

GALLAUDET UNIVERSITY

FALL 2016/SPRING 2017 ANNUAL SURVEY OF
RECENT GRADUATES:

DECEMBER 2014 THROUGH AUGUST 2015 ALUMNI

Report produced: Spring 2018
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.

This survey sent to recent graduates is in addition to a longer more comprehensive survey sent to all alumni, but on a less frequent basis (historically every 5-10 years). The comprehensive alumni survey was last administered by the Gallaudet Research Institute in 2006. Plans are underway to either administer a comprehensive alumni survey or 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

367 alumni of Gallaudet University (undergraduate and graduate) graduated between December 2014 and August 2015. Data on recent alumni came from three sources:

- Responses to the Alumni Survey both electronically and on paper;
- The National Student Clearinghouse's Student Tracker¹ 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. Those that did not have email and those that did not respond to the initial email survey were sent a paper copy of the survey. Those that did not respond to the first paper copy were also sent a follow-up paper survey.

One hundred and nineteen (34%) alumni with valid contact information responded to the survey electronically or on paper. This year's response rate was two percent less than last year's response rate. Nineteen (5%) 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.

Table 1
Survey Response Rate

	Alumni	Invalid addresses	%	Surveys distributed to valid addresses	%	Responded	Response rate of those with valid addresses
Undergraduate	201	15	7%	186	93%	56	30%
Graduate	166	4	2%	162	98%	63	39%
Total	367	19	5%	348	95%	119	34%

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 9% higher than the undergraduate-level alumni.

Table 2
Survey Response Rate Trend

	Fall '10- Summer '11 Alumni	Fall '11- Summer '12 Alumni	Fall '12- Summer '13 Alumni	Fall '13 – Summer '14 Alumni	Fall '14 – Summer '15 Alumni
Undergraduate	51%	45%	39%	32%	30%
Graduate	60%	51%	42%	39%	39%
Total	55%	48%	40%	36%	34%

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) as well as from additional sources where possible.

In 2011, Gallaudet University became a participating 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 Student Tracker in the last five years of alumni surveys.

Employment information was gathered when possible via the Internet, Facebook, or LinkedIn. A list of alumni who are employees or students at Gallaudet was gathered as well. This is the fourth year in which post-graduation outcomes were tracked in this way.

In addition to the responses we gathered from 119 recent alumni from the Alumni Survey, we were able to gather partial information (via Internet, Facebook, or LinkedIn) on an additional 126 alumni. With the additional sources, post-graduation data was gathered on 67% of recent alumni.

Table 3
Information rate trend

	<i>Fall '10- Summer '11 Alumni</i>	<i>Fall '11- Summer '12 Alumni</i>	<i>Fall '12- Summer '13 Alumni*</i>	<i>Fall '13 – Summer '14 Alumni</i>	<i>Fall '14 – Summer'15 Alumni</i>
Undergraduate	82%	72%	62%	74%	62%
Graduate	86%	81%	44%	73%	72%
Total	84%	76%	54%	74%	67%

*The survey was expanded in 2013

SURVEY ANALYSIS

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 rate collected on our alumni is representative of our Gallaudet graduates overall and by career (undergraduate and graduate) as demonstrated in tables 4 through 6.

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.

- Ninety-eight (27%) of the graduates were from the students of color (SOC) group.³ Two hundred and twenty (60%) of the graduates were white, while twenty-seven (7%) were international and twenty-two (6%) were unknown. Last year the breakdown was: 31% SOC; 58% white; 5% international; and 6% unknown.
- Thirty-four (29%) of the respondents this year were SOC; sixty-five (55%) were white; thirteen (11%) were international; and seven (6%) were unknown. Last year the breakdown was: 30% SOC; 59% white; 3% international; and 8% unknown.
- The information rate of SOC was 29% while it was 58% for whites. Last year the rate of SOC was 30% while it was 59% for whites.

Table 4
Ethnic/Racial Diversity of Alumni and Respondents

	<i>Alumni</i>	<i>Respondents</i>	<i>Information Rate</i>
SOC	27%	29%	29%
White	60%	55%	58%
International	7%	11%	7%
Unknown	6%	6%	7%
Total	100% n=367	100% n=119	100% n=245

³ Students of color group “SOC” = Asian, Black/African American, Hispanic, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native.

Table 5
Ethnic/Racial Diversity of Undergraduate Alumni and Respondents

	<i>Undergraduate Alumni Respondents</i>		<i>Information Rate</i>
SOC	31%	38%	33%
White	61%	52%	60%
International	8%	11%	7%
Unknown	0%	0%	0%
Total	100% n=201	100% n=56	100% n=125

Table 4
Ethnic/Racial Diversity of Graduate Alumni and Respondents

	<i>Graduate Alumni Respondents</i>		<i>Information Rate</i>
SOC	22%	21%	24%
White	58%	57%	55%
International	7%	11%	7%
Unknown	13%	11%	14%
Total	100% n=166	100% n=63	100% n=120

INTERNSHIP PARTICIPATION

Data on internship participation came from the Alumni Survey.

- 85% of all responding alumni participated in an internship while at Gallaudet – 91% of undergraduate-level alumni and 79% of graduate degree alumni.
- 96% of all responding alumni stated that participating in internships contributed to their learning and personal growth – 93% of undergraduate-level alumni and 100% of graduate degree alumni.
- Among those who responded that they participated in an internship and responded to the question of internship preparation, twenty (50%) of undergraduate-level alumni stated that the internship helped them very well or extremely well. Thirty-one (74%) of graduate-level alumni also said their internship helped them extremely well or very well.

*Table 7
Internship Participation and Preparation for Employment*

Internship Participation*		
Undergraduate (N=47)	43	91%
Graduate (N=57)	45	79%
Total (N=104)	88	85%

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

How well did the internship prepare you for employment?								
	Total	Extremely Well or Very Well	%*	Moderately Well or Slightly Well	%*	Not at all well	%*	Did not respond
Undergraduate	43	20	50%	17	43%	3	8%	3
Graduate	45	31	74%	11	26%	0	0%	3
Total	88	51	62%	28	34%	3	4%	6

*Percentages are based on those who responded, not the total of those who participated in an internship

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.

POST-GRADUATION OUTCOMES BY DEGREE LEVEL

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

One hundred and eighty-five (76%) of alumni were employed, fifty-three (21%) were pursuing additional education and seven (3%) were doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

- One hundred and nineteen (96%) of undergraduate-level alumni were either working or pursuing additional education. More specifically, eighty-seven (70%) of undergraduate-level alumni were working either full-time or part-time, thirty-two (26%) were pursuing additional education, and six (5%) percent were doing neither. Post-graduation outcomes of working or pursuing additional education improved by 2% compared to last year in which 94% of the undergraduate-level alumni were either working or pursuing additional education. Table 9 shows the undergraduate-level alumni post-graduation outcomes 5-year trend.
- One hundred and nineteen (99%) of graduate-level alumni were either working or pursuing additional education. More specifically, ninety-eight (82%) of graduate-level alumni were working either full-time or part-time, twenty-one (17%) were pursuing additional education, and one (< 1%) was doing neither. Post-graduation outcomes of working or pursuing additional education were fairly similar compared to last year in which 100% of graduate-level alumni were either working or pursuing additional education. Table 10 shows the graduate-level alumni post-graduation outcomes 5-year trend.

Table 8
Post-Graduation Outcomes by Degree Level

	Employed	Pursuing additional Education	Neither
Undergraduate	70%	26%	5%
Graduate	82%	17%	1%
Total	76%	21%	3%

Table 9
Undergraduate-Level Alumni Post-Graduation Outcomes Trend

	2010-11 Alumni	2011-12 Alumni	2012-13 Alumni	2013-14 Alumni	2014-2015 Alumni
Employed	63%	59%	77%	67%	70%
Pursuing additional Education	35%	38%	19%	27%	26%
Neither	2%	3%	4%	7%	5%

Table 10
Graduate-Level Alumni Post-Graduation Outcomes Trend

	2010-11 Alumni	2011-12 Alumni	2012-13 Alumni	2013-14 Alumni	2014-2015 Alumni
Employed	83%	82%	95%	82%	82%
Pursuing additional Education	16%	16%	4%	18%	17%
Neither	1%	2%	1%	0%	1%

POST-GRADUATION OUTCOMES ANALYSIS BY RACE/ETHNICITY AND HEARING STATUS

Undergraduate-Level Alumni

Data was gathered on 125 (62%) of 201 undergraduate-level alumni. One hundred and nine (87%) were deaf or hard of hearing and 16 (13%) were hearing.

Deaf and Hard of Hearing

- Of the nine (8%) deaf/hard of hearing international respondents, 100% were either employed (67%) or pursuing additional education (33%).
- Of the 100 deaf/hard of hearing U.S. respondents, 36 (36%) were SOC, 64 (64%) were white.
 - Of the 36 deaf or hard of hearing SOC respondents, 72% were employed and 25% were pursuing additional education.
 - Of the 64 deaf or hard of hearing white respondents, 67% were employed (67%) and 25% were pursuing additional education.

Hearing

- Of the 16 hearing U.S. respondents, five (31%) were SOC and 11 (69%) were white.
 - Of the 5 hearing SOC respondents, 80% were employed and 20% were pursuing additional education.
 - Of the 11 hearing white respondents, 73% were employed and 27% were pursuing additional education.

*Table 11
Undergraduate-Level Alumni Outcomes by Race/Ethnicity and Hearing Status*

Outcome	SOC			White			International			Total		
	Deaf/ HOH (n = 36)	Hearing (n = 5)	Total (n = 41)	Deaf/ HOH (n = 64)	Hearing (n = 11)	Total (n = 75)	Deaf/ HOH (n = 9)	Hearing (n = 0)	Total (n = 9)	Deaf/ HOH (n = 109)	Hearing (n = 16)	Total (n = 125)
Employed	72%	80%	73%	67%	73%	68%	67%	n/a	67%	69%	75%	70%
Pursuing Education	25%	20%	24%	25%	27%	25%	33%	n/a	33%	26%	25%	26%
Neither	3%	0%	2%	8%	0%	7%	0%	n/a	0%	6%	0%	5%

Graduate-Level Alumni

Data was gathered on 120 (72%) of 166 graduate-level alumni. Sixty-one (51%) were deaf or hard of hearing, 56 (47%) were hearing and 3 (3%) were unknown.

Deaf/Hard of Hearing

- Of the twelve deaf/hard of hearing international/unknown respondents, 75% were employed and 17% were pursuing additional education.
- Of the 49 deaf/hard of hearing U.S. respondents, 14 (29%) were SOC, and 35 (71%) were white.
 - Of the 14 deaf or hard of hearing SOC respondents, 86% were employed and 14% were pursuing additional education and/or doing an internship.
 - Of the 35 deaf or hard of hearing white respondents, 80% were employed and 20% were pursuing additional education.

Hearing

- Of the 13 international hearing/unknown respondents, 92% were employed and 8% were pursuing additional education.
- Of the 46 U.S. hearing/unknown respondents, 15 (33%) were SOC, and 31 (67%) were white.
 - Of the 15 hearing/unknown SOC respondents, 73% were employed and 27% were pursuing additional education.
 - Of the 31 white hearing/unknown respondents, 84% were employed and 16% pursuing additional education.

*Table 12
Graduate-Level Alumni Outcomes by Race/Ethnicity and Hearing Status**

Outcome	SOC			White			International/Unknown			Total		
	Deaf/ HOH (n = 14)	Hearing/ Unk* (n = 15)	Total (n = 29)	Deaf/ HOH (n = 35)	Hearing/ Unk* (n = 31)	Total (n = 66)	Deaf/ HOH (n = 12)	Hearing/ Unk* (n = 13)	Total (n = 25)	Deaf/ HOH (n = 61)	Hearing/ Unk* (n = 59)	Total (n = 120)
Employed	86%	73%	79%	80%	84%	82%	75%	92%	84%	80%	83%	82%
Pursuing Education	14%	27%	21%	20%	16%	18%	17%	8%	12%	18%	17%	18%
Neither	0%	0%	0%	0%	0%	0%	8%	0%	4%	2%	0%	1%

*Due to the small sample of unknown (Unk) hearing status, their data was combined with those who are hearing.

EMPLOYMENT BY OCCUPATIONAL GROUP⁴

Workforce projections name education, community services and healthcare to be among the top five job categories requiring postsecondary education (Georgetown University Center on Education and the Workforce)⁵.

The most common fields for employment for all recent Gallaudet alumni are education, health care practitioners and technical, and community social services. Sixty-two percent (62%) of Gallaudet University alumni are working in these three fields.

- 40% are in education, training, and library occupations this year (32% last year)
- 12% are in health care practitioners and technical occupations (15% last year)
- 10% are in community and social services occupations (18% last year)

For undergraduate-level alumni, 66% are working in these four fields; 34% in the education, training, and library occupational group, 12% in the community social services occupational group, and 10% in the office and administrative support occupational group and 10% in the business and financial occupational group. The remaining alumni are spread out among 12 other occupational groups.

For graduate-level alumni, 80% are working in these four fields; 45% in education, training, and library occupations, 19% in the healthcare practitioners and technical field, 8% in the community and social services and 8% in life, physical, and social science occupations.

⁴ Occupational groups are determined by the U.S. Bureau of Labor Statistics' Standard Occupational Classification major groups.

⁵ The Georgetown University Center on Education and the Workforce Executive Summary "Help Wanted: Projections of Jobs and Education Requirements through 2018." This information can be found at <https://cew.georgetown.edu/wp-content/uploads/2014/12/HelpWanted.ExecutiveSummary.pdf>

Table 13

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=41)</i>	<i>Graduate (N=53)</i>	<i>TOTAL (N=94)</i>	<i>Undergrad</i>	<i>Graduate</i>	<i>TOTAL</i>
Arts, Design, Entertainment, Sports, and Media	7%	0%	3%	33%	0%	33%
Business and Financial	10%	4%	6%	50%	50%	50%
Community and Social Services	12%	8%	10%	100%	75%	89%
Computer and Mathematical	7%	0%	3%	0%	0%	0%
Education, Training, and Library	34%	45%	40%	79%	58%	66%
Food preparation and serving related	5%	0%	2%	50%	0%	50%
Healthcare Practitioners and Technical	2%	19%	12%	0%	20%	18%
Healthcare Support	0%	4%	2%	0%	100%	100%
Installation, Maintenance and Repair	0%	2%	1%	0%	0%	0%
Legal	2%	0%	1%	0%	0%	0%
Life, Physical, and Social Science	2%	8%	5%	0%	25%	20%
Management	5%	4%	4%	0%	100%	50%
Office and administrative support	10%	6%	7%	25%	67%	43%
Personal Care and Service	2%	0%	1%	0%	0%	0%
Production	0%	0%	0%	0%	0%	0%
Sales and related	0%	2%	1%	0%	100%	100%
TOTAL				51%	53%	52%

SERVICE TO DEAF OR HARD OF HEARING PEOPLE

Forty-nine (52%) of the alumni responded that their job primarily involves service to deaf or hard of hearing people. Twenty-one (51%) of the undergraduate-level alumni and twenty-eight (53%) of the graduate-level alumni responded that they are working primarily with deaf or hard of hearing people.

SATISFACTION OF EMPLOYMENT

Twenty-one (48%) of undergraduate-level alumni were completely or very satisfied with their current employment. Forty-three (83%) of graduate-level alumni were also completely or very satisfied with their current employment. From the data, it appears that graduate level alumni were generally more satisfied with their employment than undergraduate level alumni.

Table 14
Employment Satisfaction

<i>How satisfied are you with your employment?</i>						
	<i>Completely or Very Satisfied</i>	<i>%</i>	<i>Moderately or Slightly Satisfied</i>	<i>%</i>	<i>Not at all Satisfied</i>	<i>%</i>
<i>Undergraduate (N = 44)</i>	21	48%	18	41%	5	11%
<i>Graduate (N = 52)</i>	43	83%	8	15%	1	2%
Total (N = 96)*	64	67%	27	27%	6	6%

*N= responded to the question

PREPARED BY GALLAUDET

Sixteen (36%) of undergraduate-level alumni stated that that Gallaudet prepared them extremely well or very well for their occupation while twenty-four (55%) of undergraduate-level alumni stated that Gallaudet prepared them moderately or slightly well for their occupation. Thirty-nine (75%) of graduate-level alumni reported extremely well or very well prepared for their occupation while eleven (21%) of graduate-level alumni stated that Gallaudet prepared them moderately or slightly well for their occupation. From the data, it appears that graduate-level alumni are more likely to feel prepared by Gallaudet for their occupation than undergraduate-level alumni.

Table 15
Preparation for Occupation

<i>Overall, how well did Gallaudet prepare you for your current occupation?</i>						
	<i>Extremely or Very Well</i>	<i>%</i>	<i>Moderately or Slightly Well</i>	<i>%</i>	<i>Not at all Well</i>	<i>%</i>
<i>Undergraduate (N = 44)</i>	16	36%	24	55%	4	9%
<i>Graduate (N = 52)</i>	39	75%	11	21%	2	4%
<i>Total (N = 96)*</i>	55	57%	35	36%	6	6%

*N=responded to the question

SALARIES

The median annual earnings of undergraduate-level degree alumni was \$49,989, which is within last year’s range of \$40,000-\$49,999. According to the U.S. Department of Education, National Center for Education Statistics⁶ the median annual earnings of bachelor’s degree holders in 2015 who are working full-time, aged 25-34 was \$50,000. Thus, undergraduate-level graduates of Gallaudet who responded to this alumni survey were earning close to their national peers.

The median annual earnings of graduate-level degree alumni on last year’s survey was \$50,000, which is within the \$50,000 - \$59,999 range from last year’s survey. From this year’s survey, the median annual earnings of master-level degree alumni was \$61,305, higher than last year’s range of \$50,000-\$59,999. 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 2015 who are working full-time, aged 25-34 was \$60,000. Thus, the median income for Gallaudet graduate level alumni who responded to this survey was slightly higher than their national peers.

⁶ Source: U.S. Department of Education, National Center for Education Statistics. (2017) *The Condition of Education 2017* (NCES 2017-144). This information can also be found at: <https://nces.ed.gov/pubs2017/2017144.pdf>

Table 16
Annual Salary Ranges of Full-Time Employed Alumni

	<i>Undergraduate (N=21)</i>	<i>%</i>	<i>Graduate (N=36)</i>	<i>%</i>	<i>TOTAL (N=57)*</i>	<i>%</i>
Less than \$10,000	0	0%	0	0%	0	0%
\$10,000 - \$19,999	1	5%	0	0%	1	2%
\$20,000 - \$29,999	6	29%	2	6%	8	14%
\$30,000 - \$39,999	4	19%	3	8%	7	12%
\$40,000 - \$49,999	7	33%	8	22%	15	26%
\$50,000 - \$59,999	0	0%	7	19%	7	12%
\$60,000 - \$69,999	2	9%	4	11%	6	11%
\$70,000 - \$79,999	0	0%	5	14%	5	9%
\$80,000 - \$89,999	0	0%	2	6%	2	4%
\$90,000 - \$99,999	0	0%	2	6%	2	4%
\$100,000 +	1	5%	3	8%	4	7%

*N=responded to the question

STUDENT EXPERIENCE

The survey also consisted of student experience questions related to online courses, experience/involvement in student activities, and student learning outcomes, such as:

- While at Gallaudet, did you take online courses?
- How frequently did you participate in the following activities as a student? (Refer to Appendix B for a list of student activities)
- How well did your experience with each of the following contribute to your learning and personal development? (Refer to Appendix C for a list of student activities)
- How well did your experience as a student contribute to your knowledge, skills, and personal development in the following areas? (Refer to Appendix D for a list of student learning outcomes)

ONLINE COURSES

Of the undergraduate-level alumni who responded to this question, 30 (70%) took all or some online courses while at Gallaudet. This year's response rate was higher than last year's 57% response rate.

Of the graduate-level alumni who responded to this question, 35 (63%) took some online courses while at Gallaudet. This year's response rate was higher than last year's 48% response rate.

STUDENT PARTICIPATION IN ACTIVITIES AND ORGANIZATIONS

Research has shown that student involvement during college has a positive impact on students' academic success. (Kuh and Pike, 2005). Student activities that are available for Gallaudet students are student or campus government, intercollegiate athletics, intramural or club sports, student publications, theatre, political organization or clubs, community service, religious groups, service organizations (on- or off-campus), multicultural student groups, working with faculty on research, employment (on- or off-campus), and independent study.

The top three activities that undergraduate students participated in were internships (91%), community service (84%), and on-campus employment (71%). The activities with the least amount of participation were off-campus employment (37%), study abroad (35%), and religious groups (22%).

The top three activities for graduate students' participation were internships (79%), on-campus employment (68%), and working with faculty on research (61%). The activities with the least amount of participation by graduate students were independent study (21%), theatre (20%), and study abroad (12%).

CONTRIBUTION OF PARTICIPATION IN ACTIVITIES AND ORGANIZATIONS

Students who participated in extracurricular activities and organizations were asked if that activity contributed to their learning and personal development.

The top three activities that undergraduate students participated in and contributed the greatest to their learning and personal development were off-campus employment (56%), on-campus employment (54%), and internship (50%).

The top three activities that graduate students participated in and contributed the greatest to their learning and personal development were internships (74%), student or campus government (72%), and on-campus employment (63%).

See Appendix B for more detailed information on undergraduate and graduate student participation and their perceived benefit of that participation in activities and organizations while a student at Gallaudet.

UNDERGRADUATE STUDENT LEARNING OUTCOMES

There are five student learning outcomes that Gallaudet University has determined are important abilities that undergraduate students must demonstrate by the time they graduate. These student learning outcomes can be categorized as:

- Language and Communication
- Critical Thinking
- Identity and Culture
- Knowledge and Inquiry
- Ethics and Social Responsibility

A set of survey questions asked the alumni to rate a list of capabilities that relate to these five student learning outcomes and whether the skills contributed to their knowledge, skills, and development.

More details about these student learning outcomes' scores are in Appendix C.

Language and Communication

In the area of language and communication, 72% of the undergraduate-level alumni reported that their experience as a student contributed to their knowledge, skills and personal development. Both skill areas of effective communication and writing effectively capabilities comprise the language and communication outcome.

81% of undergraduate-level alumni said that their experience as a student contributed to their knowledge, skills and personal development in the area of effective communication extremely well or very well. 63% stated that their experience at Gallaudet in the area of writing effectively was extremely well or very well.

Surveying alumni on the language and communication outcome began in 2013.

Since 2013, undergraduate-level alumni student experience contribution to their knowledge, skills, and personal development in the language and communication outcome has improved in all areas with the greatest improvement in the writing effectively skill area. Compared to 2013, the percentage of students responding extremely or very well improved by 6% for the language and communication outcome, 5% for the effective communication skill area, and 8% for the writing effectively skill area.

Figure 1
Language and communication outcome trends

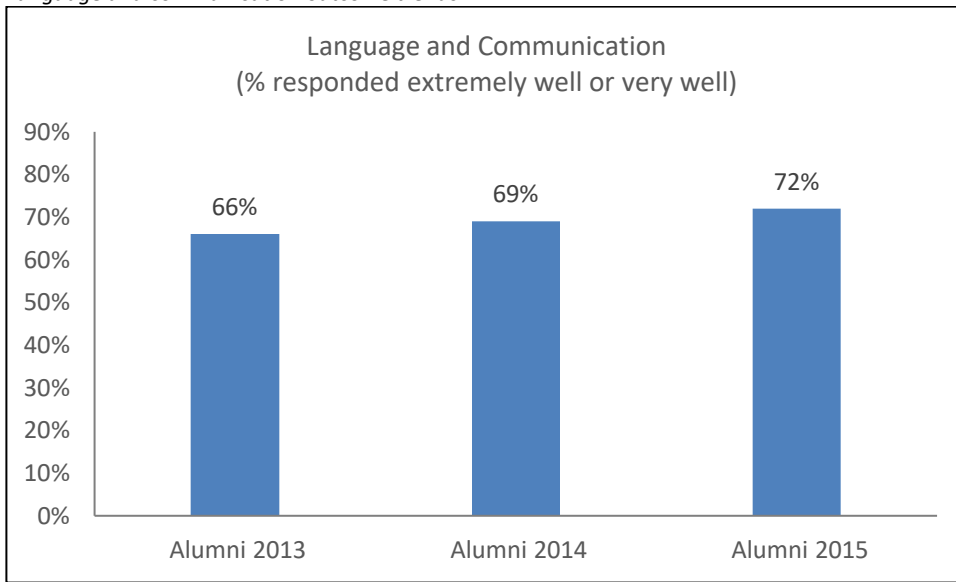
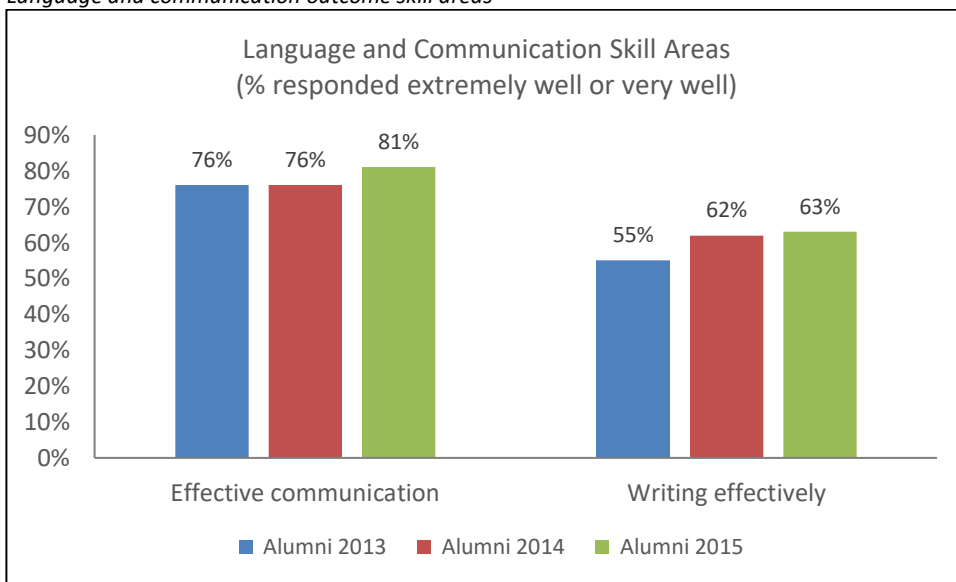


Figure 2
Language and communication outcome skill areas



Critical Thinking

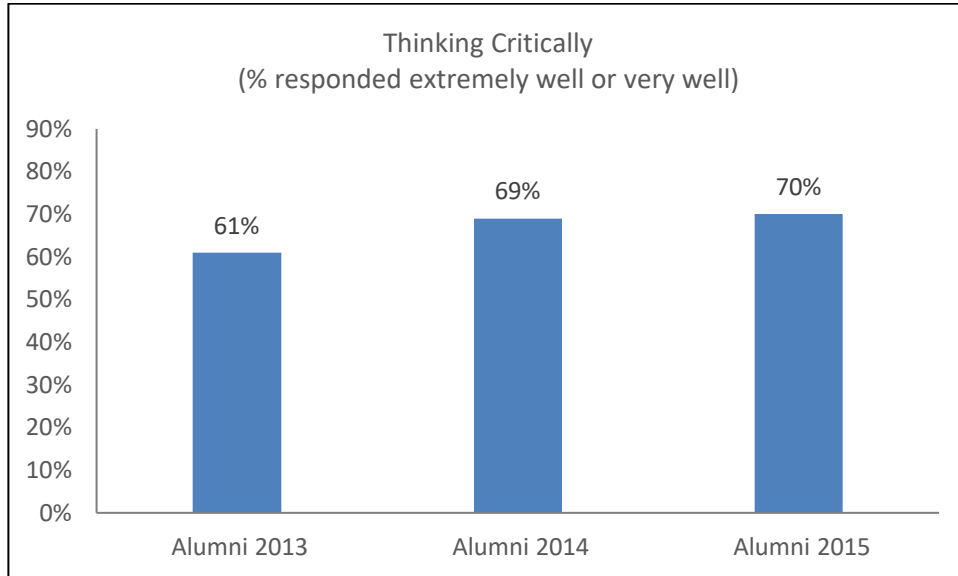
In the area of critical thinking, 70% of undergraduate-level alumni reported that their experience as a student enhanced their critical thinking skills extremely well or very well.

Surveying alumni on the critical thinking outcome began in 2013.

Since 2013, undergraduate-level alumni student experience contribution to their knowledge, skills, and personal

development in the critical thinking outcome has improved. Compared to 2013, the percentage of students responding extremely or very well improved by 9%.

Figure 3
Critical thinking outcome trends



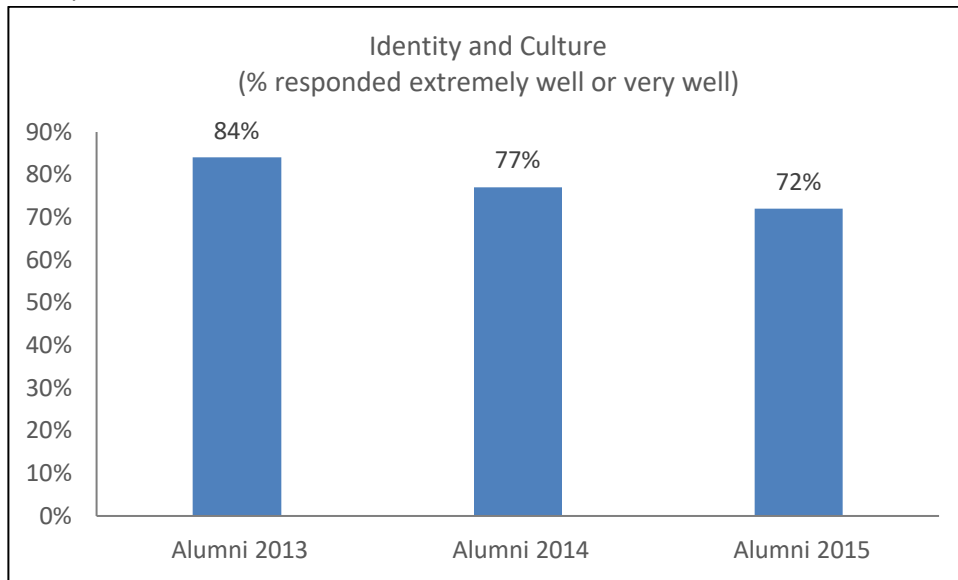
Identity and Culture

The capability to understand oneself in the survey comprises the identity and culture outcome. 72% of undergraduate-level alumni reported that their experience as a student enhanced their skill of understanding oneself skill extremely well or very well.

Surveying alumni on the identity and culture outcome began in 2013.

Since 2013, undergraduate-level alumni student experience contribution to their knowledge, skills, and personal development in the identity and culture outcome has declined. Compared to 2013, the percentage of students responding extremely or very well decreased by 12%.

Figure 4
Identity and culture outcome trends



Knowledge and Inquiry

In the area of knowledge and inquiry, 64% of undergraduate-level alumni reported that their experience as a student contributed to their knowledge, skills and personal development. Three skill areas comprise the knowledge and inquiry outcome. These skill areas are information literacy, quantitative literacy and integrative thinking.

70% of undergraduate-level alumni said that their experience as a student contributed to their knowledge, skills and personal development in the area of information literacy extremely well or very well. 60% and 63% stated that their experience at in the area of quantitative literacy and integrative thinking were extremely well or very well, respectively.

Surveying alumni on the knowledge and inquiry outcome began in 2013.

Since 2013, undergraduate-level alumni student experience contribution to their knowledge, skills, and personal development in the knowledge and inquiry outcome has declined in all areas, except for the information literacy skill area. Compared to 2013, the percentage of students responding extremely or very well declined by 5% for the knowledge and inquiry outcome, by 8% for the integrative thinking skill area, and 11% for the quantitative skill area. With the information literacy skill area, this percentage improved by 5%.

Figure 5
Knowledge and inquiry outcome trends

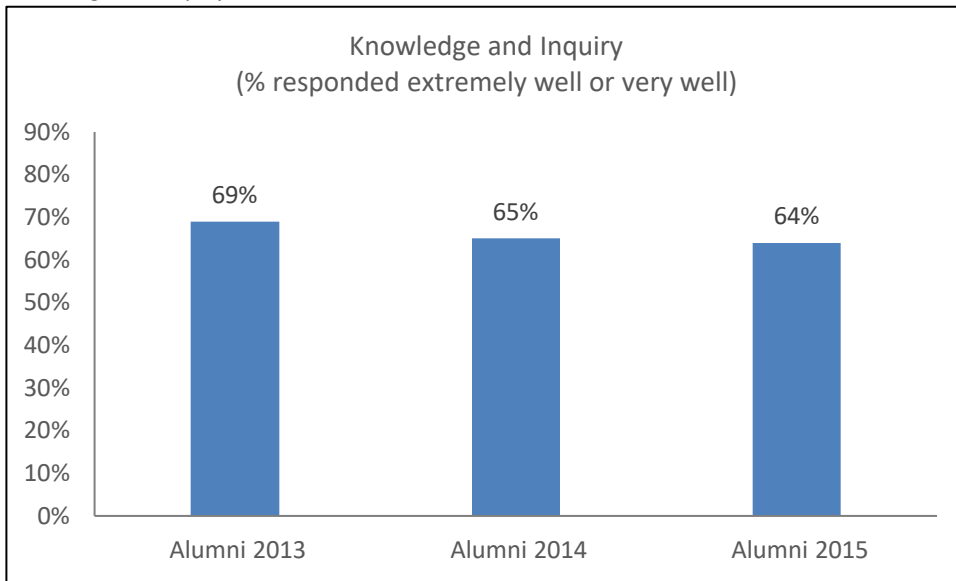
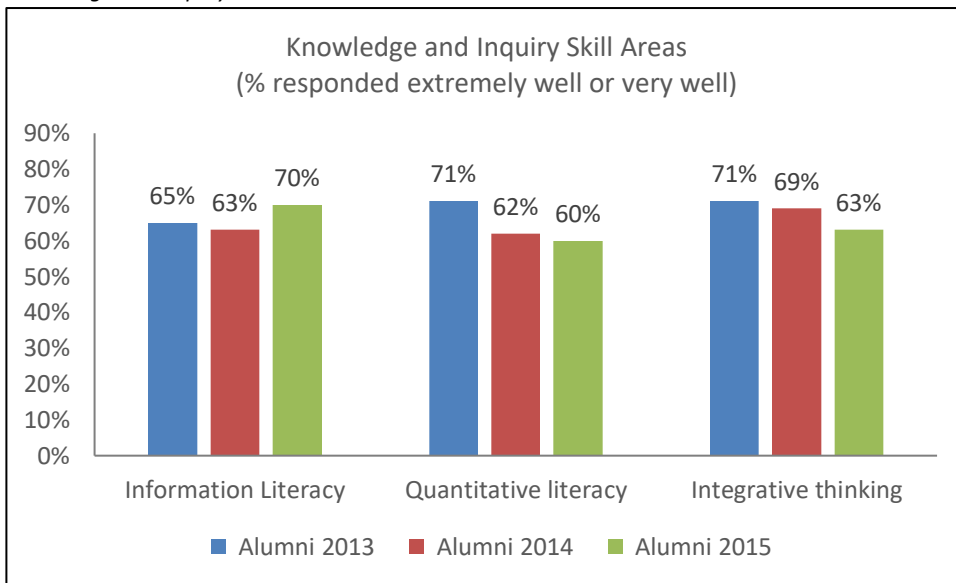


Figure 6
Knowledge and inquiry outcome skill areas



Ethics and Social Responsibility

In the area of ethics and social responsibility, 66% of the undergraduate-level alumni reported that their experience as a student contributed to their knowledge, skills and personal development. Both skill areas of ethical judgement and social justice comprise the ethics and social responsibility outcome.

74% of undergraduate-level alumni said that their experience as a student contributed to their knowledge, skills and personal development in the area of ethical judgement extremely well or very well. 58% stated that their experience at Gallaudet in the area of social justice was extremely well or very well.

Surveying alumni on the ethics and social responsibility outcome began in 2013.

Since 2013, undergraduate-level alumni student experience contribution to their knowledge, skills, and personal development in the ethics and social responsibility outcome has declined in all areas. Compared to 2013, the percentage of students responding extremely or very well declined by 12% for the ethics and social responsibility outcome, by 7% for the ethical judgment skill area, and 17% for the social justice skill area.

Figure 7
Ethics and social responsibility outcome trends

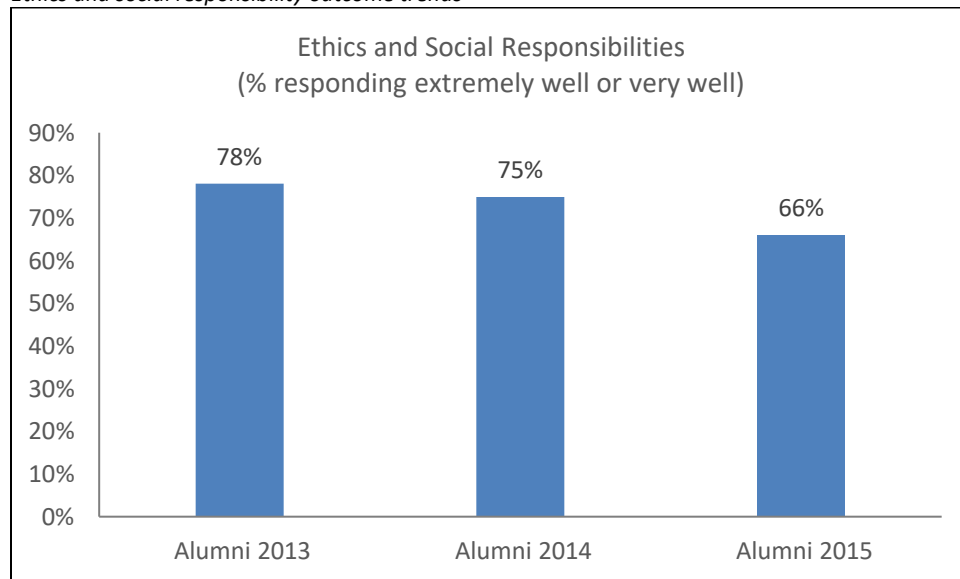
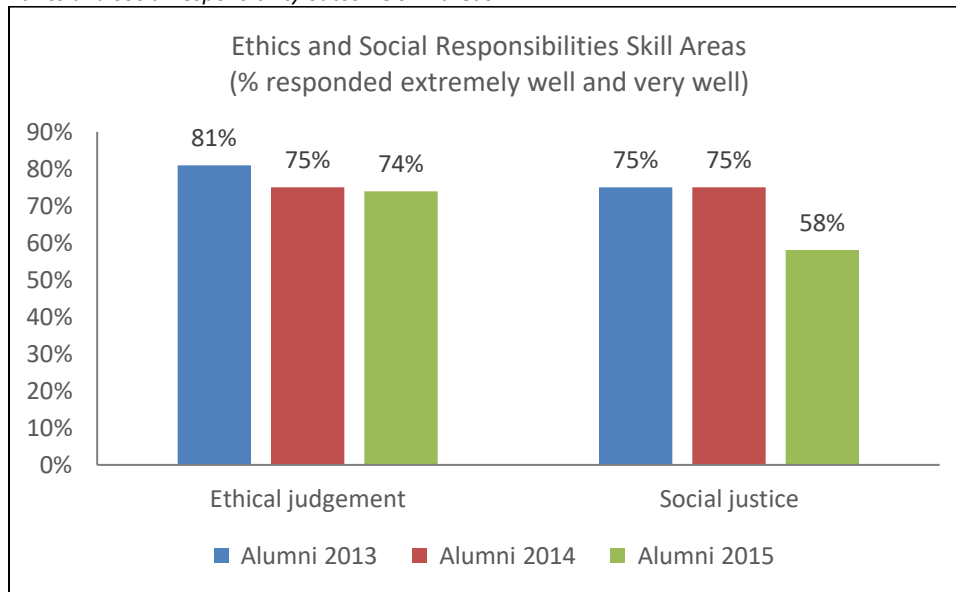


Figure 8
Ethics and social responsibility outcome skill areas



Summary:

Since the release of the five student learning outcome questions in 2013, 'Identity and Culture' received the highest rating among the undergraduate alumni of 2013, 2014, and 2015. More details about these outcome and skill area scores are in Appendix C.

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, 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 will also continue to implement strategies to increase the response rate for the next survey cycle. New strategies include: 1) the Office of Institutional Research will begin 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 and 2) the office will also collaborate with the Public Relations Office to reach out to the recent graduates via Gallaudet University's official social media accounts by surveying alumni's current job and/or education status.

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Winter 2016/Spring 2017 Annual Survey of Recent Graduates

APPENDIX A: 2014/2015 SURVEY OF RECENT GRADUATES SUMMARY TABLE

(December 2014 through August 2015 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	52%	87	73%	152	62%
B: Seeking work	6	5%	1	1%	7	3%
C: Employed part-time	22	18%	11	9%	33	14%
D: Not seeking work	0	0%	0	0%	0	0%
E: Education full-time	27	21%	16	13%	43	18%
F: Education part-time	5	4%	2	2%	7	3%
H: Internships, practica and other unpaid educational experiences	0	0%	3	3%	3	1%
Total respondents*	125	62%	120	72%	245	67%
I: Number without valid contact information	15		4			
J: Number not responding to survey	61		42			
Total non-respondents*	76	38%	46	28%	122	33%
Total number of graduates	201		166		367	

GPRA-defined Rates	Undergraduates	% of Undergraduates	Graduates	% of Graduates	Total	% of Total
Employed rate (A + C)/Total respondents	87	70%	98	82%	185	76%
Education rate (E + F + H)/Total respondents	32	26%	21	17%	53	21%
Inactive rate (B + D)/Total respondents	6	5%	1	1%	7	3%
	125		120		245	

APPENDIX B: PARTICIPATION AND BENEFIT OF PARTICIPATION TO STUDENTS

Participation of Undergraduate and Graduate Students in Activities and Organizations

	<i>Undergraduate (N=26 avg)</i>	<i>%</i>	<i>Graduate (N=23 avg)</i>	<i>%</i>	TOTAL (N= 49 avg)	%
Internship	43	91%	45	79%	88	85%
Student or campus government	31	63%	22	37%	53	49%
Intercollegiate athletics	23	47%	14	24%	37	34%
Intramural or club sports	27	55%	14	24%	41	38%
Student publications	21	43%	14	24%	35	32%
Theatre	24	49%	12	20%	36	33%
Political organizations or clubs	28	57%	19	32%	47	44%
Community service	41	84%	33	56%	74	69%
Religious groups	11	22%	14	24%	25	23%
Service organizations (on or off campus)	26	53%	26	44%	52	48%
Multicultural student groups	25	51%	26	44%	51	47%
Working with faculty on research	23	47%	36	61%	59	55%
Study abroad	17	35%	7	12%	24	22%
On-campus employment	35	71%	40	68%	75	69%
Off-campus employment	18	37%	22	37%	40	37%
Independent study	22	45%	18	21%	40	37%

Winter 2016/Spring 2017 Annual Survey of Recent Graduates

Contribution Level of Undergraduate-Level Student Participation in Activities and Organizations

	<i>Extremely well/very well</i>	%	<i>Moderately well/ slightly well)</i>	%	<i>Not at all well</i>	%	<i>Did not respond</i>	%
Internship	20	50%	17	43%	3	8%	3	8%
Student or campus government	6	19%	15	48%	5	16%	5	16%
Intercollegiate athletics	10	43%	5	22%	4	17%	4	17%
Intramural or club sports	7	26%	9	33%	5	19%	6	22%
Student publications	5	24%	12	57%	0	0%	4	19%
Theatre	8	33%	6	25%	5	21%	5	21%
Political organizations or clubs	9	32%	10	36%	5	18%	4	14%
Community service	15	37%	16	39%	3	7%	7	17%
Religious groups	3	27%	3	27%	2	18%	3	27%
Service organizations (on or off campus)	4	15%	13	50%	5	19%	4	15%
Multicultural student groups	7	28%	12	48%	4	16%	2	8%
Working with faculty on research	2	9%	10	43%	7	30%	4	17%
Study abroad	7	41%	5	29%	4	24%	2	6%
On-campus employment	19	54%	8	23%	3	9%	5	14%
Off-campus employment	10	56%	4	22%	1	6%	3	17%
Independent study	10	45%	6	27%	3	14%	3	14%

Winter 2016/Spring 2017 Annual Survey of Recent Graduates

Contribution Level of Graduate-Level Student Participation in Activities and Organizations

	<i>Extremely well/very well</i>	%	<i>Moderately well/slightly well</i>	%	<i>Not at all well</i>	%	<i>Did not respond</i>	%
Internship	31	74%	11	26%	0	0%	0	0%
Student or campus government	13	72%	5	28%	0	0%	0	0%
Intercollegiate athletics	3	21%	5	36%	3	21%	3	21%
Intramural or club sports	5	36%	5	36%	3	21%	1	7%
Student publications	7	29%	3	21%	2	14%	2	14%
Theatre	4	33%	5	42%	3	25%	0	0%
Political organizations or clubs	8	42%	6	32%	5	26%	0	0%
Community service	14	42%	14	42%	2	6%	3	9%
Religious groups	5	36%	6	43%	2	14%	1	7%
Service organizations (on or off campus)	10	38%	11	42%	1	4%	4	15%
Multicultural student groups	9	35%	11	42%	1	4%	5	19%
Working with faculty on research	19	53%	10	28%	0	0%	7	19%
Study abroad	2	28%	4	57%	1	14%	0	0%
On-campus employment	25	63%	11	28%	2	5%	2	5%
Off-campus employment	11	50%	8	36%	0	0%	3	14%
Independent study	8	44%	7	39%	2	11%	1	6%

APPENDIX C: UNDERGRADUATE STUDENT LEARNING OUTCOMES

Experience as an Undergraduate Student at Gallaudet University's Contribution to Knowledge, Skills, and Personal Development

	<i>Extremely well/very well</i>	%	<i>Moderately well/ slightly well</i>	%	<i>Not at all well</i>	%
Effective communication	35	81%	8	19%	0	0%
Writing effectively	27	63%	14	33%	2	5%
LANGUAGE AND COMMUNICATION		72%		26%		2%
Thinking critically	30	70%	11	26%	2	5%
THINKING CRITICALLY		70%		26%		5%
Understanding oneself	31	72%	11	26%	0	0%
IDENTITY AND CULTURE		72%		26%		0%
Information literacy	30	70%	12	28%	1	2%
Quantitative literacy	26	60%	16	37%	1	2%
Integrative thinking	27	63%	14	33%	1	2%
KNOWLEDGE AND INQUIRY		64%		33%		2%
Ethical judgement	32	74%	10	23%	1	2%
Social justice	25	58%	15	35%	1	5%
ETHICS AND SOCIAL RESPONSIBILITY		66%		29%		4%

Undergraduate-Level Outcome Trends*

	<i>2012-2013 Alumni</i>	<i>2013-2014 Alumni</i>	<i>2014-2015 Alumni</i>
LANGUAGE AND COMMUNICATION	66%	69%	72%
Effective communication	76%	76%	81%
Writing effectively	55%	62%	63%
THINKING CRITICALLY	61%	69%	70%
Thinking Critically	61%	69%	70%
KNOWLEDGE AND INQUIRY	69%	65%	64%
Information Literacy	65%	63%	70%
Quantitative Literacy	71%	62%	60%
Integrative Thinking	71%	69%	63%
ETHICS AND SOCIAL RESPONSIBILITY	78%	75%	66%
Ethical judgement	81%	75%	74%
Social Justice	75%	75%	58%
IDENTITY AND CULTURE	84%	77%	72%
Understand oneself	84%	77%	72%

*Based on those who rated the category as 'Extremely or Very Well'