

GALLAUDET UNIVERSITY

WINTER 2015/SPRING 2016 ANNUAL
SURVEY OF RECENT GRADUATES:

DECEMBER 2013 THROUGH AUGUST 2014 ALUMNI

Report produced: September 2016
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 winter/spring 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.

SURVEY DESIGN

The survey consisted of 21+ items:

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

SURVEY PARTICIPATION AND RESPONSES

390 alumni of Gallaudet University (undergraduate and graduate) graduated between December 2013 and August 2014. 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, mail, and phone numbers for recent alumni were gathered from the Alumni Office. Academic departments were contacted to supply contact information where data was missing or incomplete. 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 were also sent follow-up paper survey.

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.

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One hundred thirty-three (36%) alumni with valid contact information responded to the survey electronically or on paper. This year's response rate was lower than last year's 40% response rate. Eighteen (5%) alumni did not have valid contact information.

Table 1
Survey Response Rate

	<i>Alumni</i>	<i>Invalid addresses</i>	<i>%</i>	<i>Surveys distributed to valid addresses</i>	<i>%</i>	<i>Responded</i>	<i>Response rate of those with valid addresses</i>
Undergraduate	203	9	4%	194	96%	63	32%
Graduate	187	9	5%	178	95%	70	39%
Total	390	18	5%	372	95%	133	36%

As in years past, the graduate-level alumni had a slightly higher response rate than bachelor's-level alumni.

Table 2
Survey Response Rate Trend

	<i>Fall '09- Summer '10 Alumni</i>	<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>
Undergraduate	54%	51%	45%	39%	32%
Graduate	67%	60%	51%	42%	39%
Total	60%	55%	48%	40%	36%

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.

Some departments were also able to supply information about an alumnus’ pursuits after graduating. Where possible this information was confirmed via the Internet, Facebook, or LinkedIn. The list of alumni was also run against lists of employees and students at Gallaudet. This is the third year in which post-graduation outcomes were tracked in this way.

Thus, in addition to the responses we gathered from the 34% of recent alumni from the Alumni Survey, we were able to gather partial information on an additional 154 alumni (39%). With the additional sources, post-graduation data was gathered on 73% of recent alumni.

SURVEY ANALYSIS

DIVERSITY

- One hundred and twenty (31%) of the graduates were from students of color group (SOC).³ Two hundred twenty-five (58%) of the graduates were white, while twenty (5%) were international and twenty-five (6%) were unknown. Last year the breakdown was: 23% SOC; 68% white; 5% international; and 4% unknown.
- Forty (30%) of the respondents this year were SOC; seventy-nine (59%) were white; four (3%) were international; and ten (8%) were unknown. Last year the breakdown was: 24% SOC; 64% white; 10% international; and 2% unknown.
- The information rate of SOC was 30% while it was 60% for whites. Last year the rate of SOC was 23% while it was 67% for whites, which indicates an increase in the information rate of SOC.

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.

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

Table 3
Ethnic/Racial Diversity of Alumni and Respondents

	<i>Alumni</i>	<i>Respondents</i>	<i>Information Rate</i>
SOC	31%	30%	30%
White	58%	59%	59%
International	5%	3%	4%
Unknown	6%	8%	6%
Total	100% n=390	100% n=133	100% n=287

INTERNSHIP PARTICIPATION

Data on internship participation came from the Alumni Survey.

- 90% of all responding alumni participated in an internship while at Gallaudet – 93% of bachelor’s level alumni and 88% of graduate degree alumni.
- 95% of all responding alumni stated that participating in internships contributed to their learning and personal growth – 96% of bachelor’s level alumni and 93% of graduate degree alumni.
- Thirty-two (67%) of undergraduate-level alumni who participated in an internship stated that the internship helped them very well or extremely well. Thirty-eight (79%) of graduate-level alumni also said their internship helped them extremely well or very well.

Table 4
Internship Participation and Preparation for Employment

			How well did the internship prepare you for employment?					
Internship Participation	%		Extremely Well or Very Well	%	Moderately Well or Slightly Well	%	Not at all well	%
			Undergraduate (N = 63)	55	93%	32	67%	10
Graduate (N = 70)	58	88%	38	79%	9	19%	1	2%
Total (N = 133)	113	90%	70	73%	19	20%	7	7%

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. Additionally, 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 would be categorized as education full-time. Refer to Appendix A.

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.

Two hundred thirteen (74%) of alumni were employed, sixty-four (22%) were pursuing additional education and ten (3%) were doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

- One hundred (94%) of undergraduate-level alumni were either working or pursuing additional education. More specifically, one hundred (67%) of undergraduate-level alumni were working

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either full-time or part-time, forty (27%) were pursuing additional education, and ten (7%) percent were doing neither. Last year, 77% were working, 19% were pursuing additional education, and 4% were doing neither.

- One hundred thirty-seven (100%) of graduate-level alumni were either working or pursuing additional education. More specifically, one hundred and thirteen (82%) of graduate-level alumni were working either full-time or part-time and twenty-four (18%) were pursuing additional education. Last year, 95% were working, 4% were pursuing additional education, and 1% was doing neither.

*Table 5
Post-Graduation Outcomes by Degree Level*

	<i>Employed</i>	<i>Pursuing additional Education</i>	<i>Neither</i>
Undergraduate	67%	27%	7%
Graduate	82%	18%	0%
Total	74%	22%	3%

*Table 6
Undergraduate-Level Alumni Outcomes Trend*

	<i>2009-10 Alumni</i>	<i>2010-11 Alumni</i>	<i>2011-12 Alumni</i>	<i>2012-13 Alumni</i>	<i>2013-14 Alumni</i>
Employed	50%	63%	59%	77%	67%
Pursuing additional Education	45%	35%	38%	19%	27%
Neither	5%	2%	3%	4%	7%

Table 7
Graduate-Level Alumni Outcomes Trend

	2009-10 Alumni	2010-11 Alumni	2011-12 Alumni	2012-13 Alumni	2013-14 Alumni
Employed	83%	83%	82%	95%	82%
Pursuing additional Education	17%	16%	16%	4%	18%
Neither	0%	1%	2%	1%	0%

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

Undergraduate-Level Alumni

Data was gathered on 150 (74%) of 203 undergraduate-level alumni. One hundred and twenty-nine (86%) were deaf or hard of hearing and 21 (14%) were hearing.

Of the 129 deaf/hard of hearing alumni, seven (5%) were international and 122 (95%) were from the United States.

- Of the seven deaf/hard of hearing international alumni, four (57%) were employed and three (43%) were pursuing additional education.
- Of the 122 deaf/hard of hearing U.S. alumni, 3 (31%) were SOC, 8 (69%) were white.
 - Of the 38 deaf or hard of hearing SOC alumni, 29 (76%) were employed and nine (24%) were pursuing additional education.
 - Of the 84 white alumni, forty-seven (56%) were employed, 27 (32%) were pursuing additional education, and 10 (12%) were doing neither.

Of the 21 hearing alumni, 2 (100%) were from the United States.

- Of the 21 hearing U.S. alumni, eight (38%) were SOC and 13 (62%) were white.
- Of the 21 hearing U.S. alumni, 20 (95%) were employed and one (5%) was pursuing additional education.

Table 8
Undergraduate-Level Alumni Outcomes by Race/Ethnicity

	SOC (N = 46)	White (N = 97)
Employed	78%	62%
Pursuing additional education	22%	28%
Neither	0%	10%

Graduate-Level Alumni

Data was gathered on 137 (73%) of 187 graduate-level alumni. Sixty-three (46%) were deaf or hard of hearing and 74 (54%) were hearing.

Of the 63 deaf/hard of hearing respondents, four (6%) were international and 59 (94%) were from the United States.

- All four deaf/hard of hearing international alumni (100%) were employed.
- Of the 59 deaf/hard of hearing U.S. alumni, 21 (36%) were SOC, 35 (59%) were white, and three (5%) were unknown.
 - Of the 21 deaf or hard of hearing SOC alumni, 19 (90%) were employed and two (10%) were pursuing additional education.
 - Of the 23 deaf or hard of hearing white alumni, 32 (91%) were employed and three (9%) were pursuing additional education.

Of the 74 hearing respondents, 20 (27%) were SOC, 38 (51%) were white, and 16 (21%) were international or unknown.

- Of the 20 hearing SOC alumni, twelve (60%) were employed and eight (40%) were pursuing additional education.
 - Of the 38 hearing white alumni, 29 (76%) were employed and nine (24%) were pursuing additional education.
- Of the 16 hearing alumni who were either international or unknown, 14 (88%) were employed and two (13%) were pursuing additional education.

Table 9
Graduate-Level Alumni Outcomes by Race/Ethnicity

	SOC (N = 41)	White (N = 73)	Unknown (N = 18)
Employed	76%	84%	89%
Pursuing additional education	24%	16%	11%
Neither	0%	0%	0%

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. 65% of Gallaudet University alumni are working in these three fields.

- 32% are in education, training, and library occupations this year (50% last year)
- 18% are in community and social services occupations (15% last year)
- 15% are in health care practitioners and technical occupations (6% last year)

For undergraduate-level alumni, 27% are working in the education, training, and library occupational group, 14% are working in community social services occupational group, and 10% are working in the office and administrative support occupational group. Remaining alumni are spread out among 10 other occupational groups.

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."

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For graduate-level alumni, 37% are working in education, training, and library occupations, 24% are working in the healthcare practitioners and technical field, and 21% are working in community and social services occupations.

Table 10:

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=49)</i>	<i>Graduate (N=63)</i>	<i>TOTAL (N=112)</i>	<i>Undergrad</i>	<i>Graduate</i>	<i>TOTAL</i>
Arts, Design, Entertainment, Sports, and Media	0%	3%	2%	N/A	0%	0%
Business and Financial	8%	1%	4%	50%	0%	40%
Community and Social Services	14%	21%	18%	71%	85%	80%
Computer and Mathematical	4%	2%	3%	0%	0%	0%
Education, Training, and Library	27%	37%	32%	77%	57%	64%
Food preparation and serving related	4%	0%	2%	100%	N/A	100%
Healthcare Practitioners and Technical	4%	24%	15%	50%	27%	29%
Legal	6%	0%	3%	0%	N/A	0%
Life, Physical, and Social Science	4%	0%	2%	50%	N/A	50%
Management	4%	5%	4%	100%	67%	80%
Office and administrative support	10%	6%	8%	80%	25%	56%
Personal Care and Service	4%	0%	2%	50%	N/A	50%
Production	2%	0%	1%	100%	N/A	100%
Sales and related	8%	2%	4%	50%	100%	60%
TOTAL				63%	51%	56%

SERVICE TO DEAF OR HARD OF HEARING PEOPLE

Of the undergraduate-level alumni, thirty-one (63%) responded that their job primarily involves service to deaf or hard of hearing people.

Of the graduate-level alumni, thirty-two (51%) are working primarily with deaf and hard of hearing people.

SATISFACTION OF EMPLOYMENT

Twenty-six (54%) of undergraduate-level alumni were completely or very satisfied with their current employment. Forty-four (76%) 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 12
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 = 48)</i>	26	54%	17	35%	5	10%
<i>Graduate (N = 58)</i>	44	76%	14	24%	0	0%
<i>Total (N = 106)</i>	70	66%	31	29%	5	5%

From the data, it appears that graduate level alumni were generally more satisfied than undergraduate level alumni.

PREPARED BY GALLAUDET

Twenty-four (48%) of undergraduate-level alumni stated that that Gallaudet prepared them extremely well or very well for their occupation. Thirty-eight (66%) of graduate-level alumni reported extremely well or very well prepared for their occupation.

Table 13

Preparation for Occupation

Overall, how well did Gallaudet prepare you for your current occupation?

	Extremely or Very Well	%	Moderately or Slightly Well	%	Not at all Well	%
<i>Undergraduate (N = 50)</i>	24	48%	21	44%	4	8%
<i>Graduate (N = 58)</i>	38	66%	16	27%	4	7%
Total (N = 108)	62	57%	37	34%	8	7%

From the data, it appears that graduate-level alumni are more likely to feel prepared by Gallaudet for their occupation than undergraduate-level alumni.

SALARIES

The median annual earnings range of bachelors-level degree alumni was \$40,000, which is the same as 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 2014 who are working full-time, aged 25-34 was \$49,900. Thus, B.A. level graduates of Gallaudet who responded to this alumni survey were earning slightly less than their national peers.

The median annual earnings of graduate-level degree alumni was \$50,000, which is the \$50,000 - \$59,999 range from last year’s survey. From this year’s survey, the median annual earnings of master’s-level degree alumni was also \$50,000, higher than last year’s range of \$40,000-\$49,999. According to the U.S. Department of Education, National Center for Education Statistics the median annual earnings of master’s degree holders in 2014 who are working full-time, aged 25-34 was \$59,100. Thus, the median income for Gallaudet graduate level alumni who respond to this survey was lower than their national peers.

⁶ Source: U.S. Department of Education, National Center for Education Statistics. (2016) *The Condition of Education 2016* (NCES 2016-144). This information can also be found at: <http://nces.ed.gov/fastfacts/display.asp?id=77>.

Table 14

Annual Salary Ranges of Full-Time Employed Alumni

	<i>Undergraduate (N=26)</i>	<i>%</i>	<i>Graduate (N=39)</i>	<i>%</i>	<i>TOTAL (N=65)</i>	<i>%</i>
Less than \$10,000	0	0%	1	3%	1	1.5%
\$10,000 - \$19,999	1	4%	0	0%	1	1.5%
\$20,000 - \$29,999	4	15%	2	5%	6	9%
\$30,000 - \$39,999	7	27%	4	10%	11	17%
\$40,000 - \$49,999	9	35%	11	28%	20	31%
\$50,000 - \$59,999	2	8%	7	18%	9	14%
\$60,000 - \$69,999	3	12%	10	26%	13	20%
\$70,000 - \$79,999	0	0%	2	5%	2	3%
\$80,000 - \$89,999	0	0%	1	3%	1	1.5%
\$90,000 - \$99,999	0	0%	1	3%	1	1.5%
\$100,000 +	0	0%	0	0%	0	0%

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, 31 (57%) took all or some online courses while at Gallaudet.

Of the graduate-level alumni who responded to this question, 28 (48%) took some online courses while at Gallaudet.

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 (93%), community service (82%), and on-campus employment (82%). The activities with the least amount of participation were religious groups (24%), theatre (30%), and study abroad (34%).

The top three activities for graduate students' participation were internships (88%), on-campus employment (68%), and working with faculty on research (61%). The activities with the least amount of participation by graduate students were intercollegiate athletics (18%), intramural or club sports (20%), and religious groups (21%).

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 that contributed the greatest to their learning and personal development were on-campus employment (79%), internships (78%), and community service (61%).

The top three activities that graduate students participated in and that contributed the greatest to their learning and personal development were internships (93%), on-campus employment (76%), and intercollegiate athletics (75%).

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.

STUDENT LEARNING OUTCOMES

There are five student competencies that Gallaudet University has determined are important abilities that students must demonstrate by the time they graduate. Those competencies are:

- 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 competencies on whether the skills contributed to their knowledge, skills, and development.

Language and Communication

Both effective communication and writing effectively capabilities comprise the language and communication competency.

76% 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, while 61% of stated that their experience at Gallaudet benefitted their writing effectively capability.

91% of graduate-level alumni said their student experience benefitted their effective communication skill, while 76% of these alumni said that their writing effectively was enhanced. The combination of these two capabilities are reflected in the following table.

Table 15

Language and communication competency

	<i>Extremely or Very Well</i>	<i>Moderately or Slightly Well</i>	<i>Not at all Well</i>
Undergraduate	69%	30%	1%
Graduate	83%	17%	0%
TOTAL	76%	23%	0%

Critical Thinking

The critical thinking capability in the survey comprises the critical thinking competency. 69% of undergraduate-level alumni reported that their experience as a student enhanced their critical thinking skills extremely well or very well, while 83% of graduate-level alumni reported similarly.

Table 16

Critical thinking competency

	<i>Extremely or Very Well</i>	<i>Moderately or Slightly Well</i>	<i>Not at all Well</i>
Undergraduate	69%	30%	1%
Graduate	83%	17%	0%
TOTAL	76%	23%	0%

Identity and Culture

The understanding oneself capability in the survey comprises the identity and culture competency. 79% of undergraduate- and graduate-level alumni, combined, reported that their experience as a student enhanced their understanding oneself skill extremely well or very well.

Table 17

Identity and culture competency

	<i>Extremely or Very Well</i>	<i>Moderately or Slightly Well</i>	<i>Not at all Well</i>
Undergraduate	77%	21%	2%
Graduate	81%	17%	2%
TOTAL	79%	19%	2%

Knowledge and Inquiry

Three capabilities comprise the knowledge and inquiry competency. These capabilities are information literacy, qualitative literacy and integrative thinking.

63% of undergraduate-level alumni stated that information literacy capabilities benefitted them extremely well or very well. Similarly, 62% and 69% of the undergraduate-level alumni stated that qualitative literacy and integrative thinking capabilities benefitted them extremely well or very well, respectively.

85% of graduate-level alumni stated that information literacy capabilities benefitted them extremely well or very well. Similarly, 75% and 86% of the graduate alumni stated that qualitative literacy and integrative thinking capabilities benefitted them extremely well or very well, respectively.

The combination of these three capabilities are reflected in the following table.

Table 18

Knowledge and inquiry competency

	<i>Extremely or Very Well</i>	<i>Moderately or Slightly Well</i>	<i>Not at all Well</i>
Undergraduate	65%	33%	2%
Graduate	82%	17%	1%
TOTAL	74%	25%	1%

Ethics and Social Responsibility

Both ethical judgment and social justice capabilities comprise the ethics and social responsibility competency.

75% of undergraduate-level alumni said that their experience as a student contributed to their knowledge, skills and personal development in both the areas of ethical judgment and social justice extremely well or very well. 87% and 78% of graduate-level alumni said the same about ethical judgment and social justice, respectively.

The combination of these two capabilities are reflected in the following table.

Table 19
Ethics and social responsibility competency

	<i>Extremely or Very Well</i>	<i>Moderately or Slightly Well</i>	<i>Not at all Well</i>
Undergraduate	75%	25%	0%
Graduate	82%	17%	1%
TOTAL	79%	21%	0%

More details about these competencies scores are in Appendix C.

SURVEY LIMITATIONS AND CONCERNS

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.

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APPENDIX A: 2013/2014 SURVEY OF RECENT GRADUATES SUMMARY TABLE

(December 2013 through August 2014 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	76	50%	97	71%	173	60%
B: Seeking work	7	5%	0	0%	7	2%
C: Employed part-time	24	16%	16	12%	40	14%
D: Not seeking work	3	2%	0	0%	3	1%
E: Education full-time	32	21%	14	10%	46	16%
F: Education part-time	4	3%	6	4%	10	3%
H: Internships, practica and other unpaid educational experiences	4	3%	4	3%	8	3%
Total respondents*	150	74%	137	73%	287	74%
I: Number without valid contact information	9		9			
J: Number not responding to survey	44		41			
Total non respondents*	53	26%	50	27%	103	26%
Total number of graduates	203		187		390	

GPRA-defined Rates	Undergraduates	% of Undergraduates	Graduates	of Graduates	Total	% of Total
Employed rate (A + C)/Total respondents	100	67%	113	82%	213	74%
Education rate (E + F + H)/Total respondents	40	27%	24	18%	64	22%
Inactive rate (B + D)/Total respondents	10	7%	0	0%	10	3%
	150	100%	137	100%	287	100%

APPENDIX B: PARTICIPATION AND BENEFIT OF PARTICIPATION TO STUDENTS

Participation of Undergraduate and Graduate Students in Activities and Organizations

	<i>Undergraduate (N=54 avg)</i>	<i>%</i>	<i>Graduate (N=57 avg)</i>	<i>%</i>	<i>TOTAL (N=111 avg)</i>	<i>%</i>
Internship	51	93%	52	88%	103	90%
Student or campus government	34	62%	24	43%	58	52%
Intercollegiate athletics	31	56%	10	18%	41	37%
Intramural or club sports	34	62%	11	20%	45	41%
Student publications	26	48%	12	22%	38	35%
Theatre	16	30%	14	25%	30	28%
Political organizations or clubs	33	60%	16	29%	49	45%
Community service	45	82%	34	59%	79	70%
Religious groups	13	24%	12	21%	25	23%
Service organizations (on or off campus)	32	57%	22	38%	54	47%
Multicultural student groups	28	52%	22	39%	50	45%
Working with faculty on research	22	42%	35	61%	57	52%
Study abroad	18	34%	13	23%	31	28%
On-campus employment	45	82%	39	68%	84	75%
Off-campus employment	23	43%	30	52%	53	48%
Independent study	26	48%	17	30%	43	39%

Winter 2015/Spring 2016 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>	%
Internship	35	78%	10	22%	0	0%
Student or campus government	16	53%	11	37%	3	10%
Intercollegiate athletics	10	37%	15	56%	2	7%
Intramural or club sports	9	33%	15	56%	3	11%
Student publications	7	32%	11	50%	4	18%
Theatre	6	43%	8	57%	0	0%
Political organizations or clubs	14	48%	13	45%	2	7%
Community service	25	61%	15	37%	1	2%
Religious groups	2	20%	7	70%	1	10%
Service organizations (on or off campus)	14	52%	11	41%	2	7%
Multicultural student groups	12	48%	8	32%	5	20%
Working with faculty on research	8	42%	8	42%	3	16%
Study abroad	4	25%	10	63%	2	13%
On-campus employment	31	79%	7	31%	1	3%
Off-campus employment	8	42%	8	42%	3	16%
Independent study	11	55%	5	25%	4	20%

Winter 2015/Spring 2016 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>	%
Internship	41	93%	2	5%	1	2%
Student or campus government	6	32%	10	53%	3	16%
Intercollegiate athletics	6	75%	2	25%	0	0%
Intramural or club sports	6	60%	4	40%	0	0%
Student publications	2	25%	5	63%	1	13%
Theatre	6	50%	4	33%	2	17%
Political organizations or clubs	5	36%	7	50%	2	14%
Community service	15	58%	10	38%	1	4%
Religious groups	6	55%	4	36%	1	9%
Service organizations (on or off campus)	12	63%	5	26%	2	11%
Multicultural student groups	12	63%	4	21%	3	16%
Working with faculty on research	16	62%	7	27%	3	12%
Study abroad	8	73%	1	9%	2	18%
On-campus employment	25	76%	7	21%	1	3%
Off-campus employment	14	58%	7	29%	3	13%
Independent study	11	69%	4	25%	1	6%

APPENDIX C: STUDENT LEARNING OUTCOME COMPETENCIES

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	39	76%	12	24%	0	0%
Writing effectively	32	62%	19	37%	1	2%
LANGUAGE AND COMMUNICATION		69%		30%		1%
Thinking critically	36	69%	16	31%	0	0%
THINKING CRITICALLY		69%		31%		0%
Understanding oneself	40	77%	11	21%	1	2%
IDENTITY AND CULTURE		77%		21%		2%
Information literacy	33	63%	19	37%	0	0%
Qualitative literacy	32	62%	18	35%	2	4%
Integrative thinking	36	69%	15	29%	1	2%
KNOWLEDGE AND INQUIRY		65%		29%		1%
Ethical judgement	38	75%	13	25%	0	0%
Social justice	39	75%	13	25%	0	0%
ETHICS AND SOCIAL RESPONSIBILITY		75%		25%		0%

Experience as a Graduate 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	48	91%	5	9%	0	0%
Writing effectively	40	75%	13	25%	0	0%
LANGUAGE AND COMMUNICATION		83%		17%		0%
Thinking critically	45	85%	8	15%	0	0%
THINKING CRITICALLY		85%		15%		0%
Understanding oneself	44	81%	9	17%	1	2%
IDENTITY AND CULTURE		81%		17%		2%
Information literacy	45	85%	7	13%	1	2%
Qualitative literacy	40	75%	13	25%	0	0%
Integrative thinking	48	86%	8	14%	0	0%
KNOWLEDGE AND INQUIRY		82%		28%		1%
Ethical judgment	46	87%	7	13%	0	0%
Social justice	42	78%	11	20%	1	2%
ETHICS AND SOCIAL RESPONSIBILITY		82%		17%		1%