

GALLAUDET UNIVERSITY

FY 2018 Government Performance and Results Act Report (GPRA)

Submitted to the U.S. Department of Education

January 29, 2019

Program Goal: To challenge students who are deaf, graduate students who are deaf, and graduate students who are hearing to achieve their academic goals and obtain productive employment, and provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing.

Objective 1 of 4: *The University Programs and the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School will optimize the number of students completing programs of study.*

Measure 1.1 of 12: The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	1,099	Historical Actual
2004	Not available.	1,120	Historical Actual
2005	Not available.	1,098	Historical Actual
2006	Not available.	1,174	Historical Actual
2007	Not available.	1,101	Historical Actual
2008	1,180.0	973	Target Not Met
2009	1,020.0	927	Target Not Met
2010	1,020.0	1,002	Target Not Met but Improved
2011	1,020.0	1,012	Target Not Met but Improved
2012	1,020.0	1,029	Target Exceeded
2013	1,020.0	1,045	Target Exceeded
2014	1,020.0	1,006	Target Not Met
2015	1,020.0	951	Target Not Met
2016	1,020.0	959	Target Not Met but Improved
2017	1,020.0	1,082	Target Exceeded
2018	1,020.0	1,074	Target Exceeded
2019	1,020.0	1,066	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University reported a total of 1,066 full-time, degree-seeking undergraduate students enrolled in the fall of 2018 (FY 2019), a decrease of students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGS) and hearing undergraduate students in the Bachelors of Interpretation program. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Census data is collected in the fall of each year, and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of full-time, degree-seeking undergraduate students enrolled in a campus-based program or in an on-line program.

Year	On-campus	Online	Total
------	-----------	--------	-------

2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	959
2017	1,071	11	1,082
2018	1,066	8	1,074
2019	1,051	15	1,066

Target Context. The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY 2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in the University's admission requirements and the implementation of more rigorous academic standards. Gallaudet University did not meet this target in FY 2009 to FY 2011 and FY 2014 to FY 2016.

Explanation. In the fall of 2018 (FY 2019), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 8 students compared to the previous year. This number exceeded our target of 1,020 by 46 students. This is Gallaudet's third highest reported number of full-time degree-seeking undergraduate students since the fall of 2006 (FY 2007). Gallaudet University reported that this change in enrollment occurred as a result of several factors. In addition to the implementation of recommendations made after an intensive audit and review of enrollment and practices initiated in 2014, admissions continued new initiatives to improve recruitment and admissions operations. Areas that were addressed included increasing outreach visits at schools, conferences, and youth camps; incorporating and considering the Science ACT subtest score in addition to the English, Reading, and Math ACT subtest scores; stationing the West Region Admissions Counselor in San Diego, California to offer greater and continuous regional coverage at a lower cost; and tailoring communication materials to be intentionally targeted to specific audiences such as prospective students, school personnel, and vocational rehabilitation counselors. Another factor was an increased and continued focus on the student experience and strategies to strengthen retention for our current students. For example, students with financial holds were unable to register for classes. To improve the student's experience and student success, students in good academic standing (GPA of at least 2.0) were given the opportunity to register for classes despite their financial hold. The University's *Short-Term Strategic Plan 2017- 2020* Priority Three – Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-makers as part of Gallaudet's mission includes a goal of addressing the most crucial aspects of the student experience to immediately improve the Gallaudet experience for all students, both on-campus and online and with a particular emphasis on students of color. Additionally, Gallaudet's mission includes a key performance indicator of increasing the total end-of-the-year enrollment from the Academic Year 2016-2017 baseline at least three percent by the end of FY 2020.

The below table reports the total enrollment each fall for Gallaudet University (e.g. FY 2007 is the fall of the 2006-2007 academic year), which includes the number of full-time, degree-seeking undergraduate students, students enrolled part-time in degree programs or in non-degree granting programs, and graduate students.

Fiscal Year	Full-time, degree-seeking undergraduate students	Part-time, degree-seeking or non-degree-seeking undergraduate students	Full-time and part-time graduate students	Total Enrollment
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774
2018	1,074	250	437	1,761
2019	1,066	331	411	1,808

Measure 1.2 of 12: The number of students enrolled part-time in degree programs or in non-degree granting programs at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2004	Not available.	287	Historical Actual
2005	Not available.	311	Historical Actual
2006	Not available.	320	Historical Actual
2007	Not available.	318	Historical Actual
2008	295.0	277	Target Not Met
2009	295.0	277	Target Not Met
2010	295.0	460	Target Exceeded
2011	295.0	368	Target Exceeded
2012	295.0	274	Target Not Met
2013	295.0	330	Target Exceeded
2014	295.0	278	Target Not Met
2015	295.0	297	Target Exceeded
2016	295.0	267	Target Not Met
2017	295.0	266	Target Not Met
2018	295.0	250	Target Not Met
2019	295.0	331	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure includes all students not counted in IPEDS, including students enrolled in the English Language Institute, students enrolled in the professional studies program that grant continuing education credit and are not enrolled in a degree-seeking program, and non-degree seeking undergraduate and graduate students taking other courses that can not be applied to a degree, or who have not been admitted into a degree-seeking program. This indicator also includes part-time, degree-seeking undergraduates that were not counted in Measure 1.1 on full-time degree-seeking undergraduate students. Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of students not counted in IPEDS; including students enrolled in the English Language Institute, part-time, degree-seeking undergraduate students, and non-degree undergraduate and graduate students enrolled in a campus-based program or in an online program.

Year	On-campus	Online	Total
2011	366	2	368
2012	263	11	274
2013	320	10	330
2014	268	10	278
2015	289	8	297
2016	257	10	267
2017	249	18	267
2018	247	3	250
2019	328	3	331

Target Context. The target represents the total enrollment of a varied group of students; thus, a decrease or increase in enrollment in any one subgroup would impact the overall enrollment reported for this measure.

Explanation. With an increase of 81 students compared to the previous year, Gallaudet met and exceeded the target of 295 in Fall 2018 (FY 2019). Gallaudet University reported that most of the increase was due to an increase of 81 Professional Studies students compared to the previous fall.

Measure 1.3 of 12: The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	617	Historical Actual
2004	Not available.	506	Historical Actual
2005	Not available.	451	Historical Actual
2006	Not available.	466	Historical Actual
2007	Not available.	430	Historical Actual
2008	425.0	383	Target Not Met
2009	425.0	377	Target Not Met
2010	425.0	408	Target Not Met but Improved
2011	425.0	413	Target Not Met but Improved
2012	425.0	410	Target Not Met
2013	425.0	446	Target Exceeded
2014	425.0	469	Target Exceeded
2015	425.0	443	Target Exceeded
2016	440.0	444	Target Exceeded
2017	440.0	426	Target Not Met
2018	440.0	437	Target Not Met
2019	440.0	411	Target Not Met

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master's, specialist, and doctoral levels. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards conferred by an institution. The IPEDS definition of a degree is an award conferred as official recognition for the successful completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are "degree/certificate seeking." Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

The below table reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled in a campus-based program or an online program at the certificate, master's, specialist, or doctoral level.

Year	On-campus	Online	Total
2011	413	n/a	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437
2019	331	80	411

Target Context. In FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in Fall 2012 (FY 2013), Fall 2013 (FY 2014), and again in Fall 2014 (FY 2015), the Department of Education increased the target to 440 graduate students for Fall 2015 (FY 2016) and subsequent years.

Explanation. Gallaudet University reported that most graduate programs are successful in retaining a high percentage of their students, thus maintaining their overall enrollment from the previous year. Several graduate programs continue to attract, retain, and graduate a high number of students, including: (1) MA in Sign Language Education (a hybrid program); (2) PhD in Clinical Psychology; (3) MSW in Social Work; (4) AuD in Audiology; (5) MS in Speech-Language Pathology; and (6) MPA in Public Administration. The overall target for graduate enrollment was not met due to a number of factors. One significant factor is the general decline in demand for graduate studies due to increased employment opportunities. Another factor is the cyclical nature of graduate enrollment; graduate enrollment was at its peak in FY 2014, and many of these students graduated in the 2017–2018 academic year, contributing to the highest number of graduating students in the past five years. There is an upward trend in the number of students enrolled in an online program, suggesting an increasing demand for programs that are offered in an online or hybrid format. In response to this demand as well as recommendations from Academic Program Review and/or accreditation review of several graduate programs, departments are exploring the development of new graduate programs and/or re-designing their curriculum to strengthen the quality of their offerings and attract even more students.

Measure 1.4 of 12: The enrollment in the Model Secondary School for the Deaf established by Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	225.0	190	Target Not Met
2004	225.0	186	Target Not Met
2005	225.0	182	Target Not Met
2006	225.0	226	Target Exceeded
2007	225.0	218	Target Not Met
2008	225.0	164	Target Not Met
2009	225.0	149	Target Not Met
2010	225.0	151	Target Not Met but Improved
2011	225.0	140	Target Not Met
2012	165.0	165	Target Met
2013	165.0	150	Target Not Met
2014	165.0	149	Target Not Met
2015	165.0	165	Target Met
2016	165.0	166	Target Exceeded
2017	165.0	166	Target Exceeded
2018	165.0	174	Target Exceeded
2019	165.0	160	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Model Secondary School for the Deaf (MSSD). Gallaudet University states that this number is reviewed by both the Clerc Center's research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 165 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends. MSSD stated that, with an average enrollment of 40 students per grade, it can effectively provide and evaluate programs, as well as report statistically relevant data.

Explanation. MSSD serves the local tri-state area (Maryland, Virginia, and the District of Columbia) and all 50 states, as well as U.S. territories. Gallaudet University states that a trend analysis over the past five years indicates that MSSD continues to receive a steady stream of inquiries and requests for applications, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at MSSD for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Approximately 80-85% of MSSD students are residential students. At this time, the female and male sides of the residence hall each have 80 beds. In recent years, the female side of the residence hall has incurred a waiting list with several female applicants on the waiting list this fall, deferring their enrollment because there isn't room for them in the residence hall. On the male side of the dorm, there isn't a waiting list and there are several empty beds. The Clerc Center is now reviewing this gender disparity, admissions processes, and residency options to see what might be possible in the future to positively impact MSSD's enrollment.

Measure 1.5 of 12: The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	140.0	152	Target Exceeded
2004	140.0	145	Target Exceeded
2005	140.0	142	Target Exceeded
2006	140.0	141	Target Exceeded
2007	140.0	128	Target Not Met
2008	140.0	127	Target Not Met
2009	140.0	120	Target Not Met
2010	140.0	105	Target Not Met
2011	140.0	99	Target Not Met
2012	115.0	97	Target Not Met
2013	115.0	94	Target Not Met
2014	115.0	92	Target Not Met
2015	115.0	87	Target Not Met
2016	115.0	106	Target Not Met but Improved
2017	115.0	111	Target Not Met but Improved
2018	115.0	103	Target Not Met
2019	115.0	111	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Kendall Demonstration Elementary School (KDES). Gallaudet University states that this number is reviewed by both the Clerc Center's research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 115 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends.

Explanation. KDES serves the local tri-state area (Maryland, Virginia, and the District of Columbia). Students at KDES from Maryland and Virginia are exclusively parentally placed, as local education authorities (LEA) do not refer students to out-of-state programs. Students at KDES residing in the District may be either parentally placed or placed by the District of Columbia LEA. At this time, almost all of KDES students are parentally placed.

Gallaudet University stated that a trend analysis over the past five years indicates that KDES continues to receive a steady stream of inquiries and requests for applications. The Clerc Center

is more closely monitoring inquiry rates and improved its data collection process. This enables the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process. The goal is to ensure a higher percentage of inquiries and applications becoming enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Due to recent leadership transitions at both the Clerc Center and District of Columbia Public Schools (DCPS), KDES has experienced delays in establishing partnerships with both DCPS and with early intervention programs in the District. Last year, the new leadership at the Clerc Center met with a D.C. councilman serving on the education committee to explore more consistent access by KDES staff to meetings with parents of newly identified deaf children. Work is also underway to connect with the D.C. Early Intervention Program (DC EIP) Child Find office to build relationships. While progress in these efforts has been slow due to changes in the D.C. political landscape, progress is being made. Although enrollment at KDES is currently below target, last year, the KDES mid-year enrollment in January 2018 had increased to 115, and this year's fall enrollment represents an eight percent increase in enrollment from last fall. The Clerc Center anticipates similar positive trends in KDES enrollment numbers in the future.

Measure 1.6 of 12: The percentage of first-time, full-time degree seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and who are enrolled in the current year. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	60	Historical Actual
2004	Not available.	70	Historical Actual
2005	Not available.	75	Historical Actual
2006	Not available.	64	Historical Actual
2007	Not available.	54	Historical Actual
2008	75.0	60	Target Not Met but Improved
2009	70.0	75	Target Exceeded
2010	70.0	73	Target Exceeded
2011	70.0	70	Target Met
2012	72.0	77	Target Exceeded
2013	73.0	69	Target Not Met
2014	74.0	67	Target Not Met
2015	75.0	67	Target Not Met
2016	75.0	80	Target Exceeded
2017	75.0	63	Target Not Met
2018	75.0	72	Target Not Met but Improved

Source. Gallaudet University Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The calculation for this measure on the persistence of first-time, full-time freshmen students from one fall semester to the next fall semester is consistent with the Integrated Postsecondary Education Data System (IPEDS) methodology.

Target Context. Gallaudet University's *2010-2015 Strategic Plan* identified a goal for retaining 75% of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75% of this cohort would return from their first fall semester to their second fall semester. In order to meet this goal, the targets for FY 2012 through FY 2015 were incrementally raised to 72%, 73%, 74%, and 75%, respectively.

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities with open admissions have an average persistence rate of 62%, and 4-year private nonprofit colleges and universities with open admissions have an average persistence rate of 64% (*Undergraduate Retention and Graduation Rates*: updated May 2018). Gallaudet University also reported that data from the ACT Educational Services for 2017 indicated for students with similar ACT scores at 4-year public colleges and universities with open admissions have a persistence rate of 56.5%, and at 4-year private colleges and universities with open admissions have a persistence rate of 62.8% (*National Collegiate Retention and Persistence-to-Degree Rates*: updated 2017). Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Laco, Liu & Haimson, 2018). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

Explanation. This measure was designated as a long-term measure.

Gallaudet University's first-year persistence rate increased to 72%, an increase of 9 percentage points compared to the previous year at 63%. Gallaudet notes that the retention rate is the third highest retention rate since FY 2011 (Fall 2010). During FY 2018, the large number of new students enrolled continued from 245 in FY 2017 – 2018 to 247 in FY 2018 – 2019. Gallaudet had an increased and continued focus on student experience. As an example, students with financial holds were unable to register for classes; thus, to improve the student's experience and supporting their success, students in good academic standing (GPA of at least 2.0) were given the opportunity to register for classes despite their financial hold by providing them with a financial payment plan as they continue to navigate toward their academic and career success. The Academic Intervention Team also revamped their workflow in ensuring that students at risk were contacted and had the necessary information or resources to support their success at Gallaudet. New efforts for this FY include introducing a new early alert system that provide a coordinated care network involving mobile nudging and an interactive checklist of important notifications (i.e. registering for classes and financial holds), and establishing mentoring efforts to strengthen the sense of belonging.

Measure 1.7 of 12: The Gallaudet University Masters student persistence rate. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2006	Not available.	77	Historical Actual
2007	Not available.	77	Historical Actual
2008	Not available.	80	Historical Actual
2009	Not available.	76	Historical Actual
2010	Not available.	77	Historical Actual
2011	Not available.	73	Historical Actual
2012	77.0	81	Target Exceeded
2013	77.0	83	Target Exceeded
2014	77.0	79	Target Exceeded
2015	80.0	84	Target Exceeded
2016	80.0	84	Target Exceeded
2017	80.0	81	Target Exceeded
2018	80.0	81	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the persistence rate based on a cohort formula to include all students enrolled at the master's level at the University each fall, as the master's enrollment has a more consistent enrollment period than students at other graduate degree levels. Specifically, the persistence rate is calculated as the number of enrolled master's degree students who return the next fall, divided by the number who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

Target Context. Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. Since FY 2015, Gallaudet University exceeded its graduate persistence target of 80%.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

Measure 1.8 of 12: The dropout rate for students in Model Secondary School for the Deaf. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2004	Not available.	11	Historical Actual
2005	Not available.	6	Historical Actual
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13.0	3	Target Exceeded
2010	6.0	3	Target Exceeded
2011	6.0	3	Target Exceeded
2012	6.0	1	Target Exceeded
2013	6.0	1	Target Exceeded
2014	6.0	4	Target Exceeded
2015	6.0	6	Target Met
2016	6.0	3	Target Exceeded
2017	4.0	3	Target Exceeded
2018	4.0	6	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Admissions, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD Principal's Office, and Admissions Office follow-up with parents.

Target Context. The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to 13% from FY 2004 to 2008, with an average of 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of 6% dropout rate was determined to be an ambitious, yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target has been reduced to 4%, beginning in 2017.

Explanation. The U.S. Department of Education's Common Core of Data (CCD) defines a dropout as "a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts." This method of calculating the dropout rate allows the Clerc Center to track annual changes in the dropout behavior of students.

In determining MSSD's dropout rate, the Clerc Center calculates the percentage of MSSD students included in the official September 15 enrollment report, who indicated that they were dropping out of school, who withdrew from the program, who did not return from the previous year, who did not transfer to another high school program, or whose disposition after leaving MSSD could not be determined. The following equation is used by the Clerc Center to calculate the event dropout rate at MSSD:

$$\text{Dropout rate} = \frac{\# \text{ of withdrawals} - (\# \text{ of transfers} - \# \text{ of other exclusions})}{\text{September 15 enrollment} - (\# \text{ of transfers} - \# \text{ of other exclusions})}$$

The denominator of the equation is the official enrollment list for September 15 of the previous year, minus those leavers who are not classified as dropouts. The numerator of the equation is the number of dropouts for that year; that is, the number of leavers minus transfers and those who meet other exclusion criteria.

Exclusions to the dropout rate include those leavers who met any of the following conditions:

1. Transferred - The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.
2. Completed program - The student received a high school diploma from MSSD or another high school program or its equivalent.
3. Early college enrollment - The student enrolled in and is attending a college offering a degree program, without first receiving a high school diploma.
4. Moved to another country - The student voluntarily or involuntarily moved out of the United States.
5. Temporary absence - The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.
6. Late enrollment - The student is planning to enroll shortly after September 15.
7. Death - The student is deceased.

Dropouts also include leavers who met any of the following criteria:

1. Incomplete graduation requirements - the student completed all course requirements for graduation, but did not meet other graduation requirements.
2. Declared dropout - The student declares himself/herself to be dropping out of school.
3. Re-enrollment - The student dropped out during the previous school year, but re-enrolled by September 15th of the current school year.
4. Multiple events - The student dropped out multiple times during a school year is reported as a dropout only once for a single school year.

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017. The target was not met for FY 2018 due to an increase of withdrawals and increased challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. Of the 17 withdrawals this year, the parents of seven students provided MSSD with the name of the school their child was now attending. Of the 10 students who were counted as withdrawals without further documentation, seven were listed as transfers on withdrawal paperwork. However, no further documentation was provided as to a specific, named transfer school/program; therefore they remained in the calculation as withdrawals without further documentation, and were not removed as transfers. The Clerc Center is reviewing student withdrawal and documentation processes to better capture and document this information.

Measure 1.9 of 12: The average daily attendance rate for students in Kendall Demonstration Elementary School for the Deaf. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2009	Not available.	94	Historical Actual
2010	Set Baseline	94	Baseline
2011	94.0	95	Target Exceeded
2012	95.0	95	Target Met
2013	95.0	95	Target Met
2014	95.0	96	Target Exceeded
2015	95.0	95	Target Met
2016	95.0	93	Target Not Met
2017	95.0	95	Target Met
2018	95.0	96	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database on daily attendance data and the Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. Teachers at KDES record daily attendance in Power Teacher database program, a web-based student information system. Daily attendance is then calculated, based on enrollment dates for each student, in Power School database program. The Clerc Center merges data from these two databases to generate a baseline average attendance rate for the year for KDES.

Target Context. The average daily K-8 grade attendance rates at KDES for the 2008-2009, 2009-2010, and 2010-2011 school years (FY 2009, 2010, and 2011) were 94%, 94%, and 95% respectively. Based on this data, the target was established in September 2011 at 95%.

Explanation. In 2008, the Clerc Center proposed a new measure for persistence of KDES students, using the average daily attendance rate. This is frequently used by elementary schools as a non-academic indicator of adequate yearly progress when reporting data as required under the Elementary and Secondary Education Act accountability mandates. With this measure, daily attendance includes students who are enrolled on any particular day and who would be expected to be in school. This includes students who are in attendance, have excused absences, and have unexcused absences. The Clerc Center calculates the average daily attendance rate aggregating student attendance for the year and dividing that by the aggregated daily membership for the year, as follows:

$$\text{Average daily attendance rate} = \frac{\text{Aggregate attendance of K - 8 enrolled students}}{\text{Aggregate membership of K - 8 students}}$$

The Clerc Center has met this measure each year from FY 2011 to FY 2015 and from FY 2017 to FY 2018.

Measure 1.10 of 12: The percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	29	Historical Actual
2004	Not available.	26	Historical Actual
2005	Not available.	28	Historical Actual
2006	Not available.	32	Historical Actual
2007	31.0	25	Target Not Met
2008	32.0	28	Target Not Met but Improved
2009	32.0	39	Target Exceeded
2010	32.0	35	Target Exceeded
2011	32.0	41	Target Exceeded
2012	32.0	33	Target Exceeded
2013	35.0	47	Target Exceeded
2014	39.0	46	Target Exceeded
2015	40.0	46	Target Exceeded
2016	42.0	43	Target Exceeded
2017	45.0	53	Target Exceeded
2018	45.0	47	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2015 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2009-2010 academic year).

Target Context. Gallaudet University's *2010-2015 Strategic Plan* identified a goal for improving the graduation rate of its undergraduate students to 50% by FY 2015. In order to get closer to meeting this goal, the targets for FY2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The targets were raised again in FY 2017 and subsequent year to 45%.

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges and private nonprofit colleges have a six-year graduation rate of 59% and 66% respectively (*Undergraduate Retention and Graduation Rates*: updated May 2018). Gallaudet University reports that data from ACT Educational Services for 2017 indicates that students with ACT scores in the range of 17-22 at 4-year public colleges and universities have an average six-year graduation rate of 37.5%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 51.6% (*National Collegiate Retention and Persistence-to-Degree Rates*: updated 2017). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University. Slightly more than 50% of Gallaudet undergraduate students receive a Pell Grant, one indicator of low-income status, and current research indicates that students from low-income families or from lower socioeconomic status (SES) tend to graduate at a lower rate than those from families with a

higher SES. Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Laco, Liu & Haimson, 2018).

Explanation. This is a long-term measure.

Gallaudet University's six-year graduation rate of first-time, full-time, degree-seeking undergraduate students continues to exceed the target. At the same time, Gallaudet states that it also continues to focus on implementing action plans outlined in the University's *Short-Term Strategic Plan 2017- 2020* Priority Three – Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-makers as part of Gallaudet's mission in an effort to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students, such as introducing a new early alert system, increasing Gallaudet's focus on the retention of Students of Color, and increasing the number of students declaring their major by their third year.

Measure 1.11 of 12: The graduation rate of Gallaudet University Masters students. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2006	Not available.	74	Historical Actual
2007	Not available.	78	Historical Actual
2008	Not available.	63	Historical Actual
2009	Not available.	74	Historical Actual
2010	Not available.	74	Historical Actual
2011	Not available.	72	Target Not In Place
2012	74.0	72	Target Not Met
2013	74.0	75	Target Exceeded
2014	74.0	81	Target Exceeded
2015	74.0	83	Target Exceeded
2016	74.0	76	Target Exceeded
2017	74.0	81	Target Exceeded
2018	74.0	81	Target Exceeded

Source. Gallaudet University, Office of Graduate Admissions database.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the graduate graduation rate based on a cohort formula to include all new students enrolled at the master's level at the University each fall who complete their program within a three-year period. The calculation includes master's students who were already enrolled in a graduate program at the University and transferred to a different graduate program as a new student. This methodology parallels established formulas used to calculate undergraduate graduation rates.

Target Context. Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years. In FY 2018, the graduation rate of University's graduate students at 81% exceeded the target.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

Measure 1.12 of 12: The annual graduation rate of the Model Secondary School for the Deaf students. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2014	Set Baseline	72	Baseline
2015	65.0	73	Target Exceeded
2016	65.0	79	Target Exceeded
2017	65.0	89	Target Exceeded
2018	65.0	69	Target Exceeded

Source. Gallaudet University, Clerc Center Office of Planning, Development, and Dissemination.

Data Quality. In determining the four-year adjusted cohort graduation rate (ACGR), the Clerc Center is using the Department's definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four, and is referred to as the "on-time graduation rate." The cohort is "adjusted" by adding any student transferring into the cohort and by subtracting any student who transfer out, emigrate to another country, or die during the years covered by the rate. This methodology allows for the movement of transfer of students into or out of the Clerc Center.

The following formula shows how the 4-year ACGR would be calculated for the cohort entering the 9th grade for the first time in school year 2010-2011 and graduating by the end of school year 2013-2014.

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of school year 2013-2014 (divided by)}}{\text{Number of first-time 9th-graders in fall 2010 (starting cohort), plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014}}$$

MSSD previously reported its graduation rates using a two year senior cohort (formula = # of students graduating in year A + # of students graduating in year B / total # of students in cohort - the # of cohort students who transferred).

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-year cohort (underclassmen). MSSD calculated graduation rates based on first time seniors. This was limited to first time seniors at MSSD, as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma type was also not included, as is required to successfully calculate the ACGR.

When attempting to do retrospective calculations some of the variables needed to calculate the ACGR data points were not available on a large percentage of the graduating students from 2012

and 2013. Therefore, retroactively calculating the graduation rates of MSSD from 2012 and 2013 with validity using the ACGR is not an accurate reflection of program performance (due to missing data, rather than low graduation rates).

Target Context. The new measure is a four-year adjusted cohort graduation rate (ACGR), based on first-time 9th grade cohorts, and uses the data definitions approved by the U.S. Department of Education and is consistent with how states are now uniformly reporting graduation rates as required by the *Every Student Succeeds Act (ESSA)*. It replaces the two-year cumulative senior graduation rate (a cohort of seniors who completed their fourth year of high school and graduate and seniors from the same group who return for a fifth year of school before graduating).

In 2014, the National Center for Education Statistics (NCES) reported that national graduation rates for students with disabilities in 2010-2011 and in 2011-2012 were 59% and 61%, respectively. At that time in 2014, the most recent data available was from 2011-2012, the Clerc Center proposed to use the 61% as a reference point in setting an appropriate target for its students.

The target for 2015 and subsequent years is set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available.

Explanation. This measure will allow for direct comparison with the national graduation rates of students with disabilities, as reported by the Institute of Education Sciences' National Center for Education Statistics.

This year's graduation rate was impacted the students in the cohort who transferred, but for whom MSSD did not successfully document the names of the schools to which these students transferred. MSSD has experienced challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. The Clerc Center is reviewing student withdrawal and documentation processes to better capture and document this information.

Objective 2 of 4: *Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of-hearing students.*

Measure 2.1 of 1: The number of other programs and/or institutions adopting Model/Kendall innovative strategies/curricula or modifying their strategies as a result of Model and Kendall's leadership. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	41.0	54	Target Exceeded
2004	50.0	91	Target Exceeded
2005	55.0	56	Target Exceeded
2006	55.0	84	Target Exceeded
2007	55.0	89	Target Exceeded
2008	55.0	54	Target Not Met
2009	55.0	43	Target Not Met
2010	55.0	34	Target Not Met
2011	55.0	31	Target Not Met
2012	55.0	181	Target Exceeded
2013	55.0	113	Target Exceeded
2014	120.0	187	Target Exceeded
2015	120.0	77	Target Not Met
2016	120.0	360	Target Exceeded
2017	140.0	99	Target Not Met
2018	140.0	215	Target Exceeded

Source. Gallaudet University, Clerc Center, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The Clerc Center noted that this measure, starting in FY 2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

Target Context. The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf and hard of hearing. The time frame for developing new measures is uncertain.

Explanation. The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center in FY 2012 to include schools and organizations that arranged, for multiple individuals, to view online webinars offered by the Clerc Center. In FY 2016, training and services included online webcasts that captured audiences from more diverse sources, while, in FY 2017, the training and services involved fewer sites but garnered considerably more participants per site than in previous years. In addition, in FY 2017, the indicator was expanded once again to include schools and organizations that had persons pass and receive a certificate of completion for the online course, "Educating Students who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings."

Objective 3 of 4: *Curriculum and extracurricular activities prepare students to meet the skill requirements of the workplace or to continue their studies.*

Measure 3.1 of 5: The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	73	Historical Actual
2004	80.0	69	Target Not Met
2005	81.0	84	Target Exceeded
2006	82.0	73	Target Not Met
2007	82.0	70	Target Not Met
2008	82.0	80	Target Not Met but Improved
2009	82.0	83	Target Exceeded
2010	82.0	72	Target Not Met
2011	75.0	50	Target Not Met
2012	50.0	63	Target Exceeded
2013	50.0	59	Target Exceeded
2014	50.0	77	Target Exceeded
2015	53.0	67	Target Exceeded
2016	53.0	70	Target Exceeded
2017	53.0	76	Target Exceeded
2018	53.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The employment rate reported in this indicator is defined as those working full-time and those working part-time divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.

Target Context. In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target was increased to 53% for FY 2015 and forward.

Explanation. Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University's undergraduate students who graduated in 2016 and who are employed during their first year after graduation increased 6 percentage points from the previous year. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

Measure 3.2 of 5: The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	38	Historical Actual
2004	40.0	36	Target Not Met
2005	41.0	36	Target Not Met
2006	41.0	13	Target Not Met
2007	37.0	14	Target Not Met but Improved
2008	37.0	12	Target Not Met
2009	38.0	7	Target Not Met
2010	38.0	18	Target Not Met but Improved
2011	15.0	45	Target Exceeded
2012	45.0	35	Target Not Met
2013	45.0	38	Target Not Met but Improved
2014	45.0	19	Target Not Met
2015	45.0	27	Target Not Met but Improved
2016	45.0	26	Target Not Met
2017	45.0	19	Target Not Met
2018	45.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The advanced education or training rate reported in this indicator is defined as those in full-time education, in part-time education, and in internships, practicum, and other unpaid educational experiences, divided by the total number of respondents to the survey. Advanced education or training includes students enrolled in a master's or Ph.D. program, a vocational or technical program or another type of program (e.g., law school or medical school).

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information likely impacted the distribution of alumni between this category and 3.1.

Target Context. In 2011, the target for this measure was revised to 15% to reflect changes made in Measure 3.1 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities.

Explanation. Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University undergraduate students who graduated in 2016 and who are in advanced education or training during their first year after graduation decreased 7 percentage points compared to the previous year. Gallaudet University states that this decrease is due to the increase of graduates who are employed during their first year after graduation. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

Measure 3.3 of 5: The percentage of Gallaudet University Bachelor graduates who are not employed nor in advanced education or training during their first year after graduation. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2003	Not available.	11	Historical Actual
2004	Not available.	15	Historical Actual
2005	Not available.	11	Historical Actual
2006	Set Baseline	15	Baseline
2007	10.0	16	Target Not Met
2008	10.0	8	Target Exceeded
2009	10.0	10	Target Met
2010	10.0	10	Target Met
2011	10.0	5	Target Exceeded
2012	5.0	2	Target Exceeded
2013	5.0	3	Target Exceeded
2014	5.0	4	Target Exceeded
2015	2.0	7	Target Not Met
2016	2.0	6	Target Not Met
2017	2.0	5	Target Not Met
2018	2.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are neither employed or pursuing education, divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

Target Context. In 2012, the target for this measure was revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target was revised downward to 2% for FY 2015 and subsequent years.

Explanation. Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed (including those seeking employment or not seeking employment) nor pursuing additional education.

Each alumnus is counted once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

Measure 3.4 of 5: The percentage of Model Secondary School graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2007	Not available.	0	Historical Actual
2008	Set Baseline	7	Baseline
2009	7.0	0	Target Exceeded
2010	7.0	7	Target Met
2011	0.0	7	Target Not Met
2012	0.0	7	Target Not Met
2013	0.0	24	Target Not Met
2014	25.0	7	Target Exceeded
2015	25.0	17	Target Exceeded
2016	25.0	21	Target Exceeded
2017	25.0	11	Target Exceeded
2018	25.0	(September, 2019)	Pending

Source. Gallaudet University, Clerc Center Office of Program Monitoring and Evaluation, survey of graduates' status.

Frequency of Data Collection: Annual

Data Quality. Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query in the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 84% of the 2017 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting whether they are

employed or are enrolled in college or other post-secondary education or training within one year after graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and captured those graduates who are not employed or in higher education.

This data is comparable to data provided by the Office of Special Education in its *Part B State Performance Plan/Annual Performance Reports: 2013 Indicator Analyses* for 2009, 2010, 2011. Using the OSEP measure as a reference point, the target for this measure was set at 25% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. The percentages for the two current measures on post-school outcomes (Measures 3.4 and 3.5) will total 100%.

Survey Respondents	
Employed or in higher education one year after graduation	32
Doing neither one year after graduation	4
TOTAL RESPONDENTS	36
Unknown/not responded	9
TOTAL CLERC CENTER 2017 GRADUATES	45

Measure 3.5 of 5: The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2013	100.0	76	Target Not Met
2014	75.0	93	Target Exceeded
2015	75.0	83	Target Exceeded
2016	75.0	79	Target Exceeded
2017	75.0	89	Target Exceeded
2018	75.0	(October, 2019)	Pending

Source. Gallaudet University's Clerc Center Office of Planning, Development, and Dissemination survey on graduates' status.

Data Quality. This is a new measure, combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year after graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY 2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of Model Secondary school graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate's family and results from a query with the National Student Clearinghouse's Student Tracker service. These results will include graduates enrolled at colleges and universities and/or competitively employed.

In FY 2018, the Clerc Center was able to get one-year follow-up data on 84% of the 2017 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting they are employed or are enrolled in college or other post-secondary education or training within one year after graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service since. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and is comparable to data provided by the Office of Special Education for 2009, 2010, 2011 at 72.5%, 72.5%, and 73.5%, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. This measure combines and replaces the two previous measures—"the percentage of Model Secondary School graduates who are in jobs within one year after graduation" and "the percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation." An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a post-secondary program at the same time. This is also more consistent with the indicator used by the Department's Office of Special Education Programs on the outcomes of students with disabilities one year after graduating from high school.

The raw data on the number of 2017 high school graduates who responded to the survey and/or were identified from the Student Tracker service are as follows:

Survey Respondents	
Employed or in higher education one year after graduation	32
Doing neither one year after graduation	4
TOTAL RESPONDENTS	36
Unknown/not responded	9
TOTAL CLERC CENTER 2017 GRADUATES	45

Objective 4 of 4: *Improve the efficiency of operations at Gallaudet as defined by the cost per successful student outcome, where the successful outcome is graduation.*

Measure 4.1 of 2: Federal cost per Gallaudet graduate. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2003	Not available.	227,487	Historical Actual
2004	Not available.	227,453	Historical Actual
2005	Not available.	219,897	Historical Actual
2006	Not available.	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356	227,940	Target Exceeded
2009	245,356	264,523	Target Not Met
2010	237,969	257,875	Target Not Met but Improved
2011	243,204	252,501	Target Not Met but Improved
2012	248,554	241,894	Target Exceeded
2013	253,277	232,117	Target Exceeded
2014	258,343	222,140	Target Exceeded
2015	263,768	238,197	Target Exceeded
2016	269,307	223,219	Target Exceeded
2017	269,307	228,727	Target Exceeded
2018	269,307	237,222	Target Exceeded

Source. Gallaudet University, Administration & Finance

Frequency of Data Collection: Annual

Data Quality. The FY 2018 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2013 to FY 2018. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-upon assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

- 2013: 1.9%
- 2014: 2.0%
- 2015: 2.0%

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining Federal cost per graduate from \$264,523 in 2009 to \$222,140 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$269,307.

Explanation. This measure is calculated by adding the Federal appropriations allocated to the university for the current year and the five preceding years, which is then averaged. The average is then divided by the number of graduates in the current year, both undergraduate and graduate students. Federal students' financial aid, vocational rehabilitation payments, other Federal support for students, Federal grants and contracts, the Federal Endowment Grant Program, tuition payments, and other private funds received by the University are not included in this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.9% and 1.3% from FY 2017, respectively; while the number of students graduating decreased by 2.3%. The Federal and total educational costs per graduate increased in FY 2018 mainly due to the decline in the number of graduating students.

Measure 4.2 of 2: Total educational cost per graduate. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2003	Not available.	271,735	Historical Actual
2004	Not available.	272,294	Historical Actual
2005	Not available.	263,088	Historical Actual
2006	Not available.	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279	272,094	Target Exceeded
2009	292,279	313,142	Target Not Met
2010	284,066	301,652	Target Not Met but Improved
2011	290,315	291,548	Target Not Met but Improved
2012	296,702	276,785	Target Exceeded
2013	302,339	263,927	Target Exceeded
2014	308,386	250,882	Target Exceeded
2015	314,862	270,652	Target Exceeded
2016	321,474	256,199	Target Exceeded
2017	321,474	266,033	Target Exceeded
2018	321,474	277,524	Target Exceeded

Source. Gallaudet University, Administration & Finance

Frequency of Data Collection: Annual

Data Quality. The FY 2018 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2013 to FY 2018. The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

2013: 1.9%
2014: 2.0%
2015: 2.0%

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining total cost per graduate from \$313,142 in 2009 to \$250,882 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$321,474.

Explanation. This measure is calculated by adding the educational expenses for the current year and the five preceding years, which is then averaged. The average is then divided by the number of graduates in the current year, both undergraduate and graduate students. Costs associated with public services, auxiliary enterprises, and construction, are excluded from this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.9% and 1.3% from FY 2017, respectively; while the number of students graduating decreased by 2.3%. The Federal and total educational costs per graduate increased in FY 2018 mainly due to the decline in the rate of graduating students.