

Gallaudet Benchmark Project
Office of Institutional Research
Version 1
1/13/2008

Purpose

The purposes of the project are to

- \$ Assemble in one document all current externally required indicators in order to inform the University community;
- \$ Focus community attention on critical indicators in relation to appropriate reference points;
- \$ Generate useful data for planning purposes.
- \$ Provide a framework for institutional introspection through the development of a fact-based philosophy of decision-making and continuous improvement;
- \$ Identify a comprehensive set of input and output measures that describe performance
- \$ Create common definitions of key terms by:
 - o Establishing commonly agreed upon definitions of terms that allow valid comparisons
 - o Developing a comprehensive base of analysis that permits meaningful comparisons
- \$ Establish a set of data that will inform the University in the current year and provide a baseline for longitudinal analysis in the years ahead.

Benchmark Reference Options

There are two general sets of reference points for developing benchmarks. One is historical data from the target institution while the other is the use of external referents defined by a set of specific criteria.

Historical Data: 10 year baseline data from Gallaudet.

A 10 year historic baseline is useful for several reasons.

- \$ MSCHE accreditation occurs in 10 year cycles.
- \$ 10 years gives sufficient data points for stability of measures of central tendency as well as reasonable degrees of variation, that is, it reduces”“roller coaster” effects for any one year.
- \$ Electronic files within the University are now generally available as far back as 10 years ago.
- \$ Publically available data sets are currently available in a 5 to 7 year time frame.

Defining Comparison Groups

There are two general categories of external comparison groups: competitors and comparables.

Competitor comparisons for an educational institution are defined as those who potentially or actually draw students away from the target institution. In Gallaudet's case, the most likely institutions would be NTID and CSUN. Using a competitor analysis as the basis for defining a benchmark has both advantages and disadvantages. The drawbacks to using a competitor peer group for Gallaudet is that NTID and CSUN do not appeal to exactly the same student body as Gallaudet and both of these institutions publicly available information about its deaf students is reported inside the larger institution's data, thus making accessing the data problematic.

Another approach to establishing a comparison group is to first define a set of criteria and then look for similar institutions. This approach also has advantages and disadvantages.

In opting for the comparable institutions as the reference point, there are at least two possible categories for basing a comparison.

\$ Functional Variables and
\$ Student Body Characteristics

Functional variables could be defined by
\$ Public or private 4 year and above
\$ Carnegie classification (Masters I)
\$ Similar size (less than 2000 students)

Student Body Characteristics could be defined by
\$ Admissions policy (Open)
\$ Percentage of minority group enrollment
\$ Average ACT score

Generating the Benchmark Colleges

Functional Peers

Functional Peers are 19 small colleges and universities around the United States. They enroll fewer than 2500 undergraduates and between 250 and 525 graduate students. They tend to be religious connected schools such as Alverno College in Milwaukee, Wisconsin (Catholic) or Oklahoma Christian University. They tend to have more white undergraduates than Gallaudet (70% to 61%); more women undergraduates (61% to 53%), and fewer women graduate students (69% to 78%). They are functionally similar because of their size and degree granting status (small MA-granting).

Functionally Similar (n=19)

Alverno College
College of Mount Saint Vincent
Cornerstone University
Holy Names University

La Sierra University
Lynchburg College
Lynn University
Malone College
Mount St Mary's College
Northwest Nazarene University
Oklahoma Christian University
Prescott College
Regis College
Saint Martin's University
Salve Regina University
University of Rio Grande
University of Saint Francis-Ft Wayne
Utica College
Walsh University

Student Body Peers

Student body peers are 11 small colleges around the United States with student bodies roughly similar to Gallaudet. Unlike the functional peers this group tends to be either private, non-religious or small state institutions with a percentage of minority students, ACT admissions scores, and an open admissions policy. These institutions admit 68% of applicants versus 70% for Gallaudet. Their 25th percentile ACT score is 17 versus 14 for Gallaudet. Their 75th percentile ACT composite score is 23 versus 18 for Gallaudet. 59% of its undergraduates are females and 66% are white.

Similar Student Body (n=11)

Belmont Abbey College
Chestnut Hill College
Franklin College
Fresno Pacific University
Louisiana College
Pfeiffer University
Reinhardt College
Spalding University
Texas Wesleyan University
University of Dubuque
Warner Southern College

The table below lists the various benchmarks that are currently available.

List of Academic Benchmarks

		Gallaudet 2006	Gallaudet 9 year average	Functional Peer Group 2006 ² (N=19)	Student Body Peer Group 2006 ² (N=11)
Admissions	Number of undergraduate applicants	411	550	1145	860
	Percent admitted	70%	73%	71%	68%
	Percent enrolled	51%	52%	31%	31%
	25th Percentile ACT Composite Score	14		19	17
	75th Percentile ACT Composite Score	18		23	23
Enrollment	Total Undergraduate FTE enrollment	1161	1175	1921	941
	Total Graduate FTE enrollment	381	415	336	87
	Total enrollment	1565	1590	1921	1028
	% Undergraduate females	53%	53%	61%	59%
	% Undergraduate white	62%	62%	70%	66%
	% Graduate student females	78%		69%	68%
	% Graduate students white	70%		73%	65%
Costs & Fees	Academic year tuition and required fees (undergraduate)	\$12,260		\$16,450	\$16,450
	Percent of students receiving financial aid	86%			
	Percent receiving loans (Full time undergrads)	29%		71%	70%
	Average amount of loans (Full time undergrads)	\$5,330		\$4,889	\$4,050
	Core expenses per FTE for instruction	\$31,990		\$6,172	\$6,155
	Core expenses per FTE for research	\$3,822		\$0	\$0
	Core expenses per FTE for academic support	\$8,358		\$1,673	\$1,341
	Core expenses per FTE for student services	\$7,077		\$2,706	\$2,917
	Endowment assets(year end)per FTE enrollment	\$117,849		\$9,414	\$7,567
	Average salaries of full-time instructional staff equated to 9-month contracts	\$88,218		\$51,758	\$49,571
Academic Programs	Student / Faculty Ratio	6.9	7.0	19.8	10.6

Persistence to Graduation	First Year Retention	64%	65%		
	6 year graduation rate ¹	32%	26%	45%	40%
	African American graduation rate	23%		31%	25%
	Graduate years to complete				
Academic Achievement	Undergraduate literacy rate ¹				
	Undergraduate Employment ¹	73%	82%		
	Undergraduate Additional Training ¹	37%	36%		
	Undergraduates Unengaged ¹	12%	11%		
	Graduate Full Time Employment ¹	92%	84%		
¹ GPRA Indicator					
² Based on Group Median					