

# Archived Information

## GALLAUDET UNIVERSITY

<p><b>Goal:</b> 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, provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing, and establish a sustainable resource base.</p> <p><b>Legislation:</b> Education of the Deaf Act (EDA) of 1986, as amended by P.L.s 102-421 and 103-73.</p>	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$59	2000	\$86
	1990	\$68	2001	\$89
	1995	\$80	2002 (Requested)	\$89

### Program Description

Gallaudet University is a federally chartered, private, nonprofit educational institution providing elementary, secondary, undergraduate, and continuing education programs for persons who are deaf. The University offers a traditional liberal arts curriculum for students who are deaf and graduate programs in fields related to deafness for students who are deaf and students who are hearing. Gallaudet also conducts a wide variety of basic and applied deafness research and provides public service programs for persons who are deaf and professionals who work with persons who are deaf. To increase the effectiveness of its instructional programs, the University provides communications training, counseling, speech and audiological services, educational assessment and evaluation, family education, medical services and other support services for its students. This is a current-funded program for which funds are available from October 1 to September 30.

On its campus, Gallaudet operates two federally funded elementary and secondary education programs. The Kendall Demonstration Elementary School (KDES) operates an elementary school for children who are deaf, and the Model Secondary School for the Deaf (MSSD) provides secondary education programs for students who are deaf. These programs support the development, evaluation, and dissemination of model curricula, instructional techniques and strategies, and materials that can be used in a variety of educational environments serving individuals who are deaf and hard of hearing throughout the nation. MSSD and KDES are required to include students preparing for postsecondary education other than college and students with a broad spectrum of needs, such as students who are lower achieving academically, come from non-English speaking homes, have secondary disabilities, are members of minority groups, or are from rural areas. The Act also requires the elementary and secondary education programs to ensure that special education and related services provided to children enrolled in these programs by their parents are in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). For children placed by a local educational agency (LEA), that agency is responsible for ensuring that special education and related services are provided to those children in accordance with Part B of IDEA.

The Federal endowment grant program is designed to assist in meeting the future needs of Gallaudet University by producing a growing independent source of revenue for the University. The Secretary makes payments to the endowment program equal to sums contributed to the fund from non-Federal sources. Gallaudet University may retain up to 50 percent of the income of the fund for expenses necessary to the operation of the University such as personnel, construction and renovation, community and student services, technical assistance, and research. The other 50 percent of the interest returns to the corpus. After a period of 10 years from an initial investment, the University may access the entire amount of the interest associated with a year's match. The University has the discretion to determine the amount of funds to be designated for use under the endowment grant program, subject to the availability of appropriations. As of September 30, 2000, the market value of the Federal Endowment Grant program corpus, including Federal, private, and reinvested funds, was \$50.12 million.

## Program Performance

OBJECTIVE 1: 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.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Undergraduate enrollment</i>			<p><b>Status:</b> Undergraduate and Professional Studies enrollment targets were exceeded. Positive movement toward Graduate enrollment target. Kendall School enrollment target exceeded; Model Secondary School fell short of its target.</p> <p><b>Explanation:</b> The number of undergraduate students and students in professional studies have increased beyond their respective targets. There was a significant increase in the number of graduate students reported in the Fall of 2000 indicating an upward trend. This increase, coupled with graduate school recruitment efforts, should result in achieving the 700 target. Enrollment numbers at the Kendall School slightly increased in the Fall of 2000, but dropped in the Fall of 2000 for the Model Secondary School. Appropriate efforts will be made during FY 2001 to bring the Model School enrollment up toward its target of 225.</p> <p>Gallaudet has established minimum enrollment targets based on longstanding enrollment targets and historical trends recognizing that actual figures may vary from year to year.</p>	<p><b>Source:</b> Collegiate Office of Enrollment Services, and Clerc Center student database, FY 2001 enrollment as of October 2000; summarized in Gallaudet's FY 2000 annual report, submitted in 2001.</p> <p><i>Frequency:</i> Annually. <i>Next collection update:</i> Fall 2001. <i>Date to be reported:</i> November 2001.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet University and the Clerc Center. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year	Actual Performance	Performance Targets		
FY 1998:	1,339			
FY 1999:	1,300	1,250		
<b>FY 2000:</b>	<b>1,318</b>	<b>1,250</b>		
FY 2001:	1,321	1,250		
FY 2002:		1,250		
<i>Graduate enrollment</i>				
FY 1998:	714			
FY 1999:	628	700		
<b>FY 2000:</b>	<b>541</b>	<b>700</b>		
FY 2001:	625	700		
FY 2002:		700		
<i>Professional studies enrollment</i>				
FY 1998:	92			
FY 1999:	70	70		
<b>FY 2000:</b>	<b>86</b>	<b>70</b>		
FY 2001:	93	70		
FY 2002:		70		
<i>Model School enrollment</i>				
FY 1998:	224			
FY 1999:	209	225		
<b>FY 2000:</b>	<b>219</b>	<b>225</b>		
FY 2001:	205	225		
FY 2002:		225		
<i>Kendall School enrollment</i>				
FY 1998:	137			
FY 1999:	117	140		
<b>FY 2000:</b>	<b>135</b>	<b>140</b>		
FY 2001:	148	140		
FY 2002:		140		

Indicator 1.2 Student retention rate: Increase the undergraduate retention rate and maintain a minimum retention rate of 90 percent at the Model School/Kendall School.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Undergraduate retention rate</i>			<p><b>Status:</b> There was a slight decrease in the undergraduate retention rate and a decrease in the Clerc Center (Model and Kendall) rate in FY 2000.</p> <p><b>Explanation:</b> The undergraduate retention rate for FY 2000 decreased slightly. Movement towards this target has been understandably slow. Many students enter Gallaudet “at risk” and leave to pursue other life goals. The University is developing a literacy action plan which should improve its ability to retain this “at risk” group. New strategic action plans aimed at retention and developmental students will increase the retention rate gradually. Therefore, the retention target for FY 2001 has been changed to 76 percent and will be maintained through FY 2002.</p> <p>The Clerc Center Schools retention rate also decreased in FY 2000. Efforts at increasing enrollment resulted in admitting students with more challenges. The Clerc Center plans to focus on increased support and retention efforts for students with special challenges.</p>	<p><b>Source:</b> Collegiate Office of the Registrar and Clerc Center (Model and Kendall Schools) Office of Exemplary Programs and Research records, summarized in the FY 2000 annual report, submitted in 2001.</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection update:</i> Fall 2001.</p> <p><i>Date to be reported:</i> November 2001.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet University and the Clerc Center. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Gallaudet plans to develop action plans aimed at literacy for developmental students to help improve retention.</p>
Year	Actual Performance	Performance Targets		
FY 1998:	72%			
FY 1999:	73%	75%		
<b>FY 2000:</b>	<b>72%</b>	<b>76%</b>		
FY 2001:		76%		
FY 2002:		76%		
<i>Clerc Center: Model School and Kendall School retention rate</i>				
FY 1998:	85%			
FY 1999:	92%	90%		
<b>FY 2000:</b>	<b>82%</b>	<b>90%</b>		
FY 2001:		90%		
FY2002:		90%		
Indicator 1.3 Student graduation rate: The undergraduate graduation rates at the university will increase. The Model School graduation rate will be maintained.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Undergraduate graduation rate</i>			<p><b>Status:</b> The Undergraduate graduation rate and the Model Secondary School graduation rate targets were both exceeded.</p> <p><b>Explanation:</b> In FY 1999, the Model School implemented a new “fifth year option” for seniors who are not ready to graduate after four years. This action was the result of a decision to make the Model School graduation requirements more rigorous. The Model School graduation rate is especially high this year because it includes several FY 1999 seniors who stayed an additional year, then graduated in June 2000, thus boosting the overall graduation rate.</p>	<p><b>Source:</b> Collegiate Office of the Registrar and the Clerc Center Office of Exemplary Programs and Research records, summarized in the FY 2000 annual report, submitted in 2001.</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection update:</i> Fall 2001.</p> <p><i>Date to be reported:</i> November 2001.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet University and the Clerc Center. No formal verification procedures applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year	Actual Performance	Performance Targets		
FY 1998:	41%			
FY 1999:	42%	41%		
<b>FY 2000:</b>	<b>44%</b>	<b>42%</b>		
FY 2001:		43%		
FY 2002:		44%		
<i>Model School graduation rate</i>				
FY 1998:	93%			
FY 1999:	88%	94%		
<b>FY 2000:</b>	<b>98%</b>	<b>94%</b>		
FY 2001:		94%		
FY 2002:		94%		

OBJECTIVE 2: CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES PREPARE STUDENTS TO MEET THE SKILL REQUIREMENTS OF THE WORKPLACE OR TO CONTINUE THEIR STUDIES.

**Indicator 2.1 Employment and advanced studies opportunities at the University: Ninety-five percent of Gallaudet’s Bachelor Degree graduates will either find employment or attend graduate school during their first year after graduation; 50 percent of the Gallaudet students will apply to and be accepted into programs of advanced study beyond the baccalaureate degree.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Graduates in jobs or graduate school during first year after graduation (%)</i>			<p><b>Status:</b> Target met for Bachelor degree graduates employed and/or in graduate programs their first year after graduation. Negative trend away from target for students who apply to and are accepted into programs of advanced study beyond the baccalaureate degree.</p> <p><b>Explanation:</b> There was a decline in the number of graduates accepted into advanced studies programs in FY 2000. The 1999 levels of 98 percent and 52 percent, respectively, are quite high for college graduates. Gallaudet recognizes that there will be variations in the above rates from year to year but believes that targets of 95 and 50 percent, respectively, represent reasonable long-term targets. The FY 2000 actual performance of 38 percent of students accepted into advanced studies reflects the natural variability from cohort to cohort. Enrollment into advanced studies is also linked to general economic conditions. When the economy is strong, graduates tend to be attracted to the job market.</p>	<p><b>Source:</b> University studies on the status of graduates' employment and advanced studies, February 2000, and the graduate follow-up studies, February 2000.  <i>Frequency:</i> Annually.  <i>Next collection update:</i> Fall 2001.  <i>Date to be reported:</i> November 2001.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet University. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year	Actual Performance	Performance Targets		
FY 1998:	95% (1996 grads. in 1997)			
FY 1999:	98% (1997 grads. in 1998)	95% (1997 grads. in 1998)		
<b>FY 2000:</b>	<b>97% (1998 grads.in 1999)</b>	<b>95% (1998 grads. in 1999)</b>		
FY 2001:		95% (1999 grads. in 2000)		
FY 2002:		95% (2000 grads. in 2001)		
<i>Graduates accepted into advanced studies programs (%)</i>				
FY 1998:	48% (1996 grads. in 1997)			
FY 1999:	52% (1997 grads. in 1998)	50% (1997 grads. in 1998)		
<b>FY 2000:</b>	<b>38% (1998 grads in 1999)</b>	<b>50% (1998 grads. in 1999)</b>		
FY 2001:		50% (1999 grads. in 2000)		
FY 2002:		50% (2000 grads. in 2001)		

OBJECTIVE 3: RESEARCH CONDUCTED CONTRIBUTES TO HIGH-QUALITY, STATE-OF-THE-ART EDUCATIONAL SERVICES FOR DEAF AND HARD-OF-HEARING INDIVIDUALS.

Targets and Performance Data							Assessment of Progress	Sources and Data Quality
<i>University Programs Research, Development, and Demonstration Activities</i>							<p><b>Status:</b> Unable to judge at this time for University Programs. Baseline and targets now determined for Clerc Center Programs.</p> <p><b>Explanation:</b> Plans for determining baseline data and setting targets on research priorities for the University has been designed and implemented. After gathering and analyzing data, targets will be set in FY 2001.</p> <p>Clerc Center is measuring performance in three categories: 1) Percentage of survey respondents (n=704) who said they were satisfied with Clerc Center products, training, or services; 2) Percentage of web site viewers (1,390 on-line survey respondents) who said the Clerc Center web pages met their needs; 3) Percentage of 56 professionals in the field who reviewed a paper describing the Clerc Center public input process and agree the process is appropriate.</p>	<p><b>Source:</b> University Programs: Report on Assessment of public input, summarized in the FY 2001 Annual Report, submitted in 2002. <i>Frequency:</i> Periodically. <i>Next collection update:</i> To be determined. <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedure:</b> To be determined.</p> <p><b>Limitations of Data and Planned Improvements:</b> To be determined.</p> <p><b>Source:</b> Clerc Center: Report on Assessment of public input, summarized in the FY 2000 Annual Report, submitted in 2001. <i>Frequency:</i> Annually for categories 1 and 2; every five years for category 3. <i>Next collection update:</i> Ongoing for categories 1 and 2; FY 2005 for category 3. <i>Date to be reported:</i> November 2001 for categories 1 and 2; November 2005 for category 3.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet’s Clerc Center. No formal verification procedure applied.</p> <p><b>Limitation of Data and Planned Improvements:</b> None</p>
<p><b>Actual Performance:</b> Baseline to be determined in FY 2001.</p> <p><b>Performance Targets:</b> Target will be established upon receipt of baseline data.</p> <p><i>Clerc Center Research, Development, and Demonstration Activities</i></p>								
Year	Actual Performance			Performance Targets				
	Respondents satisfied with products, training, or services	Viewers satisfied with website	Professionals agree public input process is appropriate	Respondents satisfied with products, training, or services	Viewers satisfied with website	Professionals agree public input process is appropriate		
<b>FY 2000:</b>	<b>96%</b>	<b>69%</b>	<b>96%</b>					
FY 2001:				96%	69%			
FY 2002:				96%	69%			

OBJECTIVE 4: GALLAUDET WORKS IN PARTNERSHIP WITH OTHERS TO DEVELOP AND DISSEMINATE EDUCATIONAL PROGRAMS AND MATERIALS FOR DEAF AND HARD-OF-HEARING STUDENTS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Programs adopting Model/Kendall Innovative strategies/curricula</i>			<p><b>Status:</b> Target exceeded in 2000.</p> <p><b>Explanation:</b> Although the target was exceeded in FY 2000, we have retained the previously stated performance targets for FY 2001 and FY 2002 until we have more experience with actual performance in this area. Data are based on the number of programs with whom the Clerc Center has ongoing collaborative relationships, and the number of programs that invested a substantial amount of money and staff time to send their staff to the Clerc Center for training in the use of its curricula and strategies.</p>	<p><b>Source:</b> Records of the Clerc Center Office of Training and Professional Development, summarized in the FY 2000 Annual Report, submitted in 2001.</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection update:</i> Ongoing.</p> <p><i>Date to be reported:</i> November 2001.</p> <p><b>Validation Procedure:</b> Data supplied by Gallaudet's Clerc Center. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year	Actual Performance	Performance Targets		
FY 1998:	41			
FY 1999:	52	41		
<b>FY 2000:</b>	<b>62</b>	<b>41</b>		
FY 2001:		41		
FY 2002:		41		

