

GALLAUDET UNIVERSITY

FALL 2022/SPRING 2023 ANNUAL SURVEY
OF RECENT GRADUATES:

DECEMBER 2021 THROUGH AUGUST 2022 ALUMNI

Report produced: Spring 2025
Office of Institutional Research

The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates annually. The survey is administered from January to September to those who graduated December through August of the preceding year.

This survey sent to recent graduates is in addition to a longer and more comprehensive survey sent to all alumni, but on a less frequent basis. A comprehensive alumni survey was administered to alumni of 2005 and 2010 by Student Success and Academic Quality in consultation with Career Leadership Collective in Fall 2020. Plans are underway to continue administering a comprehensive survey every 5 or 10 years.

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

391 alumni of Gallaudet University (undergraduate and graduate) graduated between December 2021 and August 2022. Data on recent alumni came from four sources:

- Responses to the Alumni Survey both electronically
- The National Student Clearinghouse's Student Tracker¹ data
- Social media/internet searches
- Department and university data

ELECTRONIC SURVEYS

Email addresses for alumni were gathered from the Alumni Office. Surveys were sent to alumni for whom email addresses were available. Two reminder emails were sent to non-responders. Surveys were sent to alumni exactly one year from their graduation date. In December 2022, the alumni survey was released to those who graduated in December 2021. The graduates of May 2022 received the alumni survey in May 2023 and the graduates of August 2022 received the alumni survey in August 2023.

Sixty-five (17%) alumni with valid contact information responded to the survey electronically. This year's response rate was 7% lower than last year's response rate. Seventeen (4%) alumni did not have valid contact information.

¹ 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.

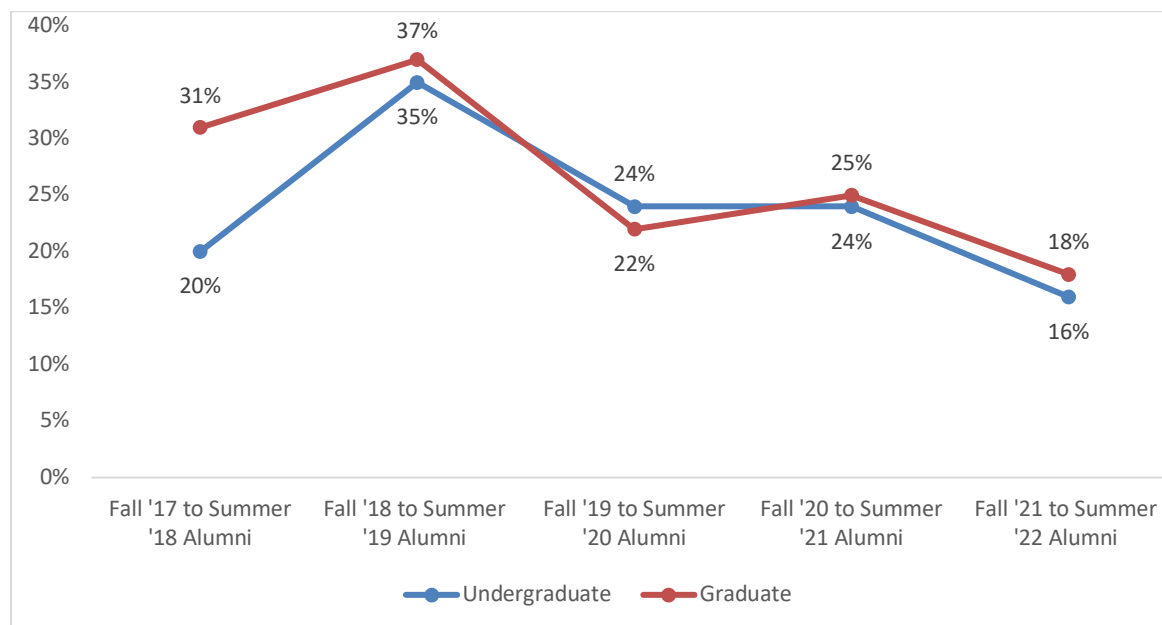
Winter 2022/Spring 2023 Annual Survey of Recent Graduates

Table 1. Survey Response Rate

	Alumni	Invalid addresses	%	Surveys distributed to valid addresses	%	Responded	Response rate of those with valid addresses
Undergraduate	222	7	3%	215	97%	35	16%
Graduate	171	10	6%	161	94%	30	18%
Total	393	17	4%	376	96%	65	17%

Graduate-level alumni had a 2% higher response rate than undergraduate-level alumni where the response rates from the undergraduate-level alumni and graduate-level alumni were 16% and 18%, respectively. This aligns with trends from the last two years in which both groups' response rates differed by 1-2%. It is worth noting that the undergraduate and graduate alumni had the lowest response rates compared to the last four years. Survey Point Team (2024) reports that survey fatigue, poor survey design, lack of relevance, insufficient incentives, accessibility issues and timing and context are common reasons why people do not respond to surveys. The length of the survey may be considered too long and possibly overwhelming for alumni to complete and alumni may not fully understand the importance of this survey. Strategies to improve the response rates may require redesigning the survey and emphasizing the relevance of the survey.

Figure 1. Survey Response Rate Trend



STUDENTTRACKER, GALLAUDET, AND EXTERNAL SOURCES

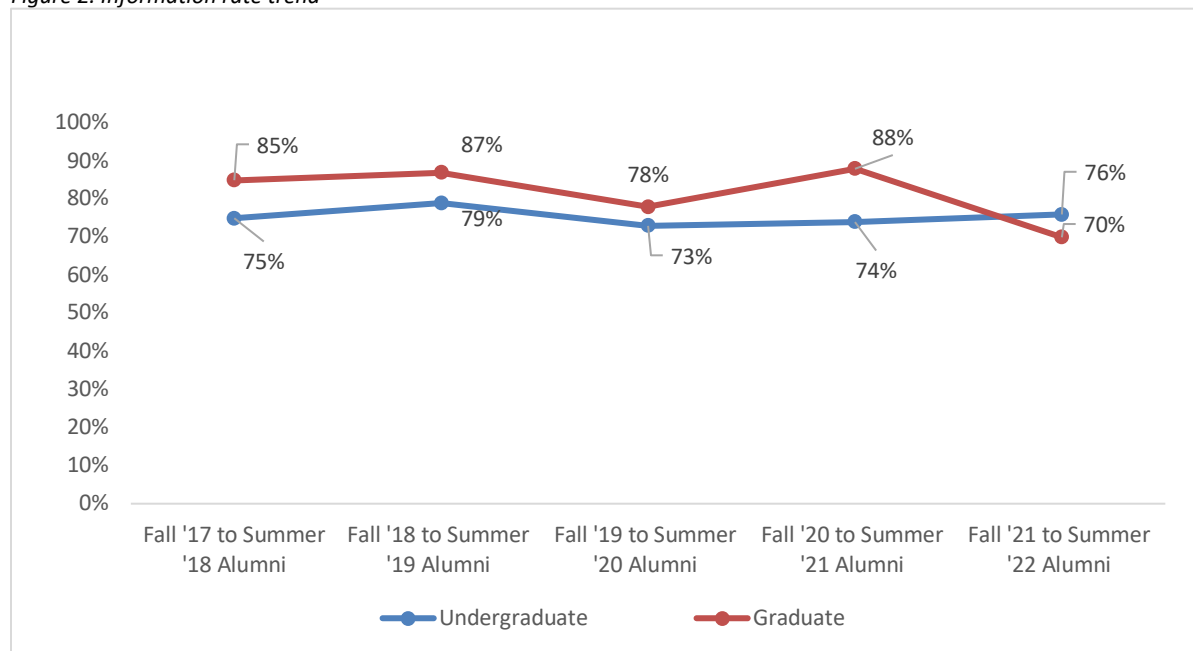
All sources were used, where available, when analyzing the survey; therefore, “respondents” refers to all alumni on whom information was obtained from the survey. Additionally, the “information rate” refers to information gathered from both the survey and additional sources where possible.

Gallaudet University has been and is a member of the National Clearinghouse. Thus, a query was sent to the StudentTracker² 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.

Employment information was gathered when possible, via the Internet (e.g., Google search), Facebook, or LinkedIn. Any additional information collected from Facebook and LinkedIn were 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 gathered from 65 recent alumni from the Alumni Survey, we were able to gather partial information from additional sources as described earlier on additional 224 alumni. With the additional sources, post-graduation data was gathered on 74% of recent alumni; 70% of graduate-level alumni, and 76% of undergraduate-level alumni. Due to the increase of information available on the internet, it is becoming easier to find our alumni and their employment information. Fifty-seven percent of the 2022 alumni had employment information online while 54% and 53% of the 2021 and 2020 alumni had employment information online.

Figure 2. Information rate trend



² 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.

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*

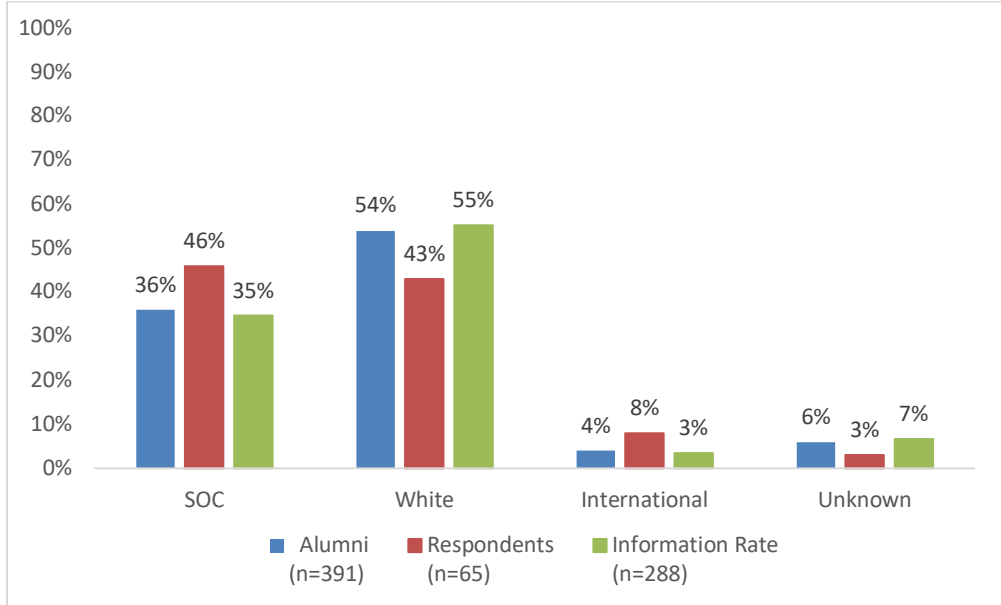


Figure 4. *Ethnic/Racial Diversity of Graduate Alumni and Respondents*

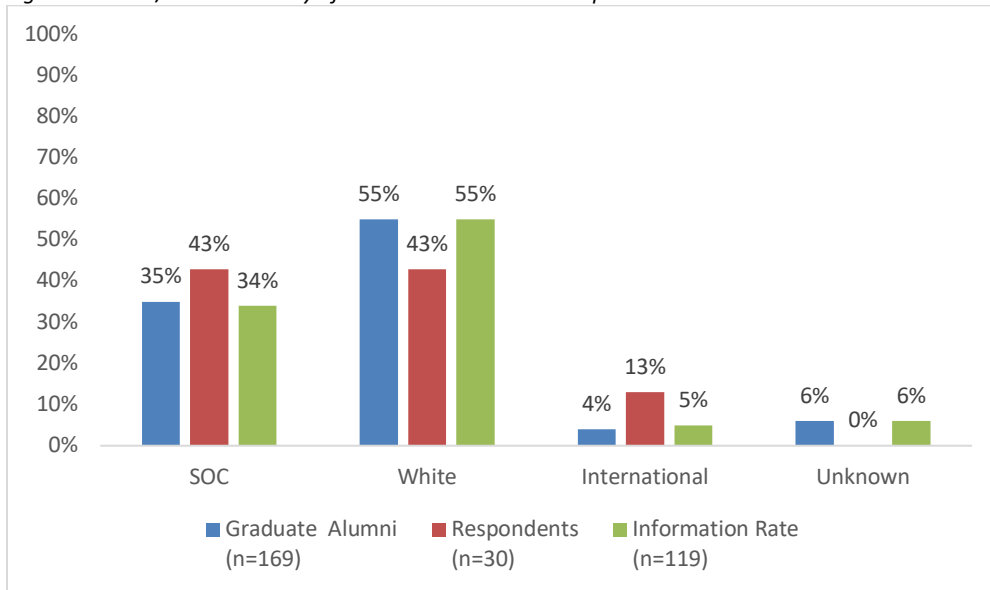
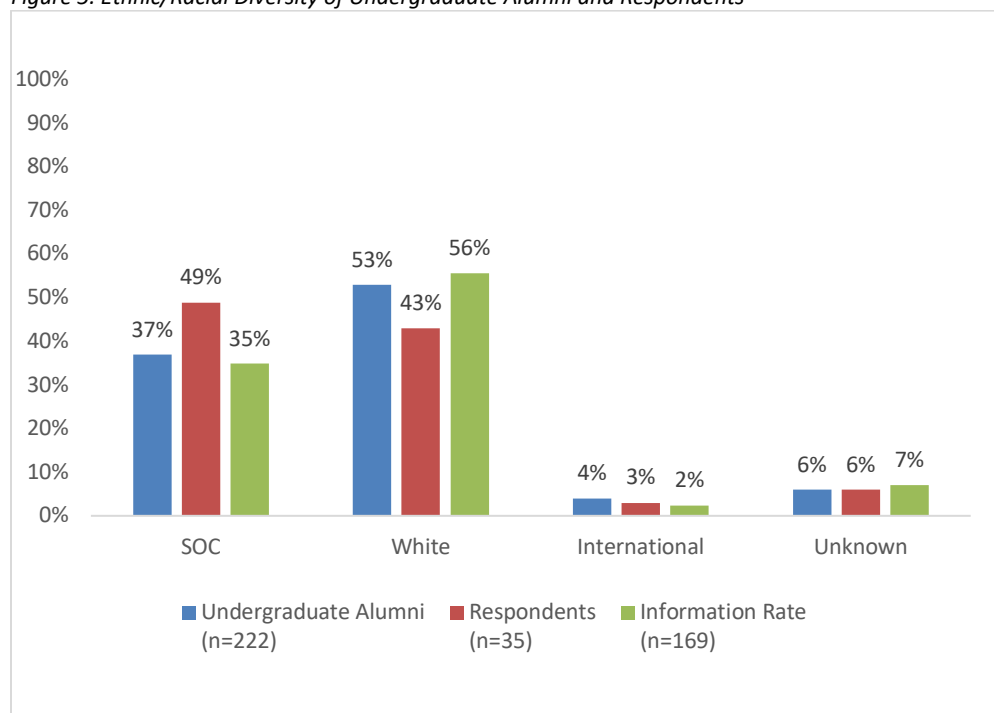


Figure 5. Ethnic/Racial Diversity of Undergraduate Alumni and Respondents



INTERNSHIP PARTICIPATION

Data on internship participation came from the Alumni Survey.

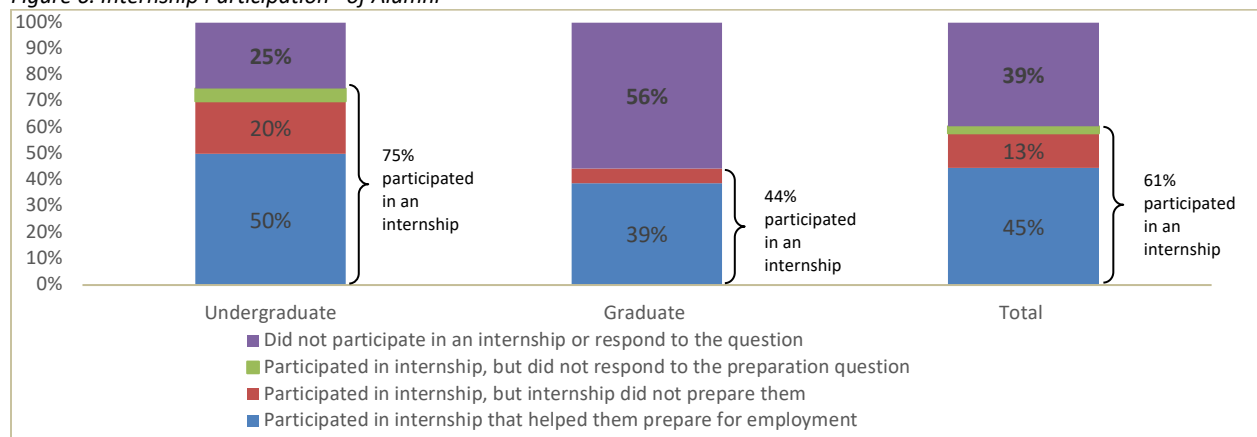
The data regarding this sample needs to be interpreted with caution because the sample size for those who responded to the questions about internship were 38 respondents: 20 undergraduate and 18 graduates.

- **Overall:**
 - 61% of all respondents had participated in an internship while at Gallaudet.
 - Among the respondents who said they participated in an internship, 77% said the experience helped prepare for employment on some level ranging from extremely well to slightly well.
 - 91% 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:**
 - 75% of all undergraduate respondents had participated in an internship while at Gallaudet.
 - Among the respondents who said they participated in an internship, 71% said the experience helped prepare them for employment on some level ranging from extremely well to slightly well.

- 87% 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:**
 - 44% of all graduate respondents had participated in an internship while at Gallaudet.
 - Among the respondents who said they participated in an internship, 88% said the experience helped prepare them for employment on some level ranging from extremely well to slightly well.
 - 100% 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:**
 - 47% of students of color, 37% of white students, and 16% of international/unknown students who responded to the survey stated that they participated in an internship. 16% of international/unknown respondents stated they participated in an internship.
 - Among those who responded that they participated in an internship, 78% of students of color, 67% of white and 100% of international/unknown respondents 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, 89% of white and 100% of international/unknown respondents stated that participating in an internship contributed to their learning and personal growth on some level ranging from extremely well to slightly well.
- **Undergraduate by Diversity:**
 - 60% of students of color, 86% of white students, and 100% of international/unknown students who responded to the survey stated that they participated in an internship.
 - Among those who responded that they participated in an internship, 60% of students of color, 67% of white, and 100% of international/unknown respondents 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, 83% of students of color, 83% 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:**
 - 50% of students of color, 43% of white students, and 100% of international/unknown students participated in an internship.
 - Among those who responded that they participated in an internship, 100% of students of color, 67% of white, and 100% of international/unknown respondents 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, 100% of students of color, 100% of white, and 100% of international/unknown respondents stated that participating in an 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. Data regarding this sample needs to be interpreted with caution since the sample sizes for post graduation undergraduate data broken down by race/ethnicity and hearing status are small. Where applicable, a note was made to alert the reader about this.

Post-Graduation Outcome by Degree-level

One hundred seventy-nine (62%) of alumni were employed, ninety-two (32%) were pursuing additional education, and eighteen (6%) were doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

- One hundred and fifty-four (91%) of undergraduate-level alumni were either working or pursuing additional education. More specifically, eighty-five (50%) of undergraduate-level alumni were working either full-time or part-time, sixty-nine (41%) were pursuing additional

education, and fifteen (9%) were doing neither. Post-graduation outcomes of working or pursuing additional education decreased by 6% compared to last year, in which 97% 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 seventeen (97%) of graduate-level alumni were either working or pursuing additional education. More specifically, ninety-four (78%) of graduate-level alumni were working either full-time or part-time, twenty-three (19%) were pursuing additional education, and three (3%) were doing neither. Post-graduation outcomes of working or pursuing additional education is the almost the same compared to last year, in which 98% 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

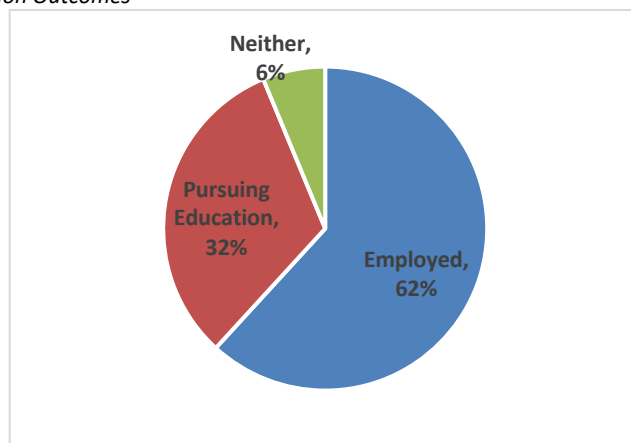
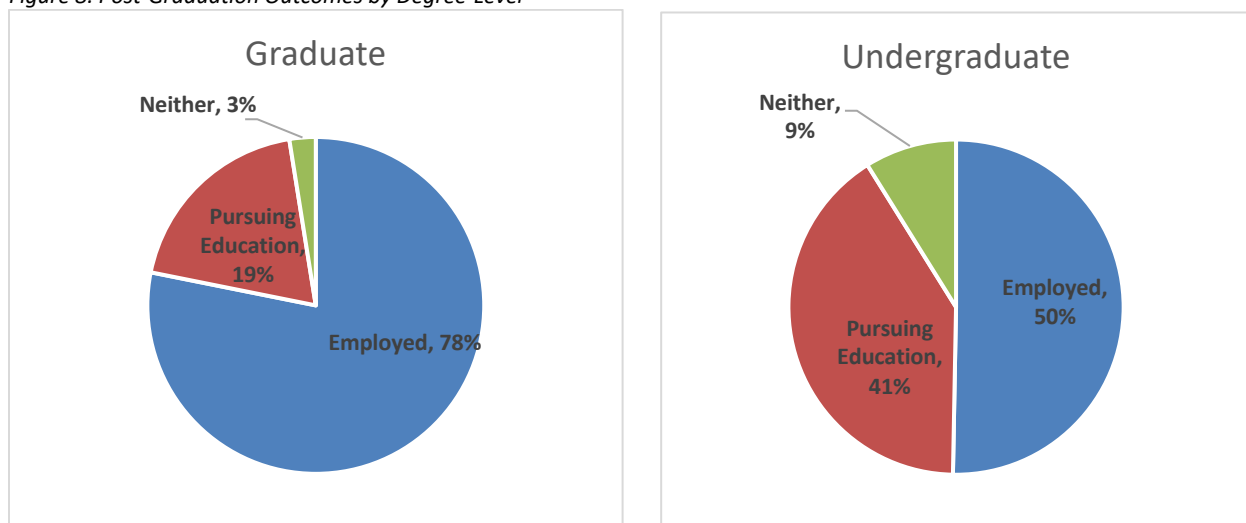


Figure 8. Post-Graduation Outcomes by Degree-Level



Winter 2022/Spring 2023 Annual Survey of Recent Graduates

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

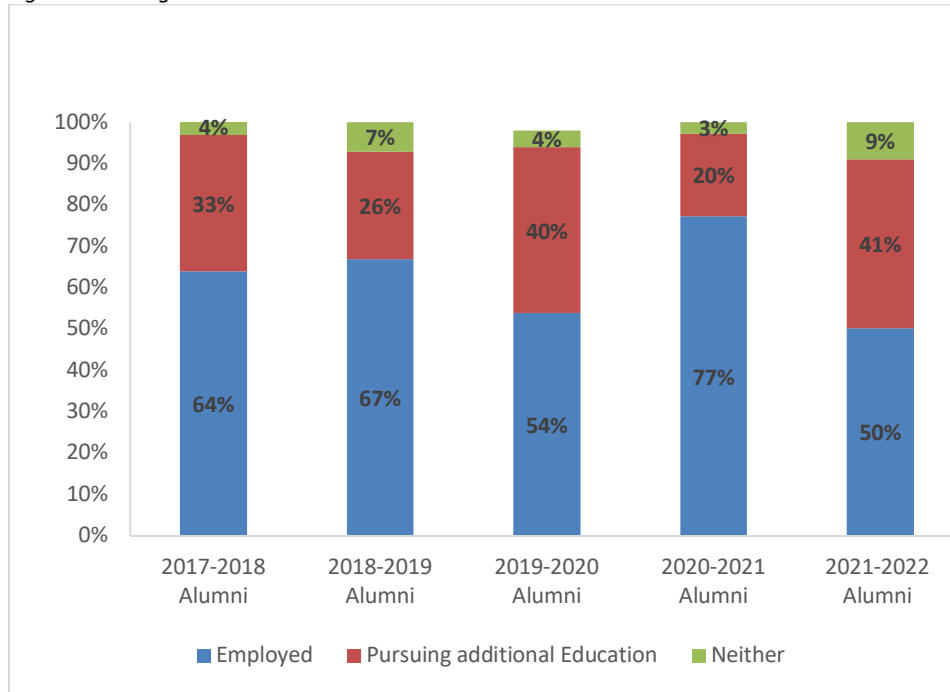
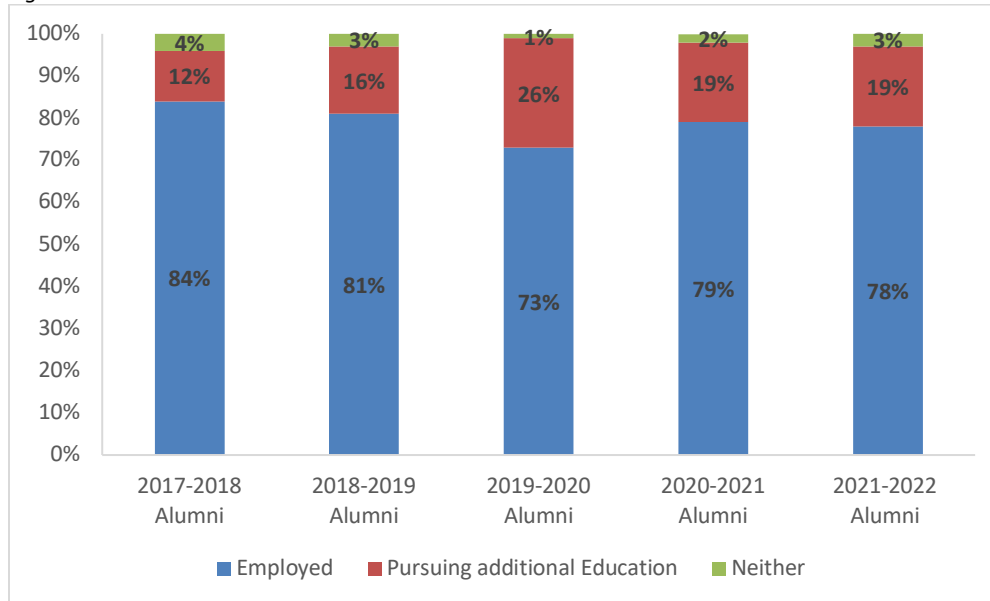


Figure 10. Graduate-Level Alumni Post-Graduation Outcomes Trend



Post-Graduation Outcome by Program

○ Undergraduate:

The top three undergraduate programs that had their alumni employed at a 100% rate are Accounting, Business and Biology. The top three undergraduate programs that had alumni who were pursuing additional education are Social Work (83%), Deaf Studies (71%), and Education (67%).

Table 2. Undergraduate Alumni Post-Graduation Outcome by Program

UG Programs	Employed	Education	Neither
Accounting (n=8)	100%	0%	0%
American Sign Language (n=7)	43%	43%	14%
Art and Media Design (n=7)	29%	29%	43%
Biology - BA (n=2)	100%	0%	0%
Biology - BS (n=2)	100%	0%	0%
Business Administration (n=5)	100%	0%	0%
Communication Studies (n=12)	67%	33%	0%
Deaf Studies (n=7)	29%	71%	0%
Deaf Studies (ODCP) (n=8)	63%	38%	0%
Education (n=3)	0%	67%	33%
English (n=4)	75%	0%	25%
Government (n=6)	67%	17%	17%
History (n=6)	50%	50%	0%
Information Technology (n=6)	50%	50%	0%
International Studies (n=4)	50%	25%	25%
Interpretation - BA (n=13)	69%	31%	0%
Mathematics - BA (n=1)	100%	0%	0%
Physical Ed and Recreation (n=15)	40%	33%	27%
Psychology (n=23)	43%	57%	0%
Public Health (n=5)	20%	60%	20%
Risk Management and Insurance (n=9)	56%	33%	11%
Social Work (n=18)	11%	83%	6%
Spanish (n=3)	67%	0%	33%
Theatre Arts (n=1)	100%	0%	0%

○ Graduate:

Out of 21 graduate programs, fifteen programs had alumni who were 100% employed. The top three graduate programs that had alumni who were pursuing additional education are Psychology (100%), Developmental Psychology (100%), and Non-Clinical Masters in HSLS (88%). It is worth noting that all these programs are 'on the way' master's programs of Clinical Psychology, School Psychology, and Audiology programs, respectively. When not accounting for the 'on the way' master's programs of doctoral or professional programs, the top three graduate programs that had alumni who were pursuing

additional education are School Psychology (67%), Public Administration (29%) and Deaf and Hard of Hearing Infants, Toddlers, and their Families: Collaboration and Leadership Interdisciplinary Certificate (25%).

Table 3. Graduate Alumni Post-Graduation Outcome by Program

Graduate Programs	Employed	Education	Seeking work
Certificate in Deaf Studies (n=2)	100%	0%	0%
Clinical Psychology (n=5)	100%	0%	0%
Deaf Education Studies (n=4)	75%	0%	25%
Deaf HH ITF Certificate (n=4)	75%	25%	0%
Deaf Studies (n=5)	100%	0%	0%
Developmental Psychology (n=3)	0%	100%	0%
Doctorate - Audiology (n=16)	100%	0%	0%
Educational Neuroscience (n=1)	100%	0%	0%
Hearing, Speech & Language Sci (n=1)	100%	0%	0%
International Development (n=5)	100%	0%	0%
Interpretation PHD (n=2)	100%	0%	0%
Interpreting Practice/Research (n=1)	100%	0%	0%
Linguistics PHD (n=3)	100%	0%	0%
MA Clncl Mental Hlth Counsel (n=2)	100%	0%	0%
MA in Deaf Education (n=2)	100%	0%	0%
MA Linguistics (n=8)	88%	13%	0%
Master of Social Work (n=6)	100%	0%	0%
MS Speech-Language Pathology (n=8)	100%	0%	0%
Non-Clinical Masters in HSL (n=8)	13%	88%	0%
Psychology (n=5)	0%	100%	0%
Public Administration (n=7)	57%	29%	14%
School Psychology (n=3)	33%	67%	0%
Sign Language Education (n=17)	94%	6%	0%
Specialist in Deaf Education (n=4)	100%	0%	0%

Post-Graduation Outcomes by Race, Ethnicity, and Hearing Status

○ **Undergraduate-Level Alumni**

Data was gathered on 169 (76%) of 222 undergraduate-level alumni. One hundred and forty-three (85%) were deaf or hard of hearing, and 26 (15%) were hearing or unknown.

Deaf/Hard-of-Hearing

- The data regarding this sample needs to be interpreted with caution since the sample sizes for post-graduation undergraduate data broken down by race/ethnicity and hearing status are small.

- Of the 14 deaf/hard-of-hearing international/unknown respondents, 93% were either employed or pursuing additional education and 7% were doing neither.
- Of the 129 deaf/hard-of-hearing U.S. respondents, 54 (42%) were SOC, and 75 (58%) were white.
 - Of the 54 deaf/hard-of-hearing SOC respondents, 48% were employed, and 35% were pursuing additional education, and 17% were doing neither.
 - Of the 75 deaf/hard-of-hearing white respondents, 51% were employed, 43% were pursuing additional education, and 7% were doing neither.

Hearing/Unknown

- The data regarding this sample needs to be interpreted with caution since the sample sizes for post-graduation undergraduate data broken down by race/ethnicity and hearing status are small.
- Of the two hearing international/unknown respondents, 100% were employed.
- Of the 24 hearing/unknown U.S. respondents, 5 (21%) were SOC, and 19 (79%) were white.
 - Of the 5 hearing/unknown SOC respondents, 80% were employed, and 20% were pursuing additional education.
 - Of the 19 hearing/unknown white respondents, 53% were employed, and 47% were pursuing additional education.

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

Outcome	SOC			White			International and Unknown			Total		
	Deaf/ HOH (n = 54)	Hearing/ Unk* (n = 5)	Total (n = 59)	Deaf/ HOH (n = 75)	Hearing/ Unk* (n = 19)	Total (n = 94)	Deaf/ HOH (n = 14)	Hearing/ Unk* (n = 2)	Total (n = 16)	Deaf/ HOH (n = 143)	Hearing/ Unk* (n = 26)	Total (n = 169)
Employed	48%	80%	51%	51%	53%	51%	36%	100%	44%	48%	62%	50%
Pursuing Education	35%	20%	34%	43%	47%	44%	57%	0%	50%	41%	38%	41%
Neither	17%	0%	15%	7%	0%	5%	7%	0%	6%	10%	0%	9%

○ Graduate-Level Alumni

Data was gathered on 120 (70%) of 169 graduate-level alumni. 54 (45%) were deaf or hard of hearing, and 66 (55%) were hearing or unknown.

Deaf/Hard-of-Hearing

- The data regarding this sample needs to be interpreted with caution since the sample sizes for post-graduation undergraduate data broken down by race/ethnicity and hearing status are on a small scale.
- Of the six deaf/hard-of-hearing international/unknown respondents, 83% were employed and 17% were pursuing additional education.
- Of the 48 deaf/hard-of-hearing U.S. respondents, 23 (48%) were SOC, and 25 (52%) were white.
 - Of the 23 deaf or hard-of-hearing SOC respondents, 100% were employed.
 - Of the 25 deaf/hard-of-hearing white respondents, 84% were employed, 8% were pursuing additional education, and 8% were doing neither.

Hearing/Unknown

- The data regarding this sample needs to be interpreted with caution since the sample sizes for post-graduation undergraduate data broken down by race/ethnicity and hearing status are on a small scale.
- Of the 7 international hearing/unknown respondents, 86% were employed, and 14% were pursuing education.
- Of the 59 U.S. hearing/unknown respondents, 18 (31%) were SOC, and 41 (69%) were white.
 - Of the 18 hearing/unknown SOC respondents, 78% were employed, and 22% were pursuing education.
 - Of the 41 hearing/unknown white respondents, 90% were employed, and 10% were pursuing education.

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

Outcome	SOC			White			International/Unknown			Total		
	Deaf/ HOH (n = 23)	Hearing/ Unk* (n = 18)	Total (n = 41)	Deaf/ HOH (n = 25)	Hearing/ Unk* (n = 41)	Total (n = 66)	Deaf/ HOH (n = 6)	Hearing/ Unk* (n = 7)	Total (n = 13)	Deaf/ HOH (n = 54)	Hearing/ Unk* (n = 66)	Total (n = 120)
Employed	1	78%	90%	84%	66%	73%	83%	86%	85%	91%	71%	80%
Pursuing Education	0	22%	10%	8%	34%	24%	17%	14%	15%	6%	29%	18%
Neither	0	0%	0%	8%	0%	3%	0%	0%	0%	4%	0%	2%

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)³.

The most common fields for employment for all recent Gallaudet alumni are education, training, and library; community social services; and health care practitioners and technical. Twenty-three (65%) of Gallaudet University alumni are working in these three fields.

- 37% are in education, training, and library occupations this year (26% last year)
- 11% are in office and administrative support (10% last year)
- 17% are in community and social services occupations (12% last year)

³ 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

For undergraduate-level alumni, 45% are working in these three fields: 15% in the education, training, and library occupational group, 15% in the business and finance group, and 15% in the personal care and service support. The remaining alumni are spread out among 7 other occupational groups.

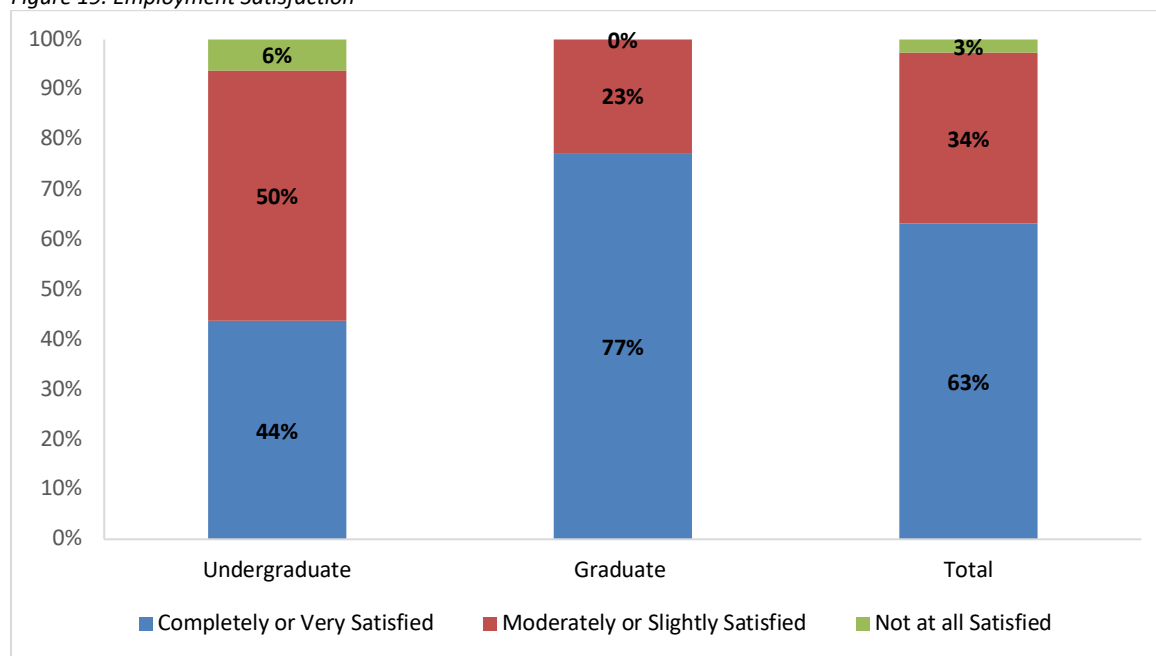
For graduate-level alumni, 82% are working in these three fields: 50% in education, training, and library occupations, 9% in the office and administrative support, and 23% in the community and social services. The remaining alumni are spread out among 6 other occupational groups.

Refer to Appendix B for employment by occupational groups.

SATISFACTION OF EMPLOYMENT

When asked how satisfied they are with their employment, seven (44%) of undergraduate-level alumni stated that they are completely or very satisfied with their current employment. Seventeen (77%) 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. Again, the results are to be interpreted with caution due to small sample sizes.

Figure 19. Employment Satisfaction

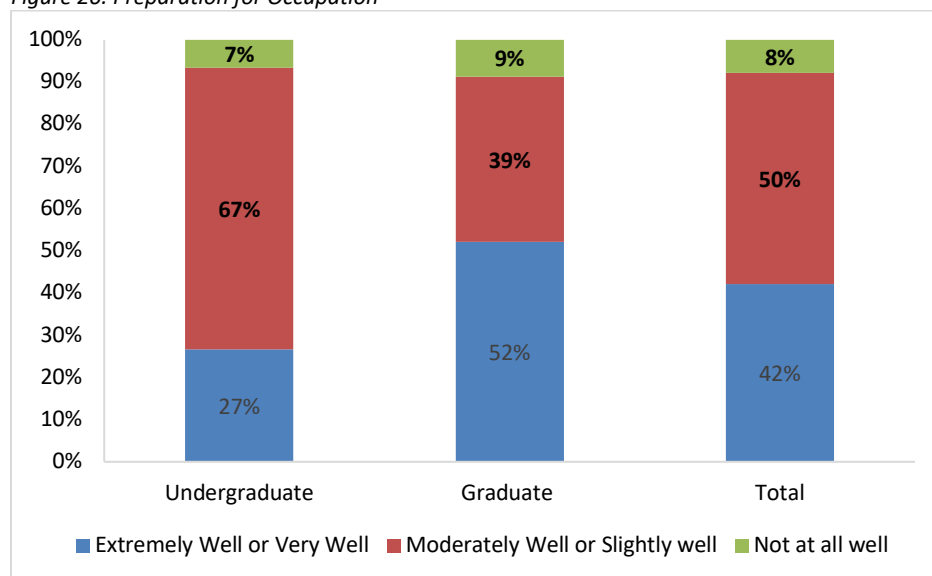


PREPARED BY GALLAUDET

When asking alumni how well Gallaudet prepared them for their careers, four (27%) of undergraduate-level alumni stated that Gallaudet prepared them extremely well or very well for their occupation, while 10 (67%) of undergraduate-level alumni stated that Gallaudet prepared them moderately or slightly well for their occupation. Twelve (52%) of graduate-level alumni reported extremely well or very well prepared for their occupation, while nine (39%) of graduate-level alumni stated that Gallaudet prepared

them moderately or slightly well for their occupation. Although the sample size for both groups are fewer than 30, it appears that graduate-level alumni are more likely to feel prepared by Gallaudet for their occupation than undergraduate-level alumni.

Figure 20. Preparation for Occupation



SALARIES

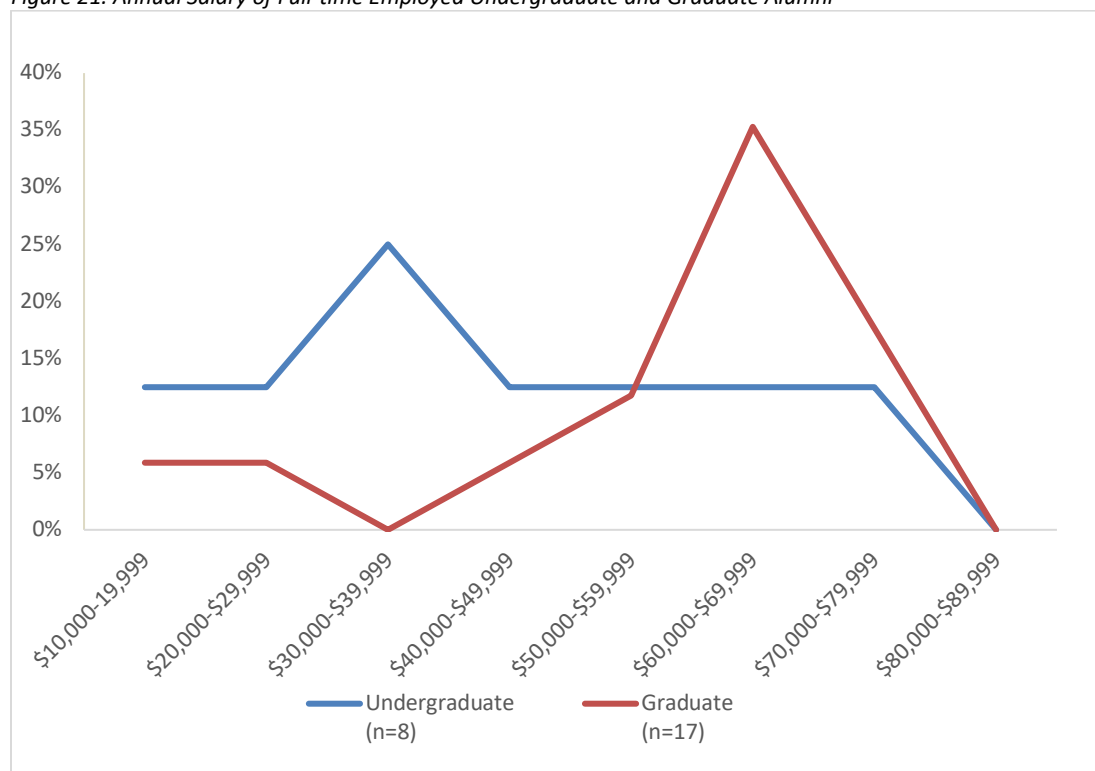
The median annual earnings of 8 undergraduate-level degree alumni who responded to the survey were \$38,000. According to the U.S. Department of Education, National Center for Education Statistics⁴, the median annual earnings of bachelor's degree holders in 2021 who are working full-time, aged 25-34, was \$55,700. 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 17 master-level degree alumni who responded to the survey were \$66,000. 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 2021 who are working full-time, aged 25-34, was \$70,000. 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.

⁴ Source: U.S. Department of Education, National Center for Education Statistics. (2021) *The Condition of Education 2021*. (This information can also be found at: https://nces.ed.gov/programs/coe/indicator_cba.asp).

Figure 21. 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, two areas of concerns became more prominent in the recent administration of the survey. The first being that the Office of Institutional Research (OIR) saw an increase in incorrect or missing contact information and the second being that there was a notable decline in the response rate. To address these areas of concerns, OIR will work closely with academic programs to track down student and improve the collection of accurate contact information. OIR will also collaborate with the Alumni Office and Office of Career Success to develop a video message from the Director of Alumni Relations that will be included in the survey email to connect alumni with a familiar face and emphasize the relevance of the survey. The Office of Career Success Director will also explore opportunities to provide incentives that is permissible by the university and support the redesign of the survey. To combat accessibility issues in terms of making the survey available across multiple devices including mobile devices, OIR will explore texting mechanisms to send out the survey. Depending on the tool that is amenable across multiple devices, the survey may be redesigned into

multiple parts. The redesign of the survey will require collaboration with not only academic programs, but also the Curriculum, Outreach, resources, and Effectiveness (CORE) office. These strategies may take several survey cycles before they are fully implemented. The university values information from alumni, so the work to increase the response rate continues to be an ongoing goal for the Office of Institutional Research.

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APPENDIX A: 2022/2023 SURVEY OF RECENT GRADUATES SUMMARY TABLE

(December 2021 through August 2022 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

Data Reporting Category	Undergraduates	% of Undergraduates	Graduates	% of Graduates	Total	% of Total
A: Employed full-time	65	38.46%	77	64.2%	142	49%
B: Seeking work	15	8.88%	3	2.5%	18	6%
C: Employed part-time	20	11.83%	17	14.2%	37	13%
D: Not seeking work	0	0.00%	0	0.0%	0	0%
E: Education full-time	56	33.14%	23	19.2%	79	27%
F: Education part-time	12	7.10%	0	0.0%	12	4%
H: Internships, practica and other unpaid educational experiences	1	0.59%	0	0.0%	1	0%
Total respondents*	169	76.13%	120	70.2%	289	74%
I: Number without valid contact information	7	4.00%	10	20.0%	17	4%
J: Number not responding to survey	46	21.00%	41	0.0%	87	22%
Total non-respondents*	53	23.87%	51	29.8%	104	26.5%
Total number of graduates	222		171		393	

GPRA-defined Rates	Undergraduates	% of Undergraduates	Graduates	% of Graduates	Total	% of Total
Employed rate (A + C)/Total respondents	85	50%	94	79%	179	62%
Education rate (E + F + H)/Total respondents	69	41%	23	19%	92	32%
Inactive rate (B + D)/Total respondents	15	9%	3	3%	18	6%

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

	<i>Undergrad (N=13)</i>	<i>Graduate (N=22)</i>	<i>TOTAL (N=35)</i>	<i>Undergraduate Providing Service to Deaf or HH People</i>	<i>Graduate Providing Service to Deaf or HH People</i>	<i>Total Providing Service to Deaf or HH People</i>
Architectural and Engineering	7.7%		2.9%	100.0%		100.0%
Arts, Design, Entertainment, Sports, and Media	7.7%		2.9%	100.0%		100.0%
Building and Grounds Cleaning and Maintenance		4.5%	2.9%		0.0%	0.0%
Business and Financial	15.4%		5.7%	50.0%		50.0%
Community and Social Services	7.7%	22.7%	17.1%	100.0%	80.0%	83.3%
Computer and Mathematical						
Education, Training, and Library	15.4%	50.0%	37.1%	100.0%	72.7%	76.9%
Food preparation and serving related						
Healthcare Practitioners and Technical		4.5%	2.9%		0.0%	0.0%
Healthcare Support	7.7%	4.5%	5.7%	0.0%	0.0%	0.0%
Legal						
Life, Physical, and Social Science						
Management		4.5%	2.9%		0.0%	0.0%
Military						
Office and administrative support		9.1%	11.4%	100.0%	100.0%	100.0%
Personal Care and Service	15.4%		2.9%	100.0%		100.0%
Protective Care	7.7%		2.9%	0.0%		0.0%
Production	7.7%					
Sales and related			2.9%	0.0%		0.0%
Transportation and Material Moving	7.7%					
TOTAL				69.2%	63.6%	65.7%

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

	Undergraduate (n=8)	%	Graduate (n=17)	%	Total (n=25)	%
\$0-9,999	0	0%	0	0%	0	0%
\$10,000-19,999	1	13%	1	6%	2	8%
\$20,000-\$29,999	1	13%	1	6%	2	8%
\$30,000-\$39,999	2	25%	0	0%	2	8%
\$40,000-\$49,999	1	13%	1	6%	2	8%
\$50,000-\$59,999	1	13%	2	12%	3	12%
\$60,000-\$69,999	1	13%	6	35%	7	28%
\$70,000-\$79,999	1	13%	3	18%	4	16%
\$80,000-\$89,999	0	0%	0	0%	0	0%
\$90,000-\$99,999	0	0%	1	6%	1	4%
\$100,000+	0	0%	2	12%	2	8%

*N=responded to the question