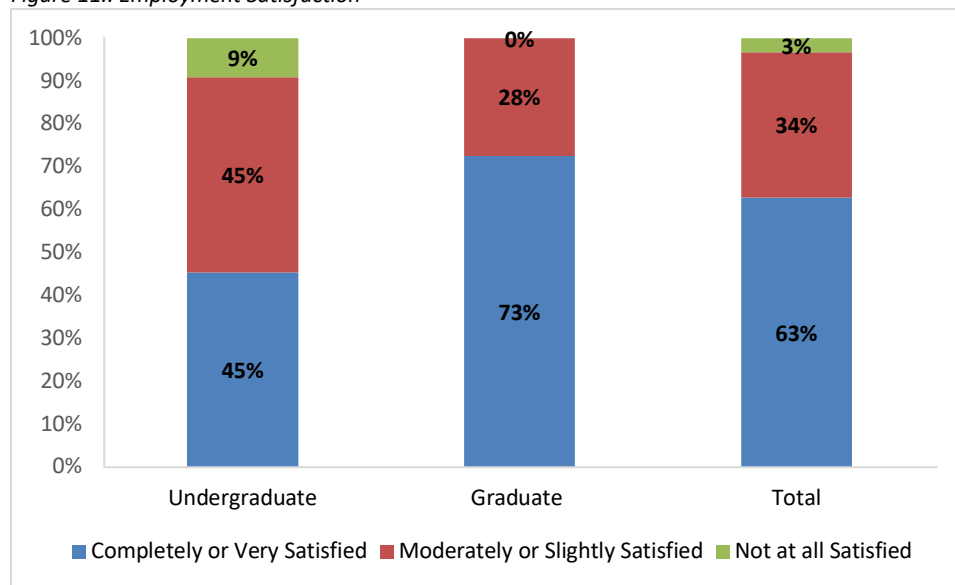
Refer to Appendix B for employment by occupational groups.

<sup>3</sup> The Georgetown University Center on Education and the Workforce Executive Summary “Recovery: Job Growth and Education Requirements through 2020.” This information can be found at [https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR\\_Web.pdf](https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web.pdf)

**SATISFACTION OF EMPLOYMENT**

When asking how satisfied they are with their employment, ten (45%) of undergraduate-level alumni stated that they are completely or very satisfied with their current employment. Twenty-nine (73%) of graduate-level alumni stated that they are also completely or very satisfied with their current employment. From the data, it appears that graduate level alumni are generally more satisfied with their employment than undergraduate level alumni.

Figure 11.. Employment Satisfaction\*

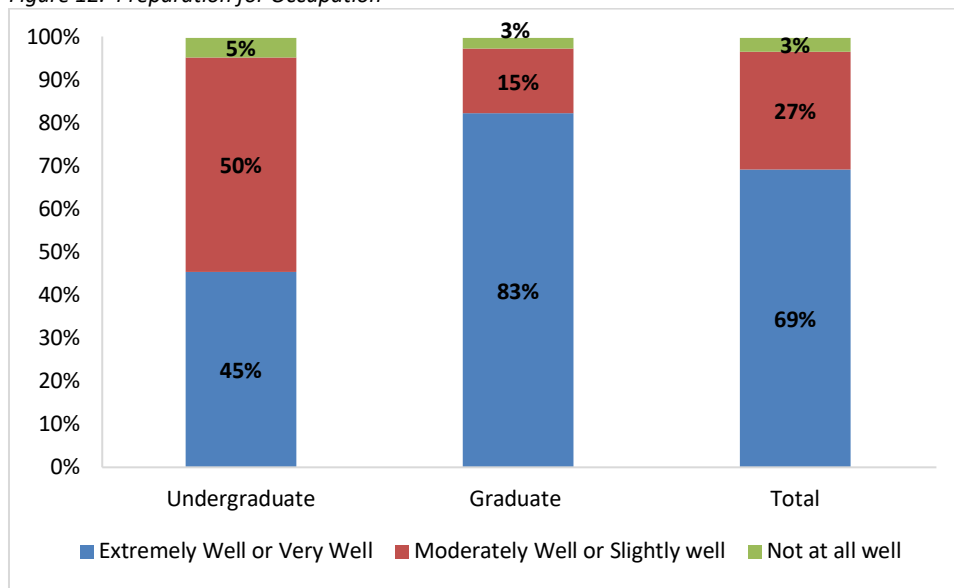


\*N = responded to the question

**PREPARED BY GALLAUDET**

When asking alumni how well Gallaudet prepared them for their career, twenty-two (45%) of undergraduate-level alumni stated that that Gallaudet prepared them extremely well or very well for their occupation while eleven (50%) of undergraduate-level alumni stated that Gallaudet prepared them moderately or slightly well for their occupation. Thus, 95% of undergraduate-level alumni stated that Gallaudet prepared them on some level. Forty (83%) of graduate-level alumni reported extremely well or very well prepared for their occupation while six (15%) of graduate-level alumni stated that Gallaudet prepared them moderately or slightly well for their occupation. Thus, 98% of graduate-level alumni stated that Gallaudet prepared them on some level. From the data, it appears that graduate-level alumni are more likely to feel prepared by Gallaudet for their occupation than undergraduate-level alumni.

Figure 12. Preparation for Occupation\*



\*N = responded to the question

## SALARIES

The median annual earnings of undergraduate-level degree alumni was \$45,162. According to the U.S. Department of Education, National Center for Education Statistics<sup>4</sup> the median annual earnings of bachelor’s degree holders in 2018 who are working full-time, aged 25-34 was \$54,700. Thus, Gallaudet’s undergraduate-level graduates who responded to this alumni survey are earning lower than their national peers.

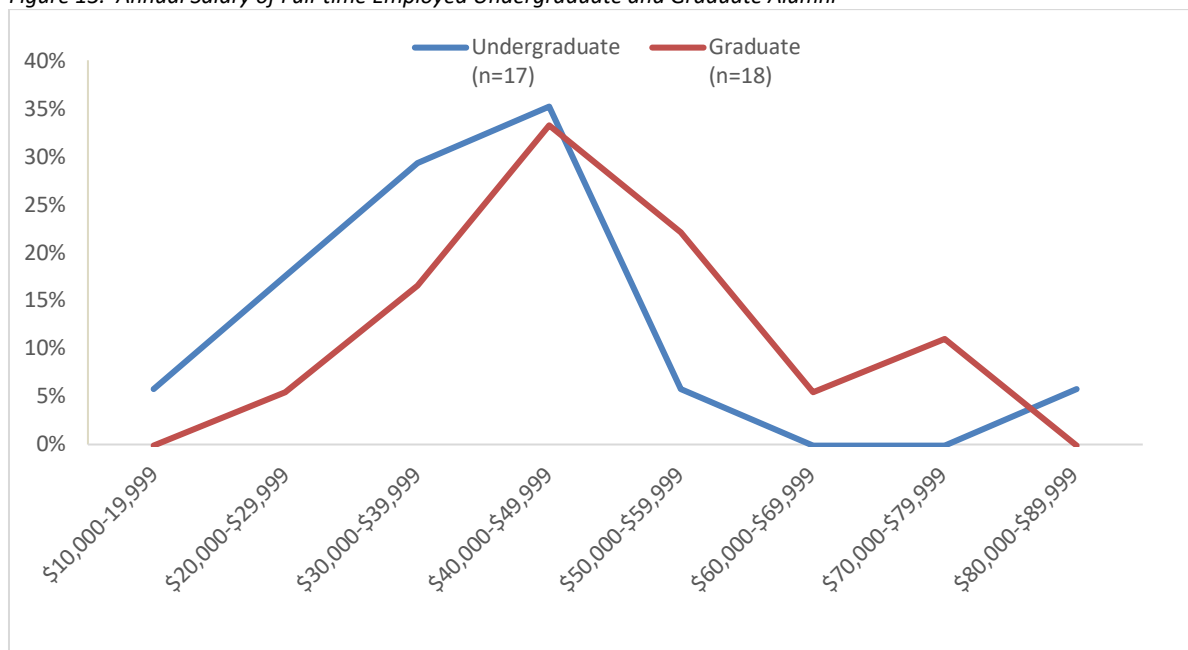
From this year’s survey, the median annual earnings of master-level degree alumni was \$51,345. According to the U.S. Department of Education, National Center for Education Statistics the median annual earnings of those with a master’s degree or higher in 2018 who are working full-time, aged 25-34 was \$65,000. Thus, Gallaudet’s graduate-level graduates who responded to this alumni survey are earning lower than their national peers.

Refer to Appendix C for salary information.

<sup>4</sup> Source: U.S. Department of Education, National Center for Education Statistics. (2020) *The Condition of Education 2018*. (This information can also be found at: [https://nces.ed.gov/programs/coe/indicator\\_cba.asp](https://nces.ed.gov/programs/coe/indicator_cba.asp)).



Figure 13. Annual Salary of Full-time Employed Undergraduate and Graduate Alumni



\*N = responded to the question

## STUDENT EXPERIENCES AND UNDERGRADUATE LEARNING OUTCOMES

Please contact the Office of Institutional Research for a separate report on student experiences and undergraduate learning outcomes.

## SURVEY LIMITATIONS AND CONCERNS

Since the release of the expanded survey in 2013, there has been a notable decline in the response rate. Increasing the response rate of the survey is an on-going goal for the Office of Institutional Research. In order to increase the response rate, the Office of Institutional Research conducted a review of the survey questions. Starting fall 2020, the survey will be modified to ensure that we can capture more responses from our alumni. As done in the past, OIR will continue to work very closely with the Alumni Office, Registrar’s Office, and academic departments to track down students and improve the collection of accurate contact information. The Office of Institutional Research will also continue to collaborate with the Career Center to administer a survey regarding graduates’ plans after graduation at the GradFest, an event where graduating students pick up their cap and gown. In addition, the office will collaborate with University Communications to reach out to recent graduates via Gallaudet University’s official social media accounts by surveying alumni’s current job and/or education status. Lastly, the office will continue to pursue opportunities in utilizing data from Social Security Administration to examine post-graduation outcomes of all graduates.

## REFERENCES

- Carnevale, A., Smith, N., & Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Washington, DC: The Georgetown University Center on Education and the Workforce.
- Hussar, B., NCEES; Zhang, J., Hein, S., Wang, K., Roberts, A., Cui, J., Smith, M., AIR; Bullock Mann, F., Barmer, A., and Dilig, R., RTI. (2020). *The Condition of Education 2018* (Vol. NCEES 2020-144) (T. Nachazel & A. Dziuba, Eds.). Washington, DC: NCEES U.S. Department of Education.
- Standard Occupational Classification Policy Committee (SOCPC). (2010). Standard Occupational Classification and Coding Structure. In *2010 SOC User Guide* (p. Xiv). Washington, DC: U.S. Bureau of Labor Statistics.

**APPENDIX A: 2017/2018 SURVEY OF RECENT GRADUATES SUMMARY TABLE**

(December 2017 through August 2018 Alumni)

Using the categories defined in the 2011 revised joint agreement by Gallaudet and NTID in reporting Alumni outcomes to the U.S. Department of Education

<b>Data Reporting Category</b>	<b>Undergraduates</b>	<b>% of Undergraduates</b>	<b>Graduates</b>	<b>% of Graduates</b>	<b>Total</b>	<b>% of Total</b>
A: Employed full-time	77	55%	129	81%	206	69%
B: Seeking work	2	1%	5	3%	7	2%
C: Employed part-time	13	9%	4	3%	17	6%
D: Not seeking work	3	2%	2	1%	5	2%
E: Education full-time	42	30%	7	4%	49	16%
F: Education part-time	4	3%	12	8%	16	5%
H: Internships, practica and other unpaid educational experiences	0	0%	0	0%	0	0%
<b>Total respondents*</b>	<b>141</b>	<b>75%</b>	<b>159</b>	<b>85%</b>	<b>300</b>	<b>80%</b>
I: Number without valid contact information	12		7		19	
J: Number not responding to survey	35		22		57	
<b>Total non-respondents*</b>	<b>47</b>	<b>33%</b>	<b>29</b>	<b>18%</b>	<b>76</b>	<b>20%</b>
<b>Total number of graduates</b>	<b>188</b>		<b>188</b>		<b>376</b>	

<b>GPRA-defined Rates</b>	<b>Undergraduates</b>	<b>% of Undergraduates</b>	<b>Graduates</b>	<b>% of Graduates</b>	<b>Total</b>	<b>% of Total</b>
Employed rate (A + C)/Total respondents	90	64%	133	84%	223	74%
Education rate (E + F + H)/Total respondents	46	33%	19	12%	65	22%
Inactive rate (B + D)/Total respondents	5	4%	7	4%	12	4%

**APPENDIX B: STANDARD OCCUPATIONAL GROUPS AND SERVICE TO DEAF OR HARD OF HEARING PEOPLE**

				<i>% of total who provide service to deaf or hard of hearing people by occupational group</i>		
				<i>Undergrad (N=22)</i>	<i>Graduate (N=41)</i>	<i>TOTAL (N=63)</i>
Architectural and Engineering						
Arts, Design, Entertainment, Sports, and Media	14%		5%	67%		67%
Business and Financial	5%	7%	6%	100%	67%	75%
Community and Social Services	23%	20%	21%	100%	100%	100%
Computer and Mathematical						
Education, Training, and Library	23%	41%	35%	100%	71%	77%
Food preparation and serving related		2%	2%		0%	0%
Healthcare Practitioners and Technical		20%	13%		75%	75%
Healthcare Support	9%		3%	100%		100%
Installation, Maintenance and Repair						
Legal	5%		2%	100%		100%
Life, Physical, and Social Science		2%	2%		0%	0%
Management	5%	2%	3%	0%	0%	0%
Military	5%		2%	0%		0%
Office and administrative support		2%	2%		0%	0%
Personal Care and Service	14%	2%	6%	100%	100%	100%
Sales and related						
Transportation and Material Moving						
<b>TOTAL</b>				<b>86%</b>	<b>71%</b>	<b>76%</b>

**APPENDIX C: ANNUAL SALARY RANGES OF FULL-TIME EMPLOYED ALUMNI**

	<i>Undergraduate (N=17)</i>	<i>%</i>	<i>Graduate (N=18)</i>	<i>%</i>	<b><i>TOTAL (N=35)*</i></b>	<i>%</i>
\$10,000 - \$19,999	1	6%	0	0%	1	3%
\$20,000 - \$29,999	3	18%	1	6%	4	11%
\$30,000 - \$39,999	5	29%	3	17%	8	23%
\$40,000 - \$49,999	6	35%	6	33%	12	34%
\$50,000 - \$59,999	1	6%	4	22%	5	14%
\$60,000 - \$69,999	0	0%	1	6%	1	3%
\$70,000 - \$79,999	0	0%	2	11%	2	6%
\$80,000 - \$89,999	1	6%	0	0%	1	3%
\$90,000- \$99,999	0	0%	1	6%	1	3%

\*N=responded to the question