

GALLAUDET UNIVERSITY

FY 2014 Government Performance and Results Act Report (GPRA)

Submitted to the U.S. Department of Education

January 22, 2015

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

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

Measure 1.1 of 13: The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. (Desired direction: increase) 89a0ea

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	951	Target Not Met
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 951 full-time, degree-seeking undergraduate students enrolled in the fall of 2014 (FY 2015), a decrease of 55 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 bachelors 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. 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. 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. In AY 2007-2008 Gallaudet made significant changes in its admissions requirements and curriculum. Since then, Gallaudet University made steady progress in incrementally increasing enrollment each year from the fall of 2008 (FY 2009 in this table) to the fall of 2012 (FY 2013). In the fall of 2013 (FY 2014), the number of students enrolled at Gallaudet University decreased by 39 students. This year's drop in enrollment can be attributed in large part to the loss of both the Director and Asst. Director of Financial Aid. Although Gallaudet immediately brought in an acting Director of Financial Aid on contract, the loss and changes occurred during the peak time for financial aid decisions for incoming students.

In response to unsatisfactory enrollments in our undergraduate student population, Gallaudet has responded by contracting with a well-respected consultant in the area of enrollment management: Noel-Levitz. During the past year, a Noel-Levitz consultant on financial aid has been working with Gallaudet to leverage our financial aid for maximal enrollment. More recently, Gallaudet contracted with Noel-Levitz to conduct an audit of our admissions operations. Since that time the consultant has been working with

enrollment management to respond to areas identified as in need of improvement in our Gallaudet's admission processes. The consultant will continue to meet weekly with the enrollment office throughout the year. Gallaudet is also targeting populations that have a high likelihood of increasing not only enrollment, but retention. For example, enrollment of transfer students increased slightly this year, and Gallaudet has a much higher retention rate of transfer students than is typical of other universities.

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.

Fiscal Year	Full-time, degree-seeking undergraduate students	Part-time, degree-seeking or non-degree-seeking undergraduate students	Full-time and part-time graduate students	Total Enrollment
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
2015	951	297	443	1691

Measure 1.2 of 13: The number of students enrolled part-time in degree programs or in non-degree granting programs at Gallaudet University. (Desired direction: increase) 89a0eb

Year	Target	Actual (or date expected)	Status
2006	Not available.	320	Historical Actual
2007	Not available.	318	Historical Actual
2008	295.0	277	Target Not Met
2009	295.0	277	Target Not Met
2010	295.0	460	Target Exceeded
2011	295.0	368	Target Exceeded
2012	295.0	274	Target Not Met
2013	295.0	330	Target Exceeded
2014	295.0	278	Target Not Met
2015	295.0	297	Target Exceeded
2016	295.0	(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 2014 (FY 2015).

Measure 1.3 of 13: The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase) 89a0ec

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	443	Target Exceeded
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. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards conferred by an institution. The IPEDS definition of degree is an award conferred as official recognition for the successful completion of a program of studies. Additionally, IPEDS surveys often ask for enrollment figures that are "degree/certificate-seeking."

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. 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), in fall 2013 (FY 2014), and again in fall 2014 (FY 2015).

Explanation. New graduate online and hybrid programs have been successful in attracting some new student populations. These include the Sign Language Education master's program as well as three graduate certificate program: Deaf and Hard of Hearing Infants, Toddlers, and their Families; Educating Deaf Students with Disabilities; and ASL/English Bilingual Early Childhood Education: Birth to 5.

Measure 1.4 of 13: The enrollment in the Model Secondary School for the Deaf established by Gallaudet University. (Desired direction: increase) 1368

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	165	Target Met
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). Gallaudet University states that this number is reviewed by both the Clerc Center's research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

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

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

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

Measure 1.5 of 13: The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University. (Desired direction: increase) 1369

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	87	Target Not Met
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. Because census data is collected and reported in the fall of each year, this data does not include new students who enroll in the spring of the same academic year.

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

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

Gallaudet University states that a trend analysis over the past five years indicates that KDES continues to receive a steady stream of inquiries and requests for applications. The Clerc Center plans to more 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 to become enrollments. In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers. These efforts have resulted in an increase in inquiries and applications but have not yet resulted in students being enrolled.

Measure 1.6 of 13: 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) 00000000000002y

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	67	Target Not Met
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. In FY 2007, the calculation for this measure 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 79%, and 4-year private colleges and universities have an average persistence rate of 80% (*Institutional Retention and Graduation Rates for Undergraduate Students: 2012 data*). 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.

The decrease in first-year persistence rate to 54% in FY 2007, despite increases in prior years, 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 admission standards for entering students. The persistence rate improved in FY 2008, following the establishment of new admissions standards and a new general studies curriculum in 2007. Gallaudet University saw improvements in its 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 of 77%, the highest Gallaudet University has seen in at least 15 years. However, in FY 2013, its persistence rate decreased to 69% and decreased again to 67% in FY 2014.

Gallaudet's drop in persistence rate AY 2013-2014 from 77% to 69% is attributable to a collection of factors: students' background characteristics; their fit with the institution; and their interactions with institutional structures once they're here. For AY 2014, the University has had an extensive analysis of data completed to better understand factors that predict retention and graduation to enable us to focus resources on those most likely to improve persistence. Various strategies addressing the needs of students identified as high-risk or underprepared, include: (1) assessment, revision, and *expansion* of early alert interventions that help identify students at risk early in the semester and connect them to key resources, (2) evaluation and assessment of developmental students and their progress into credit-based courses, the major and subsequent graduation, with an emphasis on addressing math courses for 2014-2015 ; (3) 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; (4) continued focus and strengthening of support through Peer Mentoring for underprepared students and students of color as they progress into their second-year; (5) through the Peer Mentoring Program, a pilot study to implement an instrument for evaluating non-cognitive factors for identifying students areas of learning challenges and development of intervention strategies offered through student peer mentors for addressing these challenges; (6) continued evaluation of both professional and faculty advising practices to ensure continuity of advising services from pre-major to major; (7) assessment of the GSR Curriculum to manage limited resources, including cross-listing required courses that also fulfill GSR requirements and tapping into existing 200-level department courses as a means for building the bridge into the majors; and (8) developing action plans in response to data from the 2014 administration of the National Survey of Student Engagement (NSSE).

Measure 1.7 of 13: The Gallaudet University graduate student persistence rate. (Desired direction: increase) 89a1mx

Year	Target	Actual (or date expected)	Status
2006	Not available.	77	Historical Actual
2007	Not available.	77	Historical Actual
2008	Not available.	80	Historical Actual
2009	Not available.	76	Historical Actual
2010	Not available.	77	Historical Actual
2011	Not available.	73	Historical Actual
2012	77.0	81	Target Exceeded
2013	77.0	83	Target Exceeded
2014	77.0	79	Target Exceeded
2015	80.0	(October, 2015)	Pending
2016	80.0	(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, FY 2013, and FY 2014. This target is being increased to 80% in FY 2015 and FY 2016.

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 of 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 13: The dropout rate for students in Model Secondary School for the Deaf.
(Desired direction: decrease) 89a0bg

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	4	Target Exceeded
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

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

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

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

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

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

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

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

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

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

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

Measure 1.9 of 13: The average daily attendance rate for students in Kendall Demonstration Elementary School for the Deaf. (Desired direction: increase) 89a17x

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

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

Target Context. The average daily K-8 grade attendance rates at KDES for the 2008-2009, 2009-2010, and 2010-2011 school years (FY 2009, 2010, and 2011) were 94%, 94%, and 95% respectively. Based on this data, the target was established in September 2011 at 95%. The Clerc Center met this target in FY 2011, FY 2012, and FY 2013. The Clerc Center exceeded this target in FY 2014.

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 13: The percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. (Desired direction: increase)
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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	46	Target Exceeded
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 2013, FY 2014, FY 2015, and FY 2016 were raised, from 32%, to 35%, 39%, 40%, and 42%, respectively. In FY 2011, the six-year graduation rate was 41%, the highest rate for Gallaudet University up to that time in years. The rate dropped in FY 2012, possibly due to 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 FY2007 and graduation rate in FY 2012). A much higher graduation rate occurred in FY 2013, at 47%, for the 2007-2008 cohort. The rate continued to be high in FY 2014 with 46%.

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 57% and private colleges at 66% 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%. Gallaudet University's graduation rates have been more 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. Gallaudet continues to exceed our target for this measure. Gallaudet is employing a number of strategies in the Gallaudet Strategic Plan (GSP) intended to improve the six-year graduation rate of first-time, full-time, degree-seeking undergraduate students. Many of these strategies

emphasize supporting students along a “pathway to graduation” which emphasizes students declaring a major by their junior year (56 credits). Following the GSP, specific strategies include: (1) evaluation and assessment of developmental students and their progress into credit-based courses, the major and subsequent graduation; (2) tracking of high-fail gateway courses that are critical for student entrance to major and assessment of high impact practices for improving student learning in these courses, such as Supplemental Instruction and MyMathLab; (3) continued evaluation and support of both professional and faculty advising practices to ensure continuity of advising services from pre-major to major; (4) assessment of the GSR Curriculum to manage limited resources, including cross-listing required courses that also fulfill GSR requirements and tapping into existing 200-level department courses as a means for building the bridge into the majors; and (5) re-evaluating major admissions requirements to ensure they have predictive validity for subsequent success in the major and removing unnecessary requirements that create barriers for entrance to the major.

Measure 1.11 of 13: The graduation rate of Gallaudet University graduate students. (Desired direction: increase) 89a1mz

Year	Target	Actual (or date expected)	Status
2006	Not available.	74	Historical Actual
2007	Not available.	78	Historical Actual
2008	Not available.	63	Historical Actual
2009	Not available.	74	Historical Actual
2010	Not available.	74	Historical Actual
2011	Not available.	72	Target Not In Place
2012	74.0	72	Target Not Met
2013	74.0	75	Target Exceeded
2014	74.0	81	Target Exceeded
2015	74.0	(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. This target by the university's graduate student was exceeded in FY 2013 and again in FY 2014, at 81% graduation rate.

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 masters 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 new students enrolled at the master's level at the University each fall who complete their program within a three year period. The calculation includes master's students who were already enrolled in a graduate program at the University and transferred to a different graduate program as a new student. This methodology parallels established formulas used to calculate undergraduate graduation rates.

Measure 1.13 of 13: The annual graduation rate of the Model Secondary School for the Deaf students. (Desired direction: increase) 89a1tq

Year	Target	Actual (or date expected)	Status
2014	TBD	72	Target Not In Place
2015	TBD	(October, 2015)	Target Not In Place
2016	TBD	(October, 2016)	Target Not In Place

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

Frequency of Data Collection: Annual

(Data Quality. This is a new measure.

Target Context. This is a new measure. A target for the four-year adjusted cohort graduation rate will be established, based on historical data.

Explanation. The new measure is a four-year adjusted cohort graduation rate, based on first-time 9th grade cohorts, and uses the data definitions developed and used by the District of Columbia Public Schools; and is consistent with how states are now uniformly reporting graduation rates as required by the *No Child Left Behind Act*. It replaces the two-year cumulative senior graduation rate (a cohort of seniors who completed their fourth year of high school and graduate and seniors from the same group who return for a fifth year of school before graduating.)

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

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) 1376

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	120.0	187	Target Exceeded
2015	120.0	(October, 2015)	Pending
2016	120.0	(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. The Clerc Center noted that this measure, starting in FY 2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

Target Context. The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf and hard of hearing. The time frame for developing new measures is uncertain. Consequently, the Department increased the 2014 and 2015 targets for the existing measure to make it more ambitious.

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 reported that it offered its first online webinar, which included 64 schools and organizations. Many of the same schools and organizations who participated in the webinars also hosted follow-up activities. Similar webinars were offered in FY 2014 and are expected to continue in future years.

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 7: The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase) 1378

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	59	Target Exceeded
2014	50.0	(October, 2015)	Pending
2015	53.0	(October, 2016)	Pending
2016	53.0	(October, 2017)	Pending

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

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. 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 year, the University also sought information about its recent alumni through the National Student Clearinghouse's StudentTracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between this category and Measure 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 was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target is being increased to 53% for FY 2015 and FY 2016.

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 these categories, Gallaudet prioritized and ranked respondents of the 2011 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	88
Education	56
Neither	4
Total Respondents	148
Unknown/not responded	58
Total Graduates	206

(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 7: The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation. (Desired direction: increase)
1379

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	38	Target Not Met
2014	45.0	(October, 2015)	Pending
2015	45.0	(October, 2016)	Pending
2016	45.0	(October, 2017)	Pending

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

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. 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 academic year, the University also sought information about its recent alumni through the National Student Clearinghouse's StudentTracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between this category and Measure 3.1.

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

Explanation. 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 these categories, Gallaudet prioritized and ranked respondents of the 2011 graduates when their answers indicated they fit the qualifications of more than one category, as shown in this table.

Survey Respondents	
Employed	88
Education	56
Neither	4
Total Respondents	148
Unknown/not responded	58
Total Graduates	206

(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 7: 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) 1914

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	3	Target Exceeded
2014	5.0	(October, 2015)	Pending
2015	2.0	(October, 2016)	Pending
2016	2.0	(October, 2017)	Pending

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

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. 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 Student Clearinghouse's StudentTracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

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 is being revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target is being revised to 2% for FY 2015 and FY 2016.

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 3.6 of 7: 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) 2074

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

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination direct contact with graduates/graduates' families National Student Clearinghouse's StudentTracker service.

Frequency of Data Collection: Annual

Data Quality. Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education and/or employed, or doing neither. In FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of either successfully contacting each graduate or graduate's family directly or through results from a query National Student Clearinghouse's StudentTracker service, the Clerc Center was able to get one-year follow-up information on 78% of the members of the 2013 graduating class.

Given the new data collection methods and tracking systems established in FY 2014, the Clerc Center believes that follow-up data will be more meaningful and allow for more consistent reporting in the future.

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 (formerly indicator 3.4), who are in advanced education or training (formerly indicator 3.5) or who are doing neither (indicator 3.6). Indicators 3.4 and 3.5 were to total 100%. In FY 2014, the Department combined indicators 3.4 and 3.5 to form a new indicator 3.7, which includes the percentage of students reporting they are employed or working, or both. The Clerc Center requests that a three-year average be used to set the baseline and/or proposed lower targets until the Clerc Center is able to achieve a higher response rate.

Explanation. The percentages for the two current measures on post-school outcomes (indicators 3.6 and 3.7) will total 100%.

Measure 3.7 of 7: The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase) 89a1tr

Year	Target	Actual (or date expected)	Status
2013	100.0	76	Target Not Met
2014	100.0	(October, 2015)	Pending
2015	100.0	(October, 2016)	Pending
2016	100.0	(October, 2017)	Pending

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination direct contact with graduates/graduates' families; National Student Clearinghouse's StudentTracker service.

Data Quality. This is a new measure, combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year after graduation. The data on the outcomes of Model Secondary school graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate's family and through the National Student Clearinghouse's StudentTracker service. The survey results will include graduates enrolled at colleges and universities and/or competitively employed.

Target Context. To address the low response rates, the Clerc Center revised its data collection methods in FY 2014 and has achieved a higher response rate than that of previous years. This provides a more complete picture of the combined employment and postsecondary education activities of the Model Secondary School graduates one year after graduation. The Clerc Center requests that a three-year average be used to set the baseline and/or proposed lower targets until the Clerc Center is able to achieve a higher response rate.

Explanation. This is a new measure to combine and replace the two previous measures - "the percentage of Model Secondary School graduates who are in jobs within one year after graduation" and "the percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation" - in the FY 2014 Performance Report. An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a post-secondary program at the same time. This is also more consistent with the indicator used by the Department's Office of Special Education Programs on the outcomes of students with disabilities one year after graduating from high school.

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) 89a03y

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	232,117	Target Exceeded
2014	258,343.0	222,140	Target Exceeded
2015	263,768.0	(January, 2016)	Pending
2016	269,307.0	(January, 2017)	Pending

Source. Gallaudet University, Administration & Finance Division.

Frequency of Data Collection: Annual

The FY 2014 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2009 to FY 2014. 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), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

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

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

2015: 2.1%
2016: 2.1%
2017: 2.3%

Note: For FY 2017, the target is estimated to be \$275,501.

Explanation. This measure is calculated by adding the Federal appropriations for the University, excluding Clerc Center, 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) 89a03z

Year	Target	Actual (or date expected)	Status
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	263,927	Target Exceeded
2014	308,386.0	250,882	Target Exceeded
2015	314,862.0	(January, 2016)	Pending
2016	321,474.0	(January, 2017)	Pending

Source. Gallaudet University, Administration & Finance Division.

Frequency of Data Collection: Annual

Data Quality. The FY 2014 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2009 to FY 2014. 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 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. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total educational cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

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

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

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

2015: 2.1%
2016: 2.1%
2017: 2.3%

Note: For FY 2017, the target is estimated to be \$328,868.

Explanation. This measure is calculated by adding the costs of instruction, academic support, student services, and institutional support for the University, excluding Clerc Center, for the current year and the five preceding years, which is then averaged. The average (from six years 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.