

## EDA: Gallaudet University (OSERS)

### FY 2016 Program Performance Report (System Print Out)

Strategic Goal null

Direct Appropriation

EDA, Title I, Part A and Section 207

Document Year 2016 Appropriation: \$

CFDA 84.910A: Gallaudet University Programs and Elementary and Secondary Education Programs

84.910B: Gallaudet University Endowment Grant

84.910D: Gallaudet University Construction Program

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

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

**Measure 1.1 of 12:** The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. (Desired direction: increase) 89a0ea

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reported a total of 1,082 full-time, degree-seeking undergraduate students enrolled in the fall of 2016 (FY 2017), an increase of 123 students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGS) and hearing undergraduate students in the bachelor's of interpreting program. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with

Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Census data is collected in the fall of each year, and does not include new students who enroll in the spring of the same academic year.

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

Year	On-campus	Online	Total
2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	859
2017	1,071	11	1,082

**Target Context.** The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY 2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in the University's admission requirements and the implementation of more rigorous academic standards.

**Explanation.** Gallaudet University did not meet the Measure 1.1 target in FY 2008 through FY 2011, but met and exceeded the target in FY 2012 and FY 2013. From FY 2014 to FY 2016, Gallaudet University did not meet the target, but met and exceeded the target in FY 2017 (2016-2017 academic year).

In the fall of 2016 (FY 2017), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University increased by 123 students compared to the previous year. This number exceeded our target of 1,020 by 62 students. This is our highest reported number of full-time degree-seeking undergraduate students since fall of 2006 (FY 2007). Gallaudet University reported that this significant increase occurred as a result of several factors. One of which was a result of the implementation of recommendations made after an intensive audit and review of enrollment and admissions practices initiated in 2015. With the guidance of an enrollment consultant, areas that were addressed included restructuring and filling staff vacancies in both Admissions and Financial Aid. With new staff on board, staff training and professional development focused on new initiatives in improving recruitment and admissions operations. Various new recruitment initiatives were implemented such as Gallaudet 101 information sessions provided to school personnel and tailored to specific sites and audiences to provide current information about Gallaudet and dispel common misconceptions. Other recruitment initiative focused on Academic Bowl outreach; changes in Open House formats, including specialty programs such as Transfer Student Open House; expansion of Youth Programs; and a stronger alignment with the Regional Centers. Another factor was an increased focus on staff training and professional development in working with, retaining, and preparing our current students for success at Gallaudet. For example, the Retention Coordinator working in collaboration with the Director of Academic Advising and Tutoring as well as the Faculty Development Fellow, continued to focus on maximizing the use of the early alert system and connecting students to the appropriate resources and support programs.

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

<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>
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774

**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) 89a0eb

Year	Target	Actual (or date expected)	Status
2004	Not available.	287	Historical Actual
2005	Not available.	311	Historical Actual
2006	Not available.	320	Historical Actual
2007	Not available.	318	Historical Actual
2008	295.0	277	Target Not Met
2009	295.0	277	Target Not Met
2010	295.0	460	Target Exceeded
2011	295.0	368	Target Exceeded
2012	295.0	274	Target Not Met
2013	295.0	330	Target Exceeded
2014	295.0	278	Target Not Met
2015	295.0	297	Target Exceeded
2016	295.0	267	Target Not Met
2017	295.0	266	Target Not Met
2018	295.0	(October, 2017)	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 in the fall of each year and does not include new students who enroll in the spring of the same academic year.

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

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

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

**Explanation.** The number of students enrolled part-time in degree programs or in non-degree granting programs at Gallaudet University in fall 2016 (FY 2017) was a decrease of 1 student compared to the previous year. This number did not meet the target of 295. Gallaudet University reported that in fall 2016, there was a decrease of 59% (13 students), 22% (16 students), and 14% (3 students) from fall 2015 in the enrollment of non-degree-seeking undergraduate students, English Language Institute (ELI) students, and non-degree-seeking graduate students respectively. In addition, for fall 2016, there was a 31% (36 students) increase and no change (30 students) from the fall 2015 enrollment of Professional Studies (PST) and part-time, degree-seeking undergraduate students, respectively.

**Measure 1.3 of 12:** The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase) 89a0ec

Year	Target	Actual (or date expected)	Status
2003	Not available.	617	Historical Actual
2004	Not available.	506	Historical Actual
2005	Not available.	451	Historical Actual
2006	Not available.	466	Historical Actual
2007	Not available.	430	Historical Actual
2008	425.0	383	Target Not Met
2009	425.0	377	Target Not Met
2010	425.0	408	Target Not Met but Improved
2011	425.0	413	Target Not Met but Improved
2012	425.0	410	Target Not Met
2013	425.0	446	Target Exceeded
2014	425.0	469	Target Exceeded
2015	425.0	443	Target Exceeded
2016	440.0	444	Target Exceeded
2017	440.0	426	Target Not Met
2018	440.0	(October, 2017)	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 a degree is an award conferred as official recognition for the successful completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are "degree/certificate seeking."

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

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

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

**Target Context.** In FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in fall 2012 (FY 2013), fall 2013 (FY 2014), and again in fall 2014 (FY 2015), the Department increased the target to 440 graduate students for fall 2015 (FY 2016) and subsequent years. In fall 2015 (FY 2016) Gallaudet University exceeded the target. However, in fall 2016 (FY 2017) Gallaudet did not meet the target.

**Explanation.** Gallaudet University reported that many graduate programs are successful in recruiting and retaining a high percentage of their students, thus maintaining their overall enrollment from the previous year (e.g. MA in Sign Language Education, PhD in Interpretation and MPA in Public Administration, among others). The decrease in new graduate degree-seeking enrollment can be attributed mainly to increased competition from other universities offering similar graduate programs (e.g. MA in Interpretation) as well as a decrease in applications for a number of graduate programs due to an improving employment rate. The Graduate School has hired a new graduate admissions counselor to assist graduate programs with recruitment through social media, with the goal of increasing qualified applications. The Graduate School has also hired a new assistant dean for graduate education to strengthen programming in several areas for current graduate students to assist with their retention. In addition to these efforts, departments are exploring new delivery methods (e.g. online, hybrid) and new graduate programs that will attract more students.

**Measure 1.4 of 12:** 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
2003	225.0	190	Target Not Met
2004	225.0	186	Target Not Met
2005	225.0	182	Target Not Met
2006	225.0	226	Target Exceeded
2007	225.0	218	Target Not Met
2008	225.0	164	Target Not Met
2009	225.0	149	Target Not Met
2010	225.0	151	Target Not Met but Improved
2011	225.0	140	Target Not Met
2012	165.0	165	Target Met
2013	165.0	150	Target Not Met
2014	165.0	149	Target Not Met
2015	165.0	165	Target Met
2016	165.0	166	Target Met
2017	165.0	166	Target Met
2018	165.0	(October, 2017)	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, 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. Gallaudet University



stated that work in these areas, along with strong academic and student life programs, has resulted in on-target student enrollment at MSSD for academic years 2014-2015, 2015-2016, and 2016-2017. )

**Measure 1.5 of 12:** The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University. (Desired direction: increase) 1369

Year	Target	Actual (or date expected)	Status
2003	140.0	152	Target Exceeded
2004	140.0	145	Target Exceeded
2005	140.0	142	Target Exceeded
2006	140.0	141	Target Exceeded
2007	140.0	128	Target Not Met
2008	140.0	127	Target Not Met
2009	140.0	120	Target Not Met
2010	140.0	105	Target Not Met
2011	140.0	99	Target Not Met
2012	115.0	97	Target Not Met
2013	115.0	94	Target Not Met
2014	115.0	92	Target Not Met
2015	115.0	87	Target Not Met
2016	115.0	106	Target Not Met
2017	115.0	111	Target Not Met
2018	115.0	(October, 2017)	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 Kendall Demonstration Elementary School (KDES). Gallaudet University states that this number is reviewed by both the Clerc Center's research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

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

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

Gallaudet University stated that a trend analysis over the past five years indicates that KDES continues to receive a steady stream of inquiries and requests for applications. The Clerc Center is more closely monitoring inquiry rates and improved its data collection process. This enables the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process. The goal is to ensure a higher percentage of inquiries and applications becoming enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to

improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Since FY 2015, KDES enrollment has continued to increase. From FY 2015 to FY 2017, enrollment has increased 28%.

**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) 000000000000002y

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

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

**Frequency of Data Collection:** Annual

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

**Target Context.** Gallaudet University's *2010-2015 Strategic Plan* identified a goal for retaining 75% of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75% of the entering 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 most recent National Center for Educational Statistics report indicated that student retention of first-time, full-time students at 4-year public colleges and universities had an average persistence rate of 81%, with a range from 62% at least selective open-admissions institutions to 96% at the most selective institutions. Similarly, retention at 4-year private colleges and universities showed an average persistence rate of 81%, with a range of 61% at least selective open admission institutions and 96% at the most selective schools (*The Condition of Education 2016, Institutional Retention and Graduation Rates for Undergraduate Students (Cohort 2013 to 2014 data)*).

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

Gallaudet University's first-year persistence rate increased to 80%, an increase of 13 percentage points compared to the previous year at 67%.

During FY 2016, improvements were implemented with the early alert system for students whose behaviors indicated attrition risk, including expansion of early alert interventions and improvement in specific processes used by staff, faculty, and administrators to respond to alerts. Based on this

reexamination and expansion, Gallaudet University offered campus-wide training and coaching on best practices for providing early alert interventions. In addition, the institution implemented an Academic Intervention Team (AIT) in FY 2016 to support and monitor efforts toward timely interventions to students at risk, as well as to intervene with those students who did not respond to initial outreach and intervention efforts. The early alert system continues to expand with the involvement of additional support services such as the Office of Diversity and Equity, the Office of Student Success, Residence Life, and the Registrar's Office in the early alert system. New efforts include a continued expansion of the early alert system and an increased focus on the needs of historically underserved students/students of color, transfer students, and readmit students, including examining institutional structures to better support these students and their success.

**Measure 1.7 of 12:** 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	84	Target Exceeded
2016	80.0	84	Target Exceeded
2017	80.0	(October, 2017)	Pending
2018	80.0	(October, 2018)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University calculates 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. Specifically, the persistence rate is calculated as the number of enrolled master's degree students who return the next fall, divided by the number who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

**Target Context.** Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. In FY 2015 and FY 2016, Gallaudet University exceeded its graduate persistence target of 80%.

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

**Measure 1.8 of 12:** The dropout rate for students in Model Secondary School for the Deaf. (Desired direction: decrease) 89a0bg

Year	Target	Actual (or date expected)	Status
2004	Not available.	11	Historical Actual
2005	Not available.	6	Historical Actual
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13.0	3	Target Exceeded
2010	6.0	3	Target Exceeded
2011	6.0	3	Target Exceeded
2012	6.0	1	Target Exceeded
2013	6.0	1	Target Exceeded
2014	6.0	4	Target Exceeded
2015	6.0	6	Target Met
2016	6.0	3	Target Met
2017	4.0	(October, 2017)	Pending
2018	4.0	(October, 2018)	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 MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD Principal's Office, and Admissions Office follow-up with parents.

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

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

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

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

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

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

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

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

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

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2016.



**Measure 1.9 of 12:** 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	95	Target Met
2016	95.0	93	Target Not Met
2017	95.0	(October, 2017)	Pending
2018	95.0	(October, 2018)	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 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 students, in Power School database program. The Clerc Center merges data from these two database to generate a baseline average attendance rate for the year for KDES.

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

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

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

The Clerc Center has met the target for this measure each year from FY 2011 to FY 2015. However, the target was not met for FY 2016.

**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) 000000000000012

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

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

**Frequency of Data Collection:** Annual

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

**Target Context.** Gallaudet University's *2010-2015 Strategic Plan* identified a goal for improving the graduation rate of its undergraduate students to 50% by FY 2015. In order to get closer to meeting this goal, the targets for FY 2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The target is being raised again in FY 2017 and subsequent years to 45%.

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges have a six-year graduation rate of 58% and private colleges at 65% respectively. Gallaudet University reports that similar data from ACT Educational Services indicates that institutions with Open Admissions (ACT scores in the range of 16-21) at 4-year public colleges and universities have an average six-year graduation rate of 29%, and 4-year private colleges and universities have an average six-year graduation rate of 61.6%.

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

Gallaudet University's six-year graduation rate of first-time, full-time, degree-seeking undergraduate students typically follow the same trends as the student persistence rate of the first-time, full-time degree-seeking undergraduate students. Between FY 2010 and FY 2011, the student persistence rate of the first-

time, full-time degree-seeking undergraduate students dropped by 3 percentage points (73% to 70%), which gave reason to expect a drop from FY 2015 to FY 2016 in the six-year graduation rate of the first-time, full-time degree-seeking undergraduate students. Between FY 2015 and FY 2016, the six-year graduation rate of the first-time, full-time degree-seeking undergraduate students also dropped by 3 percentage points (46% to 43%). While Gallaudet University's six-year graduation rate of first-time, full-time, degree-seeking undergraduate students continues to exceed the target, Gallaudet continues to focus on implementing action plans outlined in Strategic Goal B in an effort to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students, such as expanding the early alert system, increasing the number of students declaring their major by their third year, and focusing on faculty advising in the major.

**Measure 1.11 of 12:** 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	83	Target Exceeded
2016	74.0	76	Target Exceeded
2017	74.0	(October, 2017)	Pending
2018	74.0	(October, 2018)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University calculates 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.

**Target Context.** Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years. In FY 2016, the graduation rate of University's graduate students at 76% exceeded the target.

**Explanation.** This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure. However, between FY 2015 and FY 2016, the graduation rate of graduate students dropped by 7 percentage points (83% to 76%). Gallaudet University's graduation rate of graduate students typically follow the same trends as the student persistence rate of graduate students. Between FY 2013 and FY 2014, the persistence rate of graduate students dropped by 4 percentage points (83% to 79%), which gave reason to expect a drop from FY 2015 to FY 2016 in the graduation rate of graduate students. Gallaudet University also reported that there were a few graduate students who were still enrolled in their MA programs during FY 2016. If they had graduated within three years, the graduation rate of graduate students would have matched the student persistence rate of 79%, which would have matched the drop in the student persistence rate of graduate students.

**Measure 1.12 of 12:** 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	Set Baseline	72	Baseline
2015	65.0	73	Target Exceeded
2016	65.0	79	Target Exceeded
2017	65.0	(October, 2017)	Pending
2018	65.0	(October, 2018)	Pending

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

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

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

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

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

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

When attempting to do retrospective calculations some of the variables needed to calculate the ACGR data points were not available on a large percentage of the graduating students from 2012 and 2013. Therefore, retroactively calculating the graduation rates of MSSD from 2012 and 2013 with validity using the ACGR is not an accurate reflection of program performance (due to missing data, rather than low graduation rates).

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

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

The target for 2015 and subsequent years is set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available. (The NCES reported that the national graduation rates for students with disabilities in 2012-2013 and in 2013-2014 were 62% and 63%, respectively.)

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

**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
2003	41.0	54	Target Exceeded
2004	50.0	91	Target Exceeded
2005	55.0	56	Target Exceeded
2006	55.0	84	Target Exceeded
2007	55.0	89	Target Exceeded
2008	55.0	54	Target Not Met
2009	55.0	43	Target Not Met
2010	55.0	34	Target Not Met
2011	55.0	31	Target Not Met
2012	55.0	181	Target Exceeded
2013	55.0	113	Target Exceeded
2014	120.0	187	Target Exceeded
2015	120.0	77	Target Not Met
2016	120.0	360	Target Exceeded
2017	140.0	(October, 2017)	Pending
2018	140.0	(October, 2018)	Pending

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

**Frequency of Data Collection:** Annual

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

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

**Explanation.** The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center in FY 2012 to include 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. In FY 2014, the Clerc Center offered two online webinars, which included 150 schools and organizations. In FY 2015, the Clerc Center did not host any webinars; but in FY 2016, the Clerc Center offered two online webinars, which included 316 schools and organizations.

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

**Measure 3.1 of 5:** The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase) 1378

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

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

**Frequency of Data Collection:** Annual

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

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

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



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

Each alumnus is counted once in their primary category as: (1) working 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 2014 graduates when their answers indicated they fit the qualifications of more than one category.

<b>Survey Respondents</b>	
Employed	100
Education	40
Neither	10
<b>TOTAL RESPONDENTS</b>	150
Unknown/not responded	53
<b>TOTAL GRADUATES</b>	<b>203</b>

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

The percentage of Gallaudet University's undergraduate students who graduated in 2014 and who are employed during their first year after graduation decreased 10% from the previous year. Gallaudet University stated that this might be due to an increase percentage of students pursuing additional education. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

**Measure 3.2 of 5:** The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation. (Desired direction: increase) 1379

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

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

**Frequency of Data Collection:** Annual

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

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

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

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

Each alumnus is counted once in their primary category as: (1) working 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 2014 graduates when their answers indicated they fit the qualifications of more than one category.

<b>Survey Respondents</b>	
Employed	100
Education	40
Neither	10
<b>TOTAL RESPONDENTS</b>	150
Unknown/not responded	53
<b>TOTAL GRADUATES</b>	<b>203</b>

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

The percentage of Gallaudet University undergraduate students who graduated in 2014 and who are in advanced education or training during their first year after graduation increased 8% compared to the previous year. Gallaudet University states that this increase is due to the decrease of graduates who are employed during their first year after graduation. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

**Measure 3.3 of 5:** The percentage of Gallaudet University Bachelor graduates who are not employed nor in advanced education or training during their first year after graduation. (Desired direction: decrease) 1914

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are 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.

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

**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 downward to 2% for FY 2015 and subsequent years.

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

Each alumnus is counted once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2014 graduates when their answers indicated they fit the qualifications of more than one category.

<b>Survey Respondents</b>	
Employed	100
Education	40
Neither	10
<b>TOTAL RESPONDENTS</b>	150
Unknown/not responded	53
<b>TOTAL GRADUATES</b>	<b>203</b>

Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

**Measure 3.4 of 5:** The percentage of Model Secondary School graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation. (Desired direction: decrease) 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	25.0	7	Target Exceeded
2015	25.0	17	Target Exceeded
2016	25.0	(October, 2017)	Pending
2017	25.0	(October, 2018)	Pending
2018	25.0	(September, 2019)	Pending

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

**Frequency of Data Collection:** Annual

**Data Quality.** Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query in the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 79% of the 2015 graduating class.

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

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

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

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

<b>Survey Respondents</b>	
Employed or in higher education one year after graduation	25
Doing neither one year after graduation	5
<b>TOTAL RESPONDENTS</b>	<b>30</b>
Unknown/not responded	8
<b>TOTAL CLERC CENTER 2015 GRADUATES</b>	<b>38</b>

**Measure 3.5 of 5:** The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase) 89a1tr

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

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

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

In FY 2016, the Clerc Center was able to get one-year follow-up data on 79% of the 2015 graduating class.

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

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service since. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and is comparable to data provided by the Office of Special Education for 2009, 2010, 2011 at 72.5%, 72.5%, and 73.5%, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly. (OSEP reported that the national percentage of high school graduates either enrolled in college or post-secondary education or training or employed in 2012 and 2013 was 73% and 76%, respectively.)

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



<b>Survey Respondents</b>	
Employed or in higher education one year after graduation	25
Doing neither one year after graduation	5
<b>TOTAL RESPONDENTS</b>	<b>30</b>
Unknown/not responded	8
<b>TOTAL CLERC CENTER 2015 GRADUATES</b>	<b>38</b>

**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
2003	Not available.	227,487	Historical Actual
2004	Not available.	227,453	Historical Actual
2005	Not available.	219,897	Historical Actual
2006	Not available.	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356.0	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	238,197	Target Exceeded
2016	269,307.0	223,219	Target Exceeded
2017	269,307.0	(January, 2018)	Pending
2018	269,307.0	(January, 2019)	Pending

**Source.** Gallaudet University, Administration & Finance.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2016 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2011 to FY 2016 (six years of appropriations divided by the number of graduates in the current year, both undergraduate and graduate students). The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University. Students' Federal 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.

**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 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, as follows:

2015: 2.1%

2016: 2.1%

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

**Explanation.** Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.7% and .6% from FY 2015, respectively; while the number of students graduating increased by 7.4%. With the rate of students graduating growing faster than the rate of increases in educational expenses and the Federal appropriations, the Federal and total educational costs per graduate decreased over the same period.

**Measure 4.2 of 2: Total educational cost per graduate.** (Desired direction: decrease) 89a03z

Year	Target	Actual (or date expected)	Status
2003	Not available.	271,735	Historical Actual
2004	Not available.	272,294	Historical Actual
2005	Not available.	263,088	Historical Actual
2006	Not available.	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279.0	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	270,652	Target Exceeded
2016	321,474.0	256,199	Target Exceeded
2017	321,474.0	(January, 2018)	Pending
2018	321,474.0	(January, 2019)	Pending

**Source.** Gallaudet University, Administration & Finance.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2016 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2011 to FY 2016 (six years of educational costs divided by the number of graduates in the current year, both undergraduate and graduate students). The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University. Costs associated with public services, auxiliary enterprises, and construction, are excluded from this calculation.

**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 cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate

each year.

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

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

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

2015: 2.1%  
2016: 2.1%

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

**Explanation.** Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.7% and .6% from FY 2015, respectively; while the number of students graduating increased by 7.4%. With the rate of students graduating growing faster than the rate of increases in educational expenses and the Federal appropriations, the Federal and total educational costs per graduate decreased over the same period.