

# GALLAUDET UNIVERSITY

## FY 2013 Government Performance and Results Act Report (GPRA)

Submitted to the U.S. Department of Education

October 9, 2013

*(edited November 13, 2013)*

**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.

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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	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	(October, 2014)	Pending
2016	1,020.0	(October, 2015)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reported a total of 1,006 full-time, degree-seeking undergraduate students enrolled in the fall of 2013 (FY 2014), a decrease of 39 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 undergraduates in the bachelor's of interpreting program. This measure does not include part-time students or non-degree seeking undergraduate students.

In FY 2008 this measure was revised to be consistent with Integrated Postsecondary Education Data System (IPEDS) methodology to report only full-time, degree-seeking undergraduates.

**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 for the academic year 2008-2009 (shown in FY 2009 of this table) and for subsequent years. The decision to reduce the enrollment target was based on the anticipated impact from policy changes in admissions requirements and academic standards.

**Explanation.** Gallaudet University raised the admission standard for the 2007-2008 academic year admissions to require ACT scores of reading, English and math. This decision resulted in a smaller pool of applicants who met the eligibility requirements than in previous years. The University also strengthened the academic rigor of its offerings by revising the general studies requirements and using student-learning outcomes measures to improve programs. Gallaudet University states that the increased academic rigor results in the elimination of most freshmen students who had historically returned as second year freshmen with academic conditions preventing them from progressing to sophomore status - thereby reducing the number of potential enrollees by 65 students. At the same time, Gallaudet University through FY 2013 made steady progress in increasing enrollment each year since the fall of 2008 (FY 2009 in this table).

Gallaudet University's *2010-2015 Strategic Plan* contains a goal to improve its 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 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 education opportunities; (3) hearing undergraduate students who are interested in careers working with deaf and hard of hearing individuals; (4) international students; and (5) traditionally-underrepresented groups.

The below table reports the total enrollment each fall for Gallaudet University (e.g. FY 2006 is the fall of the 2005-2006 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.

<b>Fiscal Year</b>	<b>Full-time, degree-seeking undergraduate students</b>	<b>Part-time, degree-seeking or non-degree-seeking undergraduate students</b>	<b>Full-time and part-time graduate students</b>	<b>Total Enrollment</b>
2006	1,174	320	466	1,960
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

**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)

<b>Year</b>	<b>Target</b>	<b>Actual (or date expected)</b>	<b>Status</b>
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	(October, 2014)	Pending
2016	295.0	(October, 2015)	Pending

**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 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 that were not counted in Measure 1.1 on full-time degree-seeking undergraduate students. Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

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

**Explanation.** The target of 295 was met in fall 2012 (FY 2013), due to a increased number of professional studies and English Language Institute students enrolled by the census date that year. However, in fall 2013 (FY 2014), the target was not met, due to a decrease, from the previous year in the number of professional studies and English Language Institute students.

**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	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	(October, 2014)	Pending
2016	425.0	(October, 2015)	Pending

**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. Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

**Target Context.** The Department reduced the target for the number of graduate students enrolled at Gallaudet University in FY 2008 to better reflect the actual enrollment data for these students. In addition, 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. Gallaudet University exceeded the target for this measure in fall 2012 (FY 2013) and again in fall 2013 (FY 2014).

**Explanation.** Gallaudet University reported that 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 have been developed since the prioritization process including an M.A. in Sign Language Education, and M.A. in Public Administration, a Ph.D. in Educational Neuroscience, and graduate certificate programs. These new programs have contributed to the increase in enrollment in graduate programs.

**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	225.0	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	(October, 2014)	Pending
2016	165.0	(October, 2015)	Pending

**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). This number is reviewed by both the Clerc Center's research and evaluation team as well as school administrators to ensure accuracy. Consequently, 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. With an average enrollment of 40 students per grade, MSSD 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. A trend analysis over the last several years indicates that MSSD receives a steady stream of inquiries and requests for applications. The Clerc Center plans to closely monitor inquiry rates and to improve its data collection process. This will enable the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process, with the goal of ensuring a higher percentage of inquiries and applications 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 dissemination of more 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.

**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	140.0	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	(October, 2014)	Pending
2016	115.0	(October, 2015)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reports the number of Kendall Demonstration Elementary School (KDES) students enrolled as of September 15 each year. Census data is collected and reported in the fall of each year. Consequently, 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 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.

A trend analysis over the last several years indicates that KDES receives a steady stream of inquiries and requests for applications. The Clerc Center plans to monitor more closely inquiry rates and to improve its data collection process. This will enable the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process, with the goal of ensuring a higher percentage of inquiries and applications 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 KDES for students who are deaf and hard of hearing; (2) increasing awareness of and dissemination of more 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.

**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	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	(October, 2014)	Pending
2015	75.0	(October, 2015)	Pending
2016	75.0	(October, 2016)	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 the 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 IPEDS methodology. Data for this measure was provided by Gallaudet University to the Department for the first time in October 2008 on the percentage of the undergraduate students who were in their first year of enrollment (2007-2008 academic year) in the previous year and who returned for their second year in the fall of 2008 (2008-2009 academic year). The institution also provided historical data for FY 2003, 2004, 2005, 2006, and 2007.

**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. In comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities have an average persistence rate of 73.4%, and 4-year private colleges and universities have an average persistence rate of 73.3%. Gallaudet University reported that data from the ACT Educational Services for 2012 indicates for students with ACT scores in the range of 17-22 at 4-year public colleges and universities have a persistence rate of 58.9%, and 4-year private colleges and universities in the same ACT range have a persistence rate of 51.9%. Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

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

Following the establishment of new admissions standards and a new general studies curriculum in 2007, the university began to see improvements in the persistence rates from 60% in FY 2008 to 75% in FY 2009. This improvement was sustained at similar rates of 73% in FY 2010 and 70% in FY 2011. In FY 2012, Gallaudet University saw its highest persistence rate in at least 15 years with its persistence rate at 77%. However, in FY 2013, there was a decrease in the persistence rate to 69%.

Potential factors for this decline are being explored. As in the past, primary indicators that predict student success indicate that students lack of academic readiness and preparedness for college level academic work has an impact on student success. Of those who departed, over half of the students who departed were in developmental courses; the average GPA of these students who departed was at or below 1.5; and the course progress percentages were below 50%.



During the AY 2012, the Retention Council revised the Gallaudet Strategic Plan Goal B: Retention objectives and strategies to align with areas of identified need, including continuing attrition of students who are academically underprepared. Various strategies address the needs of students identified as high-risk or underprepared, including those who are identified early in the admissions process or first year as needing additional support. Key areas being addressed in the Gallaudet Strategic Plan Goal B: Retention include: (1) a focus on reviewing and updating admissions review processes, particularly for effectively identifying underprepared students and connecting them to key resources early in the admissions process (GSP B.1.3); (2) review of the impact of JumpStart: Academic Success on identified students at-risk, particularly developmental students (GSP B.1.2 and GSP B.1.3); (3) evaluation and assessment of developmental students and their progress into credit-based courses and the major and subsequent graduation (GSP B.1.2); (4) continued tracking of high-fail gateway courses and assessment of high-impact practices for improving student learning in these courses, such as Supplemental Instruction and MyMathLab (GSP B.1.6 and GSP B.3.3); (5) continued focus and strengthening of support through Peer Mentoring for underprepared students and students of color as they progress into their second-year (GSP B.1.4 and GSP B.2.3); (6) evaluation of pre-major student's progress to the major and identification of barriers in their progress (GSP B.3.2); (7) evaluating both professional and faculty advising practices to ensure continuity of advising services from pre-major to major (GSP B.2.1); and (8) assessment and evaluation and revision of early alert interventions that help identify students at risk early in the semester and connect them to key resources (GSP B.1.5).

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

<b>Year</b>	<b>Target</b>	<b>Actual (or date expected)</b>	<b>Status</b>
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	(October, 2014)	Pending
2015	77.0	(October, 2015)	Pending
2016	77.0	(October, 2016)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Historically, Gallaudet University has calculated the graduate student persistence rate as the ratio of the number of returning graduate students in a particular fall to the number of graduate students “available to return.” This methodology was changed in September 2011 to calculate the persistence 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.

**Target Context.** Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) on the graduate student persistence rate that was provided by Gallaudet University, the Department set the target at 77% for FY 2012 and subsequent years. Gallaudet University exceeded this target with its 83% persistence rate in FY 2013.

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

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 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
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	6.0	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	(October, 2014)	Pending
2015	6.0	(October, 2015)	Pending
2016	6.0	(October, 2016)	Pending

**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 Model Secondary School for the Deaf (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 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. In addition, the 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. In FY 2012 and FY 2013, MSSD exceeded this target with less than 1% dropout rate each year.

**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 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. 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.

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.

**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	(October, 2014)	Pending
2015	95.0	(October, 2015)	Pending
2016	95.0	(October, 2016)	Pending

**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 Kendall Demonstration Elementary School (KDES) record daily attendance in the Power Teacher database program, a web-based student information system. Daily attendance is then calculated, based on enrollment dates for each student, in the PowerSchool 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%. The Clerc Center met or exceeded this target in FY 2011, FY 2012, and FY 2013.

**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:

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

**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
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	(October, 2014)	Pending
2015	40.0	(October, 2015)	Pending
2016	42.0	(October, 2016)	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 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 2013 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 2007 - 2008 academic year).

**Target Context.** The targets for FY 2008 through FY 2012 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 was 41%, the highest rate for Gallaudet University in years. However, the rate dropped in FY 2012. Gallaudet University stated that the decrease in the six-year graduation rate to 33% in FY 2012 may be a result of the negative publicity surrounding the protest against the selection of a new president in 2006 (which would have affected the 2006-2007 cohort's persistence rate in FY 2007 and graduation rate in FY 2012). The University anticipated a much higher six-year graduation rate for the 2007-2008 cohort in FY 2013, as this cohort's five-year graduation rate was already at 41% in FY 2012. The prediction was accurate and the 2007-2008 cohort ended up with a six-year graduation rate of 47% (the highest in recent years).

Recent comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges have a six-year graduation rate of 44.5% and private colleges at 54.3% respectively. Gallaudet University reports that data from ACT Educational Services for 2012 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 38.6%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 55.3%. Further analysis show that public and private institutions with open enrollment and large populations from low-income families have lower graduation rates; that is, these four-year public colleges have an average graduation rate of 28.5% and four-year private colleges have an average graduation rate of 32.6%. To date, Gallaudet University's graduation rates have been similar to public colleges with open enrollment and student populations from low-income families.

**Explanation.** This is a long-term measure.

Gallaudet University's *2010-2015 Strategic Plan* identified objectives for improving its graduation rate

from 28% in 2008 to 50% in 2015. To achieve this goal, Gallaudet University stated that it 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 students; (3) establishing a centralized student academic support center; (4) developing an early intervention program to provide supplemental instruction, as needed, to students; (5) establishing targets for graduation rates of students who are traditionally-underrepresented; (6) strengthening the continuity between academic and faculty advisors; (7) reducing barriers to declaring a major; and (8) 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)

<b>Year</b>	<b>Target</b>	<b>Actual (or date expected)</b>	<b>Status</b>
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	(October, 2014)	Pending
2015	74.0	(October, 2015)	Pending
2016	74.0	(October, 2016)	Pending

**Source.** Gallaudet University, Office of Graduate Admissions database.

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University is able to identify its cohort of new master's degree students each fall through the University's Data Warehouse. The cohort includes all new master's degree students at the institution, regardless of whether they are not new to the institution or new to the graduate career at the University.

**Target Context.** Gallaudet University proposed that the target for the revised measure be established at 70%. Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) that was provided by Gallaudet University, the Department set the target at 74% for FY 2012 and subsequent years.

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

Historically, Gallaudet University has calculated the graduate student graduation rate by dividing the number of graduates in a given year, including master's and doctoral degree program students, by the number of entering students six years prior. This methodology was changed in September 2011 to calculate the graduate rate based on a cohort formula to include all distinct new students enrolled at the master's level at the University each fall that 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 an established formula used to calculate undergraduate graduation rates.



**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
2006	90.0	89	Target Not Met
2007	90.0	98	Target Exceeded
2008	90.0	91	Target Exceeded
2009	90.0	92	Target Exceeded
2010	90.0	91	Target Exceeded
2011	90.0	94	Target Exceeded
2012	90.0	93	Target Exceeded
2013	90.0	88	Target Not Met
2014	90.0	(October, 2014)	Pending
2015	90.0	(October, 2015)	Pending
2016	90.0	(October, 2016)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** In calculating senior cohort graduation rates of Model Secondary School for the Deaf (MSSD) students, a cohort is a mutually exclusive group of: (1) senior students who complete their fourth year of high school and graduate; and (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.

The below table provides the percentage of seniors who graduated in four years and who graduated in five years.

#### Percentage of Seniors Who Graduate in 4 Years and Those Who Graduate in 5 Years

##### Year 4 Year Seniors 5 Year Seniors

2006	73 (04-05)	16 (05-06)
2007	78 (05-06)	20 (06-07)
2008	64 (06-07)	27 (07-08)
2009	72 (07-08)	20 (08-09)
2010	53 (08-09)	37 (09-10)
2011	75 (09-10)	19 (10-11)
2012	82 (10-11)	11 (11-12)
2013	83 (11-12)	5 (12-13)

**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 may they may return, as part of the IEP process, to MSSD for an additional year to complete their IEP goals. Of the students reported for FY 2013, 83% graduated in four years (during AY 2011-12, while 5% exercised the additional year option (AY 2012-2013).

**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	55.0	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	55.0	(October, 2014)	Pending
2015	55.0	(October, 2015)	Pending
2016	55.0	(October, 2016)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Starting in FY 2012, this measure 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.

**Target Context.** Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

**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 112 schools and organizations that arranged, for multiple individuals, viewings of four online webinars offered by the Clerc Center. In FY 2013, the Clerc Center offered one online webinar which included 64 schools and organizations. Many of the schools and organizations who participated in the webinars also hosted follow-up activities.

**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	82.0	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	(October, 2014)	Pending
2014	50.0	(October, 2015)	Pending
2015	50.0	(October, 2016)	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) 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. The information from the Student Tracker service provided information on alumni attendance at other universities, which likely impacted the distribution of alumni between this category and 3.2.

In 2011, an agreement between Gallaudet University and the Department 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 respondents to this survey.

**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 would allow 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 is being revised again in FY 2012 to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities.

**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, resulting in a lower number of those pursuing additional education when those employed were removed from this category. In addition, the current economic context including higher unemployment rates nationwide may be impacting the distribution between work and pursuit of graduate or additional education.

Each alumnus is counted only 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 the

categories, Gallaudet prioritized and ranked respondents of the FY 2012 graduates when their answers indicated they fit the qualifications of more than one category.

<b>Survey Respondents</b>	
Employed	93
Education	52
Neither	3
<b>Total Respondents</b>	<b>148</b>
Unknown/not responded	33
Total Graduates	181

(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.)

**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	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	(October, 2014)	Pending
2014	45.0	(October, 2015)	Pending
2015	45.0	(October, 2016)	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) 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. The information from the Student Tracker service provided information on alumni attendance at other universities, which likely impacted the distribution of alumni between this category and 3.2.

In 2011, an agreement between Gallaudet University and the Department stated that the advanced education and training rate reported in this indicator would be 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).

**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 to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities.

**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. From the data resulting from the new methodology, it became apparent that many graduates were both employed and pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category. In addition, the current economic context including higher unemployment rates nationwide may be impacting the distribution between work and pursuit of graduate or additional education.

Each alumnus is counted only 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 the categories, Gallaudet prioritized and ranked respondents of the FY 2012 graduates when their answers indicated they fit the qualifications of more than one category.

<b>Survey Respondents</b>	
Employed	93
Education	52
Neither	3
<b>Total Respondents</b>	148
Unknown/not responded	33
Total Graduates	181

(Some bachelors-level graduates who were pursuing additional education were also employed during their first year after graduation that matched the qualifications for Measure 3.1. These bachelors-level graduates are counted only in the previous category on employment.)

**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 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	(October, 2014)	Pending
2014	5.0	(October, 2015)	Pending
2015	5.0	(October, 2016)	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) 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. The information from the Student Tracker service provided information on alumni attendance at other universities, which likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, not employed, not pursuing employment or additional education, or unknown.

In 2011, an agreement between Gallaudet University and the Department stated that the rate of reported in this indicator would be defined as those who are not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

**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.

**Explanation.** In FY 2010, Gallaudet University began reporting 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.

**Measure 3.4 of 6:** The percentage of Model Secondary School for the Deaf graduates who are in jobs within one year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2007	Not available.	33	Historical Actual
2008	Set Baseline	4	Baseline
2009	4.0	0	Target Not Met
2010	4.0	21	Target Exceeded
2011	12.0	7	Target Not Met
2012	12.0	0	Target Not Met
2013	12.0	(October, 2014)	Pending
2014	12.0	(October, 2015)	Pending
2015	12.0	(October, 2016)	Pending

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination survey of graduates' status.

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a 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. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes 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.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.



**Measure 3.5 of 6:** The percentage of Model Secondary School for the Deaf graduates who are in advanced education or training programs within one year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2007	Not available.	75	Historical Actual
2008	Set Baseline	89	Baseline
2009	89.0	100	Target Exceeded
2010	89.0	86	Target Not Met
2011	88.0	87	Target Not Met but Improved
2012	88.0	93	Target Exceeded
2013	88.0	(October, 2014)	Pending
2014	88.0	(October, 2015)	Pending
2015	88.0	(October, 2016)	Pending

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination survey of graduates' status.

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a 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. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes 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.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.

**Measure 3.6 of 6:** The percentage of Model Secondary School for the Deaf graduates who are not in jobs or 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	(October, 2014)	Pending
2014	0.0	(October, 2015)	Pending
2015	0.0	(October, 2016)	Pending

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination survey of graduates' status.

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a 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. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes 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.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.

**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	Not available.	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356.0	227,940	Target Exceeded
2009	245,356.0	264,523	Target Not Met
2010	237,969.0	257,875	Target Not Met but Improved
2011	243,204.0	252,501	Target Not Met but Improved
2012	248,554.0	241,894	Target Exceeded
2013	253,277.0	(January, 2014)	Pending
2014	258,343.0	(January, 2015)	Pending
2015	263,510.0	(January, 2016)	Pending

**Source.** Gallaudet University, Budget Office.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2012 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2007 to FY 2012. 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 taken into account, 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), for FY 2013, 2014, 2015 as follows:

FY 2013: 1.9%

FY 2014: 2.0%

FY 2015: 2.0%

The targets have been set for FY 2013 through FY 2015. However, targets may be annually adjusted for the next fiscal year, based on the most recent projected and 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 six years of Federal appropriations) is 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.

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

<b>Year</b>	<b>Target</b>	<b>Actual (or date expected)</b>	<b>Status</b>
2006	Not available.	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279.0	272,094	Target Exceeded
2009	292,279.0	313,142	Target Not Met
2010	284,066.0	301,652	Target Not Met but Improved
2011	290,315.0	291,548	Target Not Met but Improved
2012	296,702.0	276,785	Target Exceeded
2013	302,339.0	(January, 2014)	Pending
2014	308,386.0	(January, 2015)	Pending
2015	314,554.0	(January, 2016)	Pending

**Source.** Gallaudet University, Budget Office.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2012 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2007 to FY 2012. 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 taken into account, 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), for FY 2013, 2014, 2015 as follows:

FY 2013: 1.9%

FY 2014: 2.0%

FY 2015: 2.0%

The targets have been set for FY 2013 through FY 2015. However, targets may be annually adjusted for the next fiscal year, based on the most recent projected and 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 six years of Federal appropriations) 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.