

GALLAUDET UNIVERSITY

WINTER 2014/SPRING 2015 ANNUAL  
SURVEY OF RECENT GRADUATES:

DECEMBER 2012 THROUGH AUGUST 2013 ALUMNI

Report produced: May 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 20 items:

- 7 employment questions
- 3 internship experience questions
- 3 question about all the experiences since graduation
- 3 additional education questions
- online question
- question related to the program's student learning outcome (SLO)

## SURVEY PARTICIPATION AND RESPONSES

371 alumni of Gallaudet University (undergraduate and graduate) graduated between December 2012 and August 2013. Data on recent alumni came from three sources:

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

## ELECTRONIC AND PAPER SURVEYS

Email, 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.

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

## Winter 2014/Spring 2015 Annual Survey of Recent Graduates

One hundred forty six (39%) alumni with valid contact information responded to the survey electronically or on paper. This year's response rate of 39% was lower than last year's 48% response rate. Ten (3%) 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	206	6	3%	200	97%	78	39%
Graduate	165	4	2%	161	98%	68	42%
<b>Total</b>	<b>371</b>	<b>10</b>	<b>3%</b>	<b>361</b>	<b>97%</b>	<b>146</b>	<b>39%</b>

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 '08- Summer '09 Alumni</i>	<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>
Undergraduate	53%	54%	51%	45%	39%
Graduate	66%	67%	60%	51%	42%
<b>Total</b>	<b>58%</b>	<b>60%</b>	<b>55%</b>	<b>48%</b>	<b>39%</b>

## STUDENTTRACKER, GALLAUDET, AND EXTERNAL SOURCES

All sources were used where available when analyzing the survey and therefore “respondents” refers to all alumni on whom information was obtained. 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 and again in the spring of 2014. Thus, a query was sent to the Student Tracker<sup>2</sup> component of the Clearinghouse to gather data on additional education that alumni are pursuing. Gallaudet University has been able to include information from Student Tracker in the last four 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 alumni responses were tracked. Tracking alumni allowed for the possibility of merging data from various sources. It also helped with eliminating duplicate responses.

Thus, in addition to the responses we gathered from the 39% of recent alumni from the Alumni Survey, we were able to gather partial information on an additional 83 alumni (22%). With the additional sources, post-graduation data was gathered on 62% of recent alumni.

## SURVEY ANALYSIS

### DIVERSITY

- Eighty-six (23%) of the graduates were from students of color group (SOC).<sup>3</sup> Two hundred fifty-two (68%) of the graduates were white, while 20 (5%) were international and 13 (4%) were unknown. Last year the breakdown was: 19% SOC; 72% white; 4% international; and 4% unknown.
- Thirty-five (24%) of the respondents this year were SOC; 94 (64%) were white; 14 (10%) were international; and 3 (2%) were unknown. Last year the breakdown was: 18% SOC; 72% white; 5% international; and 4% unknown.

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

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

- The information rate of SOC was 23% while it was 67% for whites. Last year the rate of SOC was 73% while it was 76% for whites, which indicates a significant decrease in the information rate of SOC.

*Table 3  
Ethnic/Racial Diversity of Alumni and Respondents*

	<i>Alumni</i>	<i>Respondents</i>	<i>Information Rate</i>
SOC	23%	24%	23%
White	68%	64%	67%
International	5%	10%	7%
Unknown	4%	2%	2%
<b>Total</b>	<b>100%</b> <b>n=371</b>	<b>100%</b> <b>n=146</b>	<b>100%</b> <b>n=201</b>

### **INTERNSHIP PARTICIPATION**

Data on internship participation came from the Alumni Survey.

- 86% of all responding alumni participated in an internship while at Gallaudet – 92% of bachelor’s level alumni and 81% of graduate degree alumni.
- Twenty-five (43%) of undergraduate-level alumni who participated in an internship stated that the internship helped them very well or extremely well. Thirty-eight (72%) 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 = 65)	60	92%	25	43%	30	52%	3	5%
Graduate (N = 63)	51	81%	38	72%	13	24%	2	4%
<b>Total (N = 128)</b>	<b>111</b>	<b>86%</b>	<b>63</b>	<b>57%</b>	<b>43</b>	<b>39%</b>	<b>5</b>	<b>4%</b>

### 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.

One hundred sixty-eight (84%) of alumni were employed, 27 (13%) were pursuing additional education and (6) 3% were doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

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- One hundred twenty-three (96%) of undergraduate-level alumni were either working or pursuing additional education. More specifically, 99 (77%) of undergraduate-level alumni were working either full-time or part-time, 24 (19%) were pursuing additional education, and 5 (4%) percent were doing neither. Last year, 59% were working, 38% were pursuing additional education, and 3% were doing neither.
- Seventy-two (99%) of graduate-level alumni were either working or pursuing additional education. More specifically, 69 (95%) of graduate-level alumni were working either full-time or part-time, 3 (4%) were pursuing additional education, and 1 (1%) percent were doing neither. Last year, 82% were working, 16% were pursuing additional education, and 2% was doing neither.

*Table 5  
Post-Graduation Outcomes by Degree Level*

	<i>Employed</i>	<i>Pursuing additional Education</i>	<i>Neither</i>
Undergraduate	77%	19%	4%
Graduate	95%	4%	1%
<b>Total</b>	<b>84%</b>	<b>13%</b>	<b>3%</b>

*Table 6  
Undergraduate-Level Alumni Outcomes Trend*

	<i>2008-09 Alumni</i>	<i>2009-10 Alumni</i>	<i>2010-11 Alumni</i>	<i>2011-12 Alumni</i>	<i>2012-13 Alumni</i>
Employed	72%	50%	63%	59%	77%
Pursuing additional Education	18%	45%	35%	38%	19%
Neither	10%	5%	2%	3%	4%

Table 7  
Graduate-Level Alumni Outcomes Trend

	2008-09 Alumni	2009-10 Alumni	2010-11 Alumni	2011-12 Alumni	2012-13 Alumni
Employed	90%	83%	83%	82%	95%
Pursuing additional Education	9%	17%	16%	16%	4%
Neither	1%	0%	1%	2%	1%

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

### Undergraduate-Level Alumni

One hundred twenty-eight (62%) of 206 undergraduate-level alumni responded to the survey. 114 (89%) of the respondents were deaf or hard of hearing and 13 (10%) of the respondents were hearing. One (1%) was unknown.

Of the 114 deaf/hard of hearing respondents, 6 (5%) were international and 108 (95%) were from the United States.

- Of the six deaf/hard of hearing international respondents, three (50%) were employed and one (17%) was pursuing additional education and two (33%) were seeking work.
- Of the 108 deaf/hard of hearing U.S. respondents, 29 (27%) were SOC, 78 (72%) were white, and one (1%) was unknown.
  - Of the 29 deaf or hard of hearing respondents from traditionally underrepresented groups, 21 (72%) were employed and seven (24%) were pursuing additional education, and 1 (3%) was doing neither.
  - Of the 78 white respondents, 63 (81%) are employed, 12 (15%) are pursuing additional education, and three (4%) are doing neither.

Of the 13 hearing respondents, 5 (38%) were SOC and 8 (62%) were white. 11 (85%) are employed and two (15%) were pursuing additional education



*Table 8*  
*Undergraduate-Level Alumni Outcomes by Race/Ethnicity*

	<b>SOC (N = 35)</b>	<b>White (N = 86)</b>	<b>Unknown (N = 1)</b>
Employed	74%	81%	0%
Pursuing additional education	23%	15%	100%
Neither	3%	4%	0%

**Graduate-Level Alumni**

Seventy-three (44%) of 165 graduate-level alumni responded to the survey. 34 (47%) of the respondents were deaf or hard of hearing, 36 (49%) of the respondents were hearing and three (4%) didn't report hearing status.

Of the 34 deaf/hard of hearing respondents, 5 (15%) were international and 29 (85%) were from the United States.

- All five deaf/hard of hearing international respondents (100%) were employed.
- Of the 29 deaf/hard of hearing U.S. respondents, 4 (14%) were SOC, 23 (79%) were white, and two (7%) were unknown.
  - Of the 4 deaf or hard of hearing respondents from traditionally underrepresented groups, all were employed.
  - Of the 23 white respondents, all were employed.

Of the 36 hearing respondents, eight (22%) were SOC, 2 (67%) were white, 3 (8%) were international, and one (3%) was unknown. 34 (94%) are employed and 2 (6%) were pursuing additional education.

Table 9  
Graduate-Level Alumni Outcomes by Race/Ethnicity

	SOC (N = 12)	White (N = 49)	Unknown (N = 4)
Employed	100%	94%	75%
Pursuing additional education	0%	15%	100%
Neither	0%	2%	0%

#### EMPLOYMENT BY OCCUPATIONAL GROUP<sup>4</sup>

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)<sup>5</sup>.

The most common fields for employment for all recent Gallaudet alumni are education, health care practitioners and technical, and community social services. 72% of Gallaudet University alumni are working in these three fields.

- 50% are in education, training, and library occupations this year (49% last year)
- 15% are in community and social services occupations (10% last year)
- 8% are in business and financial occupations (1% last year)

For undergraduate-level alumni, 29% of the respondents are working in the education, training, and library occupational group and 3% are working in the arts, design, entertainment, sports, and media occupational group. Remaining alumni are spread out among 12 other occupational groups.

For graduate-level alumni, 68% are working in education, training, and library occupations, 12% are working in the healthcare practitioners and technical field, and 15% are working in community and social services occupations.

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

<sup>5</sup> The Georgetown University Center on Education and the Workforce Executive Summary "Help Wanted: Projections of Jobs and Education Requirements through 2018."

Table 10:  
Standard Occupational Groups and Service to Deaf or Hard of Hearing People

	<i>Undergraduate (N=59)</i>	<i>Graduate (N=68)</i>	<i>TOTAL (N=127)</i>	<i>of total who provide service to deaf or hard of hearing people</i>
Arts, Design, Entertainment, Sports, and Media	3%	0%	<b>2%</b>	0%
Business and Financial	15%	1%	<b>8%</b>	3%
Community and Social Services	15%	15%	<b>15%</b>	14%
Computer and Mathematical	7%	0%	<b>3%</b>	0%
Construction and Extraction	0%	0%	<b>0%</b>	0%
Education, Training, and Library	29%	68%	<b>50%</b>	36%
Food preparation and serving related	0%	0%	<b>0%</b>	0%
Healthcare Practitioners and Technical	0%	12%	<b>6%</b>	4%
Healthcare Support	0%	0%	<b>0%</b>	0%
Legal	3%	0%	<b>2%</b>	2%
Life, Physical, and Social Science	2%	1%	<b>2%</b>	2%
Management	5%	1%	<b>3%</b>	1%
Office and administrative support	10%	1%	<b>5%</b>	2%
Personal Care and Service	2%	0%	<b>1%</b>	1%
Protective Service	2%	0%	<b>1%</b>	0%
Sales and related	3%	0%	<b>2%</b>	2%
<b>Total</b>				<b>69%</b>

### SERVICE TO DEAF OR HARD OF HEARING PEOPLE

Of the undergraduate-level alumni who responded to this question, 57 (60%) responded that their job primarily involves service to deaf or hard of hearing people.

Of the graduate-level alumni who responded to this question, 69 (81%) are working primarily with deaf and hard of hearing people.

**SATISFACTION OF EMPLOYMENT**

Thirty-four (56%) of undergraduate-level alumni are completely or very satisfied with their current employment. Fifty (76%) of graduate-level alumni are 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 = 61)</i>	<i>34</i>	<i>56%</i>	<i>27</i>	<i>44%</i>	<i>0</i>	<i>0%</i>
<i>Graduate (N = 66)</i>	<i>50</i>	<i>76%</i>	<i>15</i>	<i>23%</i>	<i>1</i>	<i>1%</i>
<b><i>Total (N = 127)</i></b>	<b><i>84</i></b>	<b><i>66%</i></b>	<b><i>42</i></b>	<b><i>33%</i></b>	<b><i>1</i></b>	<b><i>1%</i></b>

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

**PREPARED BY GALLAUDET**

Thirty-three (53%) of undergraduate-level alumni stated that that Gallaudet prepared them extremely well or very well for their occupation. Forty-two (63%) of graduate-level alumni reported being extremely well or very well prepared for their occupation.

Table 13  
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 = 62)</i>	33	53%	22	36%	7	11%
<i>Graduate (N = 67)</i>	42	63%	25	37%	0	0%
<b><i>Total (N = 129)</i></b>	<b>75</b>	<b>58%</b>	<b>47</b>	<b>36%</b>	<b>7</b>	<b>5%</b>

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 is in the \$40,000 - \$49,999 range, which is an increase from last year (\$30,000 - \$39,999). According to the U.S. Department of Education, National Center for Education Statistics<sup>6</sup> the median annual earnings of bachelor's degree holders in 2013 who are working full-time, aged 25-34 was \$48,500. Thus B.A. level graduates of Gallaudet who respond to this alumni survey are earning slightly less than their national peers.

The median annual earnings of graduate-level degree alumni are in the \$50,000-\$59,999 range, which is the same as reported in last year's survey. From this year's survey, the median annual earnings of master's-level degree alumni only is in the \$40,000-\$49,999 range. According to the U.S. Department of Education, National Center for Education Statistics the median annual earnings of master's degree holders in 2012 who are working full-time, aged 25-34 was \$59,600. Thus the median income for Gallaudet graduate level alumni who respond to this survey is lower than their national peers.

<sup>6</sup> Source: U.S. Department of Education, National Center for Education Statistics. (2014) *The Condition of Education 2014* (NCES 2014-083). 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=33)</i>	<i>%</i>	<i>Graduate (N=41)</i>	<i>%</i>	<b><i>TOTAL (N=74)</i></b>	<b><i>%</i></b>
Less than \$10,000	0	0%	1	2%	<b>1</b>	<b>1%</b>
\$10,000 - \$19,999	1	3%	0	0%	<b>1</b>	<b>1%</b>
\$20,000 - \$29,999	5	15%	0	0%	<b>5</b>	<b>7%</b>
\$30,000 - \$39,999	9	27%	5	12%	<b>14</b>	<b>19%</b>
\$40,000 - \$49,999	5	15%	9	22%	<b>14</b>	<b>19%</b>
\$50,000 - \$59,999	9	27%	11	27%	<b>20</b>	<b>27%</b>
\$60,000 - \$69,999	1	3%	10	24%	<b>11</b>	<b>15%</b>
\$70,000 - \$79,999	0	0%	1	2%	<b>1</b>	<b>1%</b>
\$80,000 - \$89,999	1	3%	0	0%	<b>1</b>	<b>1%</b>
\$90,000 - \$99,999	1	3%	3	7%	<b>4</b>	<b>5%</b>
\$100,000 +	1	3%	1	2%	<b>2</b>	<b>3%</b>

**NEW QUESTIONS ADDED TO THE 2014-2015 SURVEY**

Additional questions were added to the survey for the 2015-2016 cycle. Components included were related to online courses, experience/involvement in student activities, and student learning outcomes. Below are the new questions:

- 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, 34 (52%) took online courses while at Gallaudet.

Of the graduate-level alumni who responded to this question, 4 (69%) took online courses while at Gallaudet.

## STUDENT ACTIVITIES

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. Refer to Appendix B and Appendix C for complete data tables.

### Frequency of participation:

**On-Campus/Off-Campus Employment:** Of the 67 undergraduates who responded to the question, 53 (79%) indicated that they had on-campus employment while 22 (28%) had off-campus employment. Of the 65 graduates who responded to the question, 39 (60%) indicated that they had on-campus employment while 24 (40%) had off-campus employment. This clearly indicates that students take advantage of on-campus employment.

**Organizations:** higher percentage of the undergraduate students responded that they participated in student or campus government to some degree followed by intercollegiate athletics. higher percentage of graduate students participated in student or campus government to some degree followed by religious groups.

- Approximately 55% of the undergraduate students participated in student or campus government to some degree while 26% of the graduate students participated in student or campus government.
- Intercollegiate athletics participation rate among the undergraduates was 37% while graduate students (2%) did not frequently participate in intercollegiate athletics.
- Approximately 34% of the undergraduate students very often/often participated in theatre while 16% of the graduate students participated in theatre.
- Intramural or club sports had a participation rate of 24% among undergraduate students and while graduate students had a 17% participation rate.

- Approximately 22% of the undergraduate students and 21% of the graduate students participated in religious groups.

**Other Activities:** Majority of the undergraduate and graduate students indicated that they very often/often participated in community service. A equal percentage of graduate students also indicated that they worked with faculty on research.

- Approximately 85% of the undergraduates indicated that they very often/often participated in community service while the rate for graduate students was 51%.
- Approximately 43% of the undergraduates indicated that they worked with faculty on research while graduate students had a slight higher participation rate of 51%.
- Approximately 41% of the undergraduates participated in an independent study while 35% graduate students participated in an independent study during their stay at Gallaudet.
- Approximately 38% of the undergraduates and 13% of the graduate students traveled abroad during their academic career.

**Experience Rating:**

**On Campus/Off Campus Employment:** More than 50% of the undergraduate and graduate students indicated that their experience with an on-campus employment contributed to their learning and personal development. On the other hand, a higher percentage of undergraduate and graduate students indicated that their experience with an off-campus employment did not contribute to their learning and personal development.

Table 15

*On Campus Employment*

<i>How well did your experience with on-campus employment contribute to your learning and personal development?</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 = 58)</i>	35	60%	12	21%	11	19%
<i>Graduate (N = 43)</i>	24	56%	9	21%	10	23%
<b><i>Total (N = 101)</i></b>	<b>59</b>	<b>58%</b>	<b>21</b>	<b>21%</b>	<b>21</b>	<b>21%</b>



Table 16  
Off-Campus Employment

<i>How well did your experience with off-campus employment contribute to your learning and personal development?</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 = 51)</i>	14	27%	9	18%	28	55%
<i>Graduate (N = 36)</i>	13	36%	8	22%	15	42%
<b><i>Total (N = 87)</i></b>	<b>27</b>	<b>31%</b>	<b>17</b>	<b>20%</b>	<b>43</b>	<b>49%</b>

**Organizations:** Undergraduate students indicated that student/campus government and intramural or club sports contributed to their learning and personal development the most. Graduate students indicated that student/campus government contributed to their learning and personal development the most.

- Intramural or club sports had a contribution rate to their learning and personal development (extremely well/very well/moderately well/slightly well) of 49% among the undergraduates and 31% among the graduate students.
- Intercollegiate athletics contribution rate to their learning and personal development among the undergraduates was 42% while graduate rated intercollegiate athletics as 19%
- Theatre had a contribution rate to their learning and personal development of 39% among the undergraduates and 31% among the graduates.
- Student/Campus government had a contribution rate of their learning and personal development of 49% among the undergraduates and 38% among the graduates.
- Religious groups had a contribution rate to their learning and personal development of 29% among the undergraduates and 22% among the graduates.
- Student publications had a contribution rate to their learning and personal development of 43% among the undergraduates and 31% among the graduates.

**Other Activities:** Undergraduate students indicated that community service followed by traveling abroad contributed to their learning and personal development the most. Graduate students indicated that community service followed by working with faculty on research contributed to their learning and personal development the most.

- Community service had a contribution rate to their learning and personal development of 53% among undergraduate students and 77% among graduate students.
- Working with faculty on research had a contribution rate to their learning and personal development of 40% among the undergraduate students and 68% among the graduate students.
- Traveling abroad had contribution rate to their learning and personal development of 50% among undergraduate students and 20% among the graduate students.
- Participating in independent study had a contribution rate to their learning and personal development of 45% among the undergraduate students and 48% among the graduate students.

## **STUDENT LEARNING OUTCOMES**

### **Language and Communication**

Undergraduate students rated 'effective communication' (76%) as contributing to their knowledge, skills, and personal development while graduate alumni had a rating of 80%.

Writing effectively was rated at 55% by the undergraduate alumni and 66% by the graduate alumni.

### **Critical Thinking**

Undergraduate students rated 'critical thinking' at 61% as contributing to their knowledge, skills, and personal development. Graduate students rated at a higher percentage of 82%.

### **Identity and Culture**

'Understanding oneself' was highly rated (84%) among undergraduate alumni as contributing to their knowledge, skills, and personal development. 'Understanding oneself' was also rated highly by graduate alumni (82%) as well.

### **Knowledge and Inquiry**

'Knowledge and inquiry' was rated at 71% among undergraduate alumni as contributing to their knowledge, skills and personal development. Similar to undergraduate alumni, graduate alumni rated 'knowledge and inquiry' at 70%.

**Ethics and Social Responsibility**

Undergraduate students rated 'ethical judgment' at 81% as contributing to their knowledge, skills, and personal development while graduate alumni rated at 78%.

'Social justice' was rated at 75% among undergraduate alumni as contributing to their knowledge, skills and personal development. Similar to undergraduate alumni, graduate alumni rated 'knowledge and inquiry' at 72%.

**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.

## REFERENCES

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**APPENDIX A: 2012/2013 SURVEY OF RECENT GRADUATES SUMMARY TABLE**

(December 2012 through August 2013 Alumni)

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

<b>Data Reporting Category</b>	<b>Undergraduates</b>	<b>% of Undergraduates</b>	<b>Graduates</b>	<b>% of Graduates</b>	<b>Total</b>	<b>% of Total</b>
A: Employed full-time	73	57%	60	82%	133	66%
B: Seeking work	5	4%	1	1%	6	3%
C: Employed part-time	26	20%	9	12%	35	17%
D: Not seeking work	0	0%	0	0%	0	0%
E: Education full-time	20	16%	2	3%	22	11%
F: Education part-time	2	2%	0	0%	2	1%
H: Internships, practica and other unpaid educational experiences	2	2%	1	1%	3	1%
<b>Total respondents*</b>	<b>128</b>	<b>62%</b>	<b>73</b>	<b>44%</b>	<b>201</b>	<b>54%</b>
I: Number without valid contact information	5		4		9	
J: Number not responding to survey	73		88		161	
<b>Total non respondents*</b>	<b>78</b>	<b>38%</b>	<b>92</b>	<b>56%</b>	<b>170</b>	<b>46%</b>
<b>Total number of graduates</b>	<b>206</b>		<b>165</b>		<b>371</b>	

<b>GPRA-defined Rates</b>	<b>Undergraduates</b>	<b>% of Undergraduates</b>	<b>Graduates</b>	<b>% of Graduates</b>	<b>Total</b>	<b>% of Total</b>
Employed rate (A + C)/Total respondents	99	77%	69	95%	168	84%
Education rate (E + F + H)/Total respondents	24	19%	3	4%	27	13%
Inactive rate (B + D)/Total respondents	5	4%	1	1%	6	3%
	128	100%	73	100%	201	100%

\* All sources were used where available when analyzing the survey and therefore "respondents" refers to all alumni for whom information was gathered and used.

**APPENDIX B: FREQUENCY OF STUDENT ACTIVITIES PARTICIPATION**

	How frequently did you participate in the following activities as a student?					
	Very Often/Often		Sometimes/Rarely		Never	
	Undergraduate (N=67)	Graduate (N=65)	Undergraduate (N=67)	Graduate (N=65)	Undergraduate (N=67)	Graduate (N=65)
Internship	52.3% 34	68.26% 43	38.47% 25	12.7% 8	9.23% 6	19.05% 12
Student or campus government	21.54% 14	6.46% 4	33.85% 22	19.36% 12	44.62% 29	74.19% 46
Intercollegiate athletics	21.54% 14	1.67% 1	15.38% 10	10% 6	63.08% 41	88.33% 53
Intramural or club sports	23.08% 15	7.93% 5	21.53% 14	9.52% 6	55.38% 36	82.54% 52
Student publications	10.77% 7	1.61% 1	32.31% 21	11.29% 7	56.92% 37	87.10% 54
Theatre	3.12% 2	3.17% 2	31.26% 20	12.7% 8	65.63% 42	84.13% 53
Political organizations or clubs	22.73% 15	7.9% 5	28.79% 19	11.11% 7	48.48% 32	80.95% 51
Community service	35.38% 23	17.46% 11	49.23% 32	33.34% 21	15.38% 10	49.21% 31
Religious groups	3.08% 2	6.56% 4	18.46% 12	14.76% 9	78.46% 51	78.69% 48
Service organizations (on or off campus)	20% 13	12.9% 8	40% 26	29.03% 18	40% 26	58.06% 36
Multicultural student groups	13.84% 9	12.69% 8	41.54% 27	25.4% 16	44.62% 29	61.90% 39
Working with faculty on research	13.84% 9	21.88% 14	29.23% 19	29.69% 19	56.92% 37	48.44% 31
Student abroad	12.3% 8	3.17% 2	26.16% 17	9.52% 6	61.54% 40	87.30% 55
On-campus employment	65.67% 44	43.75% 28	13.43% 9	17.19% 11	20.90% 14	39.06% 25
Off-campus employment	17.19% 11	25.4% 16	17.19% 11	12.76% 8	65.63% 42	61.90% 39
Independent study	18.19% 12	14.29% 4	22.73% 15	20.64% 13	59.09% 39	65.08% 41

APPENDIX C: LEARNING AND PERSONAL DEVELOPMENT IN STUDENT ACTIVITIES

	How well did your experience with each of the following contribute to your learning and personal development?					
	<i>Extremely well/Very well</i>		<i>Moderately well/Slightly well</i>		<i>Not at all well</i>	
	<i>Undergraduate (N=62)</i>	<i>Graduate (N=56)</i>	<i>Undergraduate (N=62)</i>	<i>Graduate (N=56)</i>	<i>Undergraduate (N=62)</i>	<i>Graduate (N=56)</i>
Internship	61.4% 35	90.2% 46	33.33% 19	5.88% 3	5.26% 3	3.92% 2
Student or campus government	18.87% 10	6.9% 2	30.18% 16	31.03% 9	50.94% 27	62.07% 18
Intercollegiate athletics	28.0% 14	3.7% 1	14.0% 7	14.81% 4	58.0% 29	81.48% 22
Intramural or club sports	25.49% 13	10.35% 3	23.53% 12	20.69% 6	50.98% 26	68.97% 20
Student publications	16.32% 8	7.7% 2	26.53% 13	23.07% 6	57.14% 28	69.23% 18
Theatre	4.08% 2	6.9% 2	34.69% 17	24.13% 7	61.22% 30	68.97% 20
Political organizations or clubs	23.52% 12	10.34% 3	29.42% 15	24.14% 7	47.06% 24	65.52% 19
Community service	54.55% 30	28.51% 10	30.91% 17	48.51% 17	14.55% 8	22.86% 8
Religious groups	7.84% 4	3.70% 1	21.57% 11	18.51% 5	70.59% 36	77.78% 21
Service organizations (on or off campus)	25% 13	25.8% 8	32.69% 17	29.03% 9	42.31% 22	45/16% 14
Multicultural student groups	22.64% 12	29.03% 9	33.96% 18	25.8% 8	43.40% 23	45.16% 14
Working with faculty on research	26% 13	51.43% 18	14.0% 12	17.14% 6	50.0% 25	31.43% 11
Student abroad	28% 14	13.33% 4	22.0% 11	6.66% 2	50.0% 25	80% 24
On-campus employment	60.32% 35	55.81% 24	20.69% 12	20.93% 9	18.97% 11	23.26% 10
Off-campus employment	27.45% 14	36.11% 13	17.65% 9	22.22% 8	54.90% 28	41.67% 15
Independent study	28.3% 15	36.36% 12	16.98% 9	12.12% 4	54.72% 29	51.52% 17

APPENDIX D: STUDENT LEARNING OUTCOMES

	How well did your experience as a student contribute to your knowledge, skills, and personal development in the following areas?					
	<i>Extremely well/Very well</i>		<i>Moderately well/Slightly well</i>		<i>Not at all well</i>	
	<i>Undergraduate (N=64)</i>	<i>Graduate (N=60)</i>	<i>Undergraduate (N=64)</i>	<i>Graduate (N=60)</i>	<i>Undergraduate (N=64)</i>	<i>Graduate (N=60)</i>
Thinking critically	61.29% 38	81.66% 49	35.49% 22	16.67% 10	3.23% 2	1.67% 1
Information literacy	65.08% 41	80.0% 48	30.16% 19	20.0% 12	4.76% 3	0% 0
Quantitative literacy	70.97% 44	70.0% 42	24.19% 15	25% 15	4.84% 3	5.0% 3
Writing effectively	54.84% 34	66.1% 39	38.71% 24	28.81% 17	6.45% 4	5.08% 3
Effective communication	75.81% 47	80.0% 48	19.35% 12	18.33% 11	4.84% 3	1.67% 1
Ethical judgments	80.65% 50	77.59% 45	17.74% 11	22.42% 13	1.61% 1	0.0% 0
Social justice	74.60% 44	71.66% 43	25.40% 16	23.34% 14	0% 0	5.0% 3
Integrative thinking	70.96% 44	78.33% 47	25.81% 16	18.33% 11	3.23% 2	3.33% 2
Understand oneself	84.13% 53	81.66% 49	14.28% 9	18.33% 11	1.59% 1	0% 0