

FY 2011 Government Performance and Results Act Report (GPRA)

Submitted to the
U.S. Department of Education

October 10, 2011

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.*

Gallaudet University

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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
2006		1,174	Measure not in place
2007		1,101	Measure not in place
2008	1,180	973	Did not meet target
2009	1,020	927	Did not meet target
2010	1,020	1002	Made progress from prior year
2011	1,020	1012	Made progress from prior year
2012	1,020	1029	Target exceeded
2013	1,020	(October 2012)	Pending

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

Frequency of Data Collection. Annual fall census data

Data Quality. In FY 2008 this measure was revised to be consistent with the Integrated Postsecondary Education Data System (IPEDS) methodology. This measure does not include part-time students or non-degree seeking undergraduate students. Revised data on the number of full-time, degree-seeking undergraduates is listed in this section for FY 2006 to FY 2007. The number of full-time, degree-seeking undergraduate students includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGs) and hearing undergraduates in the bachelor's of interpreting program.

Target Context. In the FY 2009 Performance Plan the target for the number of full-time degree-seeking undergraduate students enrolled at Gallaudet University was reduced from 1,180 students to 1,020 students. The decision to reduce the enrollment target was based on the anticipated impact of policy changes in the admissions requirements and academic standards.

Explanation. For the 2007-2008 academic year admissions, Gallaudet University raised the admission standard to require ACT scores of 14 in reading, English, and math (composite or average). This decision resulted in a smaller pool of applicants who met the eligibility requirements than in previous years. Gallaudet University also strengthened the academic rigor of institutional offerings by revising its general studies requirements and using student-learning outcomes measures to improve programs. The institution estimates that the increased academic rigor results in the elimination of most, if not all, freshmen students who historically return for a second year as freshmen, with academic conditions that prevent them from progressing to sophomore status. The possible elimination of freshmen students who return as second year freshmen over the next four years is likely to result in a reduction of up to 65 additional students.

In the fall of 2008, the higher admissions standards also resulted in a 25% decrease in the number of undergraduate students who would have previously been accepted as part of the entering cohort (approximately 75 students). In addition, Gallaudet University received fewer

transfer students from other post-secondary programs, due to the more rigorous academic standards, leading to an average loss of an additional 35 to 40 potential students.

Gallaudet's continued increase in graduation rate also impacts our total enrollment as more students graduate earlier than had previously been the case.

The new Gallaudet Strategic Plan covering 2010-2015 contains a goal to increase enrollment of full-time and part-time undergraduate, graduate, and continuing education students to 3,000 by 2015. To achieve this goal, Gallaudet University is focusing its efforts to recruit, attract, and enroll:

1. College-bound students who are deaf and hard of hearing from mainstream programs;
2. Non-traditional students, including transfer students, returning adult students, students with limited financial resources, and students who prefer on-line educational opportunities;
3. Hearing undergraduates students who are interested in careers working with deaf and hard of hearing individuals;
4. International students; and
5. Traditionally under-represented groups.

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
2006		320	Measure not in place
2007		318	Measure not in place
2008	295	277	Did not meet target
2009	295	277	Did not meet target
2010	295	460	Target exceeded
2011	295	368	Target exceeded
2012	295	274	Did not meet target
2013	295	(October 2012)	Pending

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

Frequency of Data Collection. Annual fall census data

Data Quality. In FY 2008 this measure was revised to include all students not counted in IPEDS. These include students enrolled in the English Language Institute, students taking on-line courses, and graduate students enrolled in the professional studies program that grant continuing education credit, and non-degree seeking undergraduate and graduate students taking other courses that cannot 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, not counted in indicator 1.1. The figure reported for FY 2011 is revised in the FY 2012 to include degree-seeking undergraduate students erroneously omitted the previous year.

Target Context. The target for this indicator represents the total enrollment of a varied group of students; therefore a decrease in enrollment in any one subgroup would impact reaching the target.

Explanation. In FY 2012, the target of 295 was not met due a reduced number of professional studies students enrolled by the census date of fall 2011. The University's Center for ASL/Bilingual Education and Research (CAEBER) no longer receives federal funding so it stopped offering the ASL/English Bilingual Professional Development courses as they did in fall 2010. Enrollment in CAEBER dropped from 163 students in fall 2010 to 13 students in fall 2011.

Additionally, the timing of course scheduling and the census date may have also had an impact on enrollment. In the past, the majority of professional studies courses in the fall semester start within the first two weeks of the semester and therefore enrollment in these courses were included in the census snapshot of enrollment. However, using a new schedule in the fall of 2011, caused many of the online courses to be scheduled for the last eight weeks of the semester and therefore enrollment in these courses couldn't be counted at the time of the census snapshot.

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
2006		466	Measure not in place
2007		430	Measure not in place
2008	425	383	Did not meet target
2009	425	377	Did not meet target
2010	425	408	Made progress from prior year
2011	425	413	Made progress from prior year
2012	425	410	Did not meet target
2013	425	(October 2012)	Pending

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

Frequency of Data Collection. Annual fall census data

Data Quality. Enrollment data for graduate students have been collected since 1998. 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.

Target Context. The target was 700 from FY 1999 through FY 2004 and was 650 from FY 2005 to FY 2007. The Department reduced the targets for graduate student enrollment in FY 2008 to better reflect the actual enrollment data for these students. Additionally, in FY 2008, the definition of graduate enrollment was changed to include degree-seeking enrollment only. Non-degree graduate enrollment is counted In Measure 1.2.

Explanation. During academic year 2009-2010, a program prioritization process was conducted to develop a long-term roadmap for academic programs. While that process resulted in closing four graduate programs, new graduate programs that are likely to attract new students are currently being developed. The target of 425 is an ambitious, yet achievable, goal for Gallaudet University.

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
2006	225	226	Target exceeded
2007	225	218	Did not meet target
2008	225	164	Did not meet target
2009	225	149	Did not meet target
2010	225	151	Did not meet target
2011	225	140	Did not meet target
2012	225	165	Made progress from last year
2013	225	(October 2012)	Pending

Source. Gallaudet University, Clerc Center Power School database.

Frequency of Data Collection. Annual

Target Context. Gallaudet University reports the number of MSSD students enrolled as of September 15 each school year.

Explanation. A trend analysis over the last several years shows that MSSD has seen an increase in inquiries and requests for applications. The Clerc Center will be monitoring inquiry rates closely and working to ensure a high percentage in inquiries become applications and applications become enrollments.

The Clerc Center is addressing enrollment goals by:

1. Reviewing the target with the U.S. Department of Education to ensure alignment with national trends;
2. Working closely with District of Columbia Public Schools to raise awareness with school officials and, indirectly, families of deaf and hard of hearing students, in the District;
3. Increasing awareness of and disseminating more user friendly information about the programs;
4. Improving admissions processes and retention; and
5. Improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

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
2006	140	141	Target exceeded
2007	140	128	Did not meet target
2008	140	127	Did not meet target
2009	140	120	Did not meet target
2010	140	105	Did not meet target
2011	140	99	Did not meet target
2012	140	97	Did not meet target
2013	140	(October 2012)	Pending

Source. Gallaudet University, Clerc Center Power School database

Frequency of Data Collection. Annual

Target Context. Gallaudet University reports the number of KDES students enrolled as of September 15 each school year.

Explanation. A trend analysis of inquiries and requests for application to KDES over the last several years has shown a steady increase through FY 2010. The Clerc Center will be monitoring inquiry rates closely and working to ensure a high percentage in inquiries become applications and applications become enrollments.

The Clerc Center is addressing enrollment goals through:

1. Reviewing the target with the U.S. Department of Education to ensure alignment with national trends;
2. Working closely with District of Columbia Public Schools to raise awareness with school officials and, indirectly, families of deaf and hard of hearing students in the District;
3. Increasing awareness of and disseminating more user friendly information about the programs;
4. Improving admissions processes and retention; and
5. Improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

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
2006		64%	Measure not in place
2007		54%	Measure not in place
2008	75%	60%	Made progress from prior year
2009	70%	75%	Target exceeded
2010	70%	73%	Target exceeded
2011	70%	70%	Target met
2012	72%	(October 2012)	Pending
2013	73%	(October 2013)	Pending
2014	74%	(October 2014)	Pending
2015	75%	(October 2015)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Prior to FY 2007, the persistence of all undergraduates, including upperclassmen that return from fall semester, were included in this measure. In FY 2007 this calculation was changed to measure the first-year persistence of first-time, full-time freshmen students from one fall semester to the next fall semester to be consistent with the methodology used by IPEDS.

Target Context. In FY 2007 the undergraduate target was revised from 79% to 75%, and then reduced to 70% for FY 2009 through FY 2011. In order to meet the University's Strategic Plan goal of having a 75% retention rate by 2015, the targets for FY 2012 through FY 2015 were incrementally raised to 72%, 73%, 74%, and 75%. IPEDS data indicate that 4-year public colleges have an average persistence rate of 69.9%, and 4-year private colleges have an average persistence rate of 70.6%. Data from the ACT Educational Services for 2010 indicates for students with ACT scores in the range of 17-22 at 4-year public colleges have a persistence rate of 63.4% and 4-year private colleges in this same ACT range have a persistence rate of 59.4%.

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

The decrease in first-year persistence to 54% in FY 2007 is believed to be a result of the negative publicity surrounding the protest against the selection of a new president in 2006 as well as lower admissions standards for entering students. The persistence rate improved in 2008 and in FY 2009, the first-year persistence rate improved again, when it reached 75%, one of the highest in the history of the University; it was sustained in a similar range of 73% and 70% in FY 2010 and FY 2011, respectively.

In FY 2009 and subsequent years the University began employing a number of strategies to improve the retention of first-time, full-time degree-seeking undergraduate students from their first year to their second year. These strategies include, but are not limited to:

1. Establishing more rigorous admission requirements;

2. Implementing a targeted merit-based awards and financial aid program to attract and retain academically-skilled applicants.
3. Initiating a new requirement for new students with more limited academic skills to attend a month-long Jump Start orientation program from mid-July to mid-August;
4. Initiating a new requirement for these students to participate in the year-long Performance Learning for Undergraduate Success program for additional academic and study skill supports;
5. Reducing the general studies requirement from 60 hours to 40 hours to allow students to declare their majors earlier;
6. Implementing an electronic early alert system to identify students at risk;
7. Training faculty to provide timely, intermittent, and intensive feedback to students throughout the semester;
8. Integrating supplemental instruction into courses that have historically been problematic for students; and
9. Sponsoring an international trip for freshmen who have returned for their second semester and met the GPA requirements of 3.5.

During the past two years the University focused on systematic implementation of these strategies, while monitoring overall persistence rate. We are now shifting to more detailed assessment of the impact of each strategy on overall persistence, as well as on persistence among various student groups. During AY 2010-2011 we plan to shift resources from less successful to more successful strategies, while strengthening strategies to respond to between-group differences in persistence.

Measure 1.7 of 12: The Gallaudet University Graduate student persistence rate. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2006		77%	
2007		77%	
2008		80%	
2009		76%	
2010		77%	
2011	75%	73%	Did not meet target
2012	75%	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. A new methodology for calculating graduate persistence rate was developed in 2011 that calculates persistence using data on master’s-level students only.

Target Context. The target for FY 2011 was proposed to be 75% when this indicator’s calculation methodology was changed based on the trend data. The target of 75% for FY 2011 and subsequent years is an ambitious, yet achievable goal for Gallaudet University.

Explanation. The distinct count of the number of master’s students who return one fall divided by the number enrolled the previous fall minus the number who graduated. The reason only masters students is being used in this calculation is that master’s enrollment has a more consistent enrollment period than students at other graduate degree levels. The persistence rate will be calculated as the number of enrolled master’s degree students (new and returning) who continue to be active the following fall after subtracting the number who graduated from the denominator. Those students who graduate with their degree, but also return the following fall are counted only in the graduated column. This new method of calculating the graduate persistence rate is comparable to the method used to calculate undergraduate persistence rates.

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
2008	Set a Baseline	13%	Measure not in place
2009	6%	3%	Target exceeded
2010	6%	3%	Target exceeded
2011	6%	3%	Target exceeded
2012	6%	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. The Clerc Center’s dropout rate is an “event dropout rate” defined by the National Center for Educational Statistics (NCES) as the percentage of high school students who left between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent.

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.

Target Context. The following equation is used by the Clerc Center to calculate the event dropout rate at MSSD:

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

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	Target pending	94%	Measure not in place
2010	Target Pending	94%	Measure not in place
2011	Set a Baseline	95%	Measure not in place
2012	Maintain a Baseline	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Teachers at KDES record daily attendance in the Clerc Center’s Power Teacher database program. In addition, daily membership is calculated based on enrollment dates for each student in the Power School database program. The Clerc Center merges data from these two databases to generate a baseline average attendance rate for KDES. The Clerc Center defines “daily membership” as students who are enrolled on any particular day and who would be expected to be in school, including students who are in attendance or who have excused or unexcused absences.

Target Context. The Clerc Center calculates the average daily attendance rate by aggregating the student attendance enrolled in its elementary school (kindergarten to eighth grade) for the year and dividing by the aggregated daily membership for the year.

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

Explanation. In 2008, the Clerc Center proposed a new measure for persistence for KDES students, the average daily attendance rate, which is frequently used by elementary schools as a non-academic indicator of adequate yearly progress when reporting data as required under the No Child Left Behind Act accountability mandates. The Clerc Center noted that regular school attendance in elementary schools is linked to more opportunities to learn and is associated with increased student engagement and greater academic success. After three years of data collection on this indicator, the Clerc Center proposed a target for review by the Department in September of 2011.

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
2005		28%	Measure not in place
2006		32%	Measure not in place
2007	31%	25%	Did not meet target
2008	32%	28%	Made progress from prior year
2009	32%	39%	Target exceeded
2010	32%	35%	Target exceeded
2011	32%	41%	Target exceeded
2012	32%	(October 2012)	Pending
2013	35%	(October 2013)	Pending
2014	39%	(October 2014)	Pending

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

Frequency of Data Collection. Annual

Data Quality. This measure is consistent with the standard IPEDS methodology for a six-year cohort graduation rate. This six-year graduation rate is based on 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.

Target Context. The target for FY 2007 through FY 2011 is 32% for the percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. The targets for FY 2013 and FY 2014 were raised to 35% and 39%, respectively. In FY 2011, the six-year graduation rate at Gallaudet was 41%, the highest rate in years.

Recent comparisons with IPEDS data for 4-year public and private colleges indicate that 4-year institutions have an average 55% graduation rate, with 4-year public colleges at 51.9% and private colleges at 63.5%, respectively. Data from ACT Educational Services for 2010 indicates that students with ACT scores in the range of 17-22 at 4-year public colleges have an average six-year graduation rate of 38.5% and 4-year private colleges in this same ACT range have an average six-year graduation rate of 37.7%.

Further analyses show that public and private institutions with open enrollment and large populations from low-income families have lower graduation rates; that is, these 4-year public colleges have an average graduation rate of 28.6% and 4-year private colleges have an average graduation rate of 32.6%. To date, Gallaudet University graduation rates have been similar to public colleges with open enrollment and student populations from low-income families.

Explanation. The new Gallaudet Strategic Plan covering 2010-2015 contains a goal to improve our graduation rate from 28% in 2008 to 50% by 2015. To achieve this goal, Gallaudet University is employing a number of strategies to improve the six-year graduation rate of first-time, full-time, degree-seeking undergraduate students including, but not limited to:

1. Renovating residence halls to improve the quality of campus life;
2. Offering mentoring opportunities to all students, with faculty, staff, and administrators serving as mentors;
3. Establishing a centralized student academic support center;

4. Developing an early intervention program to provide supplemental instruction to students as needed;
5. Establishing targets for graduation rates of students who are traditionally under-represented; and
6. Developing a “Life After Gallaudet” program to inform and motivate students to work towards career options related to undergraduate majors.

Measure 1.11 of 12: The graduation rate of Gallaudet University graduate students. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2006		74%	
2007		78%	
2008		63%	
2009		74%	
2010		74%	
2011	70%	72%	Target exceeded
2012	70%	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Using the University’s Data Warehouse, a cohort of new master’s degree students can be established every fall. The cohort includes all new master’s degree students at the university regardless of whether they’re not new to the institution or new to the graduate career at the university.

Target Context. A new methodology for calculating graduate persistence rate was developed in 2011. A new target of 70% was also established.

Explanation. This indicator is a graduate student graduation rate for master’s level students only (excluding Ph.D. and graduate certificate students). A cohort is created out of each fall’s new master’s level graduate enrollment, including all those who are new to a master’s program at Gallaudet—regardless of whether they have already enrolled in another graduate program at the University. The graduate student graduation rate will be calculated as the number of new master’s degree students from that each fall that complete their program within a three year period. , This new methodology is a logical and clear method of calculating graduation of master’s students that parallels established formulas already used to calculate undergraduate graduation rates.

Measure 1.12 of 12: The annual graduation rate of the Model Secondary School students. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2006	90%	89%	Made progress from prior year
2007	90%	98%	Target exceeded
2008	90%	91%	Target exceeded
2009	90%	92%	Target exceeded
2010	90%	91%	Target exceeded
2011	90%	94%	Target exceeded
2012	90%	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. In calculating senior cohort graduation rates of MSSD students for FY 2004 and subsequent years, a cohort is a mutually exclusive group of:

1. Senior students who complete their fourth year of high school and graduate
2. Senior students from the same group who return for a fifth year of school (as second-year seniors) before graduating.

These calculations remove students who transfer to other diploma-granting high school programs and, at the same time, retain students who withdrew or dropped out of MSSD or whose destination is unknown.

Target Context. The target for the annual graduation rate of MSSD students was revised from 94% to 90% in FY 2006 and subsequent years. The target of 90% for FY 2006 and subsequent years is an ambitious, yet achievable, goal for the Clerc Center.

Explanation. Graduation from MSSD signals that students have completed the required course work and have successfully met their Individualized Education Program (IEP) goals, at which time graduation becomes an IEP decision. Students may graduate at the end of their senior year, or they may make the decision, as part of the IEP process, to return to MSSD for an additional year to pursue their IEP goals. Of the students reported for FY 2011, 75% graduated in four years (during AY 2009-2010) while 19% exercised the additional year option (AY 2010-2011).

The Clerc Center is working with the U.S. Department of Education on other possible calculations for graduation rate to better align with the calculations used by schools around the country.

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
2006	55	84	Target exceeded
2007	55	89	Target exceeded
2008	55	54	Did not meet target
2009	55	43	Did not meet target
2010	55	34	Did not meet target
2011	55	31	Did not meet target
2012	55	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. For 2010 and 2011, the indicator is a reflection of the sum of the number of programs that participated in an extended day training, the number of programs that invested considerable resources in Clerc Center products, and the number of programs that reported to the Clerc Center that they were using Clerc Center resources. Any program that may have been in more than one category or appeared multiple times within a category were only counted once.

Explanation. The Clerc Center is engaged in a process to revise this indicator with the U.S. Department of Education as the current definition no longer fits the methods and mechanisms by which the Clerc Center engages with other programs nationwide. School and programs have expressed that their ability and/or interest in sending personnel for extended training has shifted as a result of limited resources and/or allowed release time for teachers. The Clerc Center's strategic plan is intentionally designed to engage other programs in different ways and to disseminate information using mechanisms that can reach a broader audience. This indicator will be revised to better measure the outcomes of this work.

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 6: 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
2006	82%	73%	Did not meet target
2007	82%	70%	Did not meet target
2008	82%	80%	Made progress from prior year
2009	82%	83%	Target exceeded
2010	82%	72%	Did not meet target
2011	70%	(October 2012)	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 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. In previous years, about 30% to 35% of the graduates (approximately 50 students) would respond 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 FY 2010 the response rate was 58% -- the highest ever achieved by the institution.

In 2011 an agreement between Gallaudet and the U.S. Department of Education stated that the employment rate reported in this indicator would be defined as those working full-time and those working part-time divided by the total number of respondents to the survey.

Target Context. The target was revised from 81% to 82% for FY 2006 through FY 2010. The target was revised to 70% for FY 2011 due to the revised Measure 3.2 and the fact that Gallaudet has agreed in the 2011 agreement with the U.S. Department of Education to count each alumnus only once. With distinct alumni being counted across three reporting categories, the total of alumni needed to add up to 100%. With that in mind, the breakdown among the three categories needed to be adjusted accordingly.

Explanation. In FY 2010 Gallaudet University began reporting each alumnus in only one category – either employed, pursuing additional education, or neither employed nor pursuing additional education.

This table shows bachelors-level respondents to the 2010 survey and their resultant categories.

Survey Respondents	
Employed (full-time or part-time)	64
Education (full-time or part-time)	16
Neither employed nor pursuing additional education	9
Total respondents	89
Unknown/not responded	86
Total Graduates	175

Measure 3.2 of 6: 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
2006		13%	Measure not in place
2007		14%	Measure not in place
2008		12%	Target exceeded
2009		7%	Target exceeded
2010	Baseline set	18%	Measure not in place
2011	15%	(October 2012)	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 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. In previous years, about 30% to 35% of the graduates (approximately 50 students) would respond 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 FY 2010 the response rate was 58% -- the highest ever achieved by the institution.

As agreed in the 2011 agreement with the U.S. Department of Education, the employment rate reported in this indicator would be defined as those in full-time education, those in part-time education, and those in internships, practicum, and other unpaid educational experiences divided by the total number of respondents to the survey.

Target Context. This is a new indicator and the University proposes, based on the historical data, to set the target at 15% for FY 2011 and subsequent years. With distinct alumni being counted across three reporting categories, the total of alumni needed to add up to 100%. With that in mind, the breakdown among the three categories needed to be adjusted accordingly.

Explanation. The 2011 agreement between Gallaudet and the U.S. Department of Education states that Gallaudet intended to count each alumnus only once. Before FY 2010, an alumnus could be counted in this measure regardless of whether he or she was already counted in Measure 3.1. Using the new methodology resulted in a recalculation of the percentage of bachelor graduates who are in advanced education or training during their first year after graduation for FY 2010 and previous years. From the data resulting from the new methodology, it was apparent that many graduates were both employed and pursuing additional education resulting in the number of those pursuing additional education dropping when those employed were removed.

Measure 3.3 of 6: 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
2006	Set a Baseline	15%	Target met
2007	10%	16%	Did not meet target
2008	10%	8%	Target exceeded
2009	10%	10%	Target met
2010	10%	10%	Target met
2011	15%	(October 2012)	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 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. In previous years, about 30% to 35% of the graduates (approximately 50 students) would respond 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 FY 2010 the response rate was 58% -- the highest ever achieved by the institution.

In 2011 an agreement between Gallaudet and the U.S. Department of Education stated that the employment rate reported in this indicator would be defined as those seeking work and those not seeking work divided by the total number of respondents to the survey.

Target Context. The target was set at 10% from FY 2007 to FY 2010. Gallaudet University proposes that this target be changed to 15% for FY 2011 and subsequent years due to the revised Measure 3.2 and the charge to count each alumnus only once. With distinct alumni being counted across three reporting categories, the total of alumni needed to add up to 100%. With that in mind, the breakdown among the three categories needed to be adjusted accordingly.

Explanation. In FY 2010 Gallaudet University began reporting each alumnus in only one category – either employed, pursuing additional education, or neither employed nor pursuing additional education.

Measure 3.4 of 6: The percentage of Model Secondary School graduates who are in jobs within one year after graduation.			
Year	Target	Actual (or date expected)	Status
2007	Pilot	33%	Measure not in place
2008	Target Pending	4%	Measure not in place
2009	Target Pending	0%	Measure not in place
2010	Target Pending	21%	Measure not in place
2011	Target Pending	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Beginning in FY 2008, the Clerc Center began conducting a one-year follow-up study of each MSSD graduating class on the percentage of graduates in postsecondary education, the percentage of graduates employed and the percentage of graduates doing neither. A pilot was conducted in FY 2007. The Clerc Center continues to conduct a three-month follow-up with MSSD's June graduates during the September immediately following graduation. This is followed by a one-year follow-up survey that is conducted the following summer. Of the 44 members of the graduating class of 2010, a total of 14 graduates responded to the survey or 32%. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who chose to respond, and thus may be an over-representation of the true number of graduates in postsecondary education programs or training programs (due to the consistently high response rate of those graduates), and an under-representation (due to a consistently low response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking systems to continue to improve the overall response rate for this survey.

Target Context. In setting this target, the Department and the Clerc Center recognize that the target must consider that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

Targets for the disaggregated measures for the percentage of MSSD graduates one year after graduation who are employed, in advanced education or training programs, or those not involved in either, have yet to be established due to ongoing work with the U.S. Department of Education to revise this indicator to allow for the target to reflect this interdependency.

Explanation. Due to multiple responses allowed (e.g., employed and attending postsecondary education), percentages exceed 100 for 2008 and 2011. The Clerc Center is currently negotiating with the Department to address this target setting.

Measure 3.5 of 6: The percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation.			
Year	Target	Actual (or date expected)	Status
2007	Pilot	75%	Measure not in place
2008	Target Pending	89%	Measure not in place
2009	Target Pending	100%	Measure not in place
2010	Target Pending	86%	Measure not in place
2011	Target Pending	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Beginning in FY 2008, the Clerc Center began conducting a one-year follow-up study of each MSSD graduating class on the percentage of graduates in postsecondary education, the percentage of graduates employed and the percentage of graduates doing neither. A pilot was conducted in FY 2007. The Clerc Center continues to conduct a three-month follow-up with MSSD's June graduates during the September immediately following graduation. This is followed by a one-year follow-up survey that is conducted the following summer. Of the 44 members of the graduating class of 2010, a total of 14 graduates responded to the survey or 32%. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who chose to respond, and thus may be an over-representation of the true number of graduates in postsecondary education programs or training programs (due to the consistently high response rate of those graduates), and an under-representation (due to a consistently low response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking systems to continue to improve the overall response rate for this survey.

Target Context. In setting this target, the Department and the Clerc Center recognize that the target must consider that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

Targets for the disaggregated measures for the percentage of MSSD graduates one year after graduation who are employed, in advanced education or training programs, or those not involved in either, have yet to be established due to ongoing work with the U.S. Department of Education to revise this indicator to allow for the target to reflect this interdependency.

Explanation. Due to multiple responses allowed (e.g., employed and attending postsecondary education), percentages exceed 100 for 2008 and 2011. The Clerc Center is currently negotiating with the Department to address this target setting.

Measure 3.6 of 6: 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	Pilot	0%	Measure not in place
2008	Target Pending	7%	Measure not in place
2009	Target Pending	0%	Measure not in place
2010	Target Pending	7%	Measure not in place
2011	Target Pending	(October 2012)	Pending

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

Frequency of Data Collection. Annual

Data Quality. Beginning in FY 2008, the Clerc Center began conducting a one-year follow-up study of each MSSD graduating class on the percentage of graduates in postsecondary education, the percentage of graduates employed and the percentage of graduates doing neither. A pilot was conducted in FY 2007. The Clerc Center continues to conduct a three-month follow-up with MSSD's June graduates during the September immediately following graduation. This is followed by a one-year follow-up survey that is conducted the following summer. Of the 44 members of the graduating class of 2010, a total of 14 graduates responded to the survey or 32%. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who chose to respond, and thus may be an over-representation of the true number of graduates in postsecondary education programs or training programs (due to the consistently high response rate of those graduates), and an under-representation (due to a consistently low response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking systems to continue to improve the overall response rate for this survey.

Target Context. In setting this target, the Department and the Clerc Center recognize that the target must consider that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

Targets for the disaggregated measures for the percentage of MSSD graduates one year after graduation who are employed, in advanced education or training programs, or those not involved in either, have yet to be established due to ongoing work with the U.S. Department of Education to revise this indicator to allow for the target to reflect this interdependency.

Explanation. Due to multiple responses allowed (e.g., employed and attending postsecondary education), percentages exceed 100 for 2008 and 2011. The Clerc Center is currently negotiating with the Department to address this target setting.

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
2006		\$230,214	Measure not in place
2007	Set a Baseline	\$245,356	Measure not in place
2008	Maintain a Baseline	\$227,940	Measure not in place
2009	Maintain a Baseline	\$264,523	Measure not in place
2010	\$237,969	\$257,875	Did not meet target
2011	\$243,204	\$252,501	Made progress from prior year
2012	\$245,554	(October 2012)	Pending

Source. Gallaudet University, Budget Office.

Frequency of Data Collection. Annual

Data Quality. The Federal cost per graduate includes graduates who receive bachelor, masters, 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 taken into account, as well as the variation in the number of students who graduate each year from Gallaudet University. The Department established a target for FY 2010 and will identify and establish targets for subsequent years.

In FY 2009, the University and the Department agreed to use the Consumer Price Index (CPI) projections of inflation at a rate of 2.2% per year to guide target setting, with the overall goal for Gallaudet to record increases in the efficiency measures that are at or less than the CPI rate each year. The targets have been set for FY 2010 through FY 2012; however, targets may be annually adjusted for the next fiscal year, based on the most recent projection and an agreed-on assumed inflation rate.

Explanation. This measure is calculated by adding the federal appropriations for the current year and the five preceding years, which is then averaged. The average (from the 6-year total of federal appropriations) is divided by the number of graduates in the current year, both undergraduate and graduate students. Federal student 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.

Measure 4.2 of 2: Total educational cost per graduate. (Desired direction: decrease)			
Year	Target	Actual (or date expected)	Status
2006		\$273,068	Measure not in place
2007	Set a Baseline	\$292,279	Measure not in place
2008	Maintain a Baseline	\$272,094	Measure not in place
2009	Maintain a Baseline	\$313,142	Measure not in place
2010	\$284,066	\$301,652	Did not meet target
2011	\$290,315	\$291,548	Made progress from prior year
2012	\$296,702	(October 2012)	Pending

Source. Gallaudet University, Budget Office.

Frequency of Data Collection. Annual

Data Quality. The total educational cost per graduate includes graduates who receive bachelors, masters, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the total educational cost per graduate, future inflation must be taken into account, as well as the variation in the number of students who graduate each year from Gallaudet University. The Department established a target for FY 2010 and will identify and establish targets for subsequent years.

In FY 2009, the University and the Department agreed to use the Consumer Price Index (CPI) projections of inflation at a rate of 2.2% per year to guide target setting, with the overall goal for Gallaudet to record increases in the efficiency measures that are at or less than the CPI rate each year. The targets have been set for FY 2010 through FY 2012; however, targets may be annually adjusted for the next fiscal year, based on the most recent projection and an agreed-on assumed inflation rate.

Explanation. This measure is calculated by adding the total educational costs for the current year and the five preceding years, which is then averaged. The average (from the 6-year total of educational costs) is 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.

ADDENDUM

The Clerc Center indicators regarding the outcomes for MSSD graduates—3.4, 3.5, and 3.6—are still undergoing a process of review and official targets have not yet been set. As per an agreement between the Department and the Clerc Center, until any revisions to these indicators are made, including the setting of targets, the Clerc Center will include, in an addendum to the GPRA report, results from the three-month follow up with MSSD graduates who graduate in June.

The percentage of MSSD graduates who were in jobs within 3 months of graduation

Year	Target	Actual (or date expected)	Status
2007		8%	
2008		7%	
2009		3%	
2010		0%	
2011		0%	
2012		(October 2012)	

The percentage of MSSD graduates who were in advanced education or training programs within 3 months of graduation

Year	Target	Actual (or date expected)	Status
2007		68%	
2008		65%	
2009		74%	
2010		54%	
2011		56%	
2012		(October 2012)	

The percentage of MSSD graduates who were not in jobs or postsecondary (advanced education or training) programs within 3 months of graduation

Year	Target	Actual (or date expected)	Status
2007		18%	
2008		20%	
2009		12%	
2010		27%	
2011		3%	
2012		(October 2012)	