

December 31, 2003

The Honorable Roderick Paige  
Secretary of Education  
U.S. Department of Education  
600 Independence Avenue, S.W.  
Washington, DC 20202

Dear Secretary Paige:

We are pleased to present to you the 37<sup>th</sup> Annual Report (Fiscal Year 2003) on the activities and accomplishments of the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT), in accordance with the requirements of the Education of the Deaf Act. We also are pleased to announce that this report now is available on the Web at [www.ntidweb.rit.edu/media/annual\\_report2003.pdf](http://www.ntidweb.rit.edu/media/annual_report2003.pdf)

NTID, with support from RIT, is well positioned to continue providing excellent educational programs for its students, thus ensuring that men and women who are deaf or hard of hearing receive a high quality education and are well prepared to enter society and the workplace.

We are pleased to report that NTID had another good recruitment year. A total of 410 new students were admitted to NTID in fiscal 2003. This is same number as last year, yet overall enrollment increased from 1,231 to 1,270.

It is clear that NTID's programs and services continue to be in demand. It is equally clear that NTID maintains an exemplary reputation that is grounded in the outstanding work it does with students and the outcomes that result.

As we embark on a new academic year, NTID remains committed to the standards established in its strategic plan, which are reflected in our mission statement: To provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

Like other organizations and institutions of higher education, NTID must balance the reality of maximizing its effectiveness while managing its resources wisely and vigorously seeking outside sources of revenue. We will continue striving to serve our students with high quality programs and services. Thank you for your continuing support.

Sincerely,

Albert J. Simone  
President, RIT

T. Alan Hurwitz  
Vice President and Dean  
National Technical Institute for the Deaf

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## MISSION STATEMENT

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*The primary mission of the National Technical Institute for the Deaf is to provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning. Secondly, NTID prepares professionals to work in fields related to deafness; undertakes a program of applied research designed to enhance the social, economic, and educational accommodation of deaf people; and shares its knowledge and expertise through outreach and other information dissemination programs.*

## ***National Technical Institute for the Deaf—At a Glance***

### **CHARACTER:**

World's first and largest technological college for students who are deaf or hard of hearing. One of eight colleges of Rochester Institute of Technology (RIT), a privately endowed, coeducational university that is student centered and career focused.

### **MISSION:**

To provide deaf and hard-of-hearing students with outstanding state-of-the art technical and professional education programs, complemented by a strong liberal arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

### **FOUNDED:**

Formally established in 1965 through an Act of Congress (PL89-36). Began operation in 1968 at RIT, which was founded in 1829.

### **LOCATION:**

Western New York, in suburban Rochester, just a few hours from Niagara Falls and Toronto.

### **RIT CAMPUS:**

1,300 acres, 200 buildings (4.8 million square feet).

### **ENROLLMENT:**

Undergraduate: 1,064 deaf and hard-of-hearing students, 92 hearing students (hearing students are enrolled in ASL-English Interpretation program). Graduate: 114 students both hearing and deaf, (69 in the Master of Science in Secondary Education of Students Who are Deaf program and 45 in the other colleges of RIT). These students study and reside on a campus that includes 14,400 hearing students studying at the baccalaureate, master's, and doctoral levels.

### **MALE/FEMALE RATIO:**

56 percent male, 44 percent female.

### **DIVERSITY:**

Of the 1,270 students enrolled, 26 percent are minority students and 6 percent are international students representing 18 different countries.

### **RESIDENCE LIFE:**

Most undergraduates live in campus residence halls, apartments, and townhouses. On-campus fraternities, sororities, and special-interest houses also are available.

### **RIT CAMPUS ACTIVITIES:**

More than 100 clubs and organizations, creative arts program, intercollegiate (NCAA Division III) sports, student government, interfaith religious center.

### **RIT CAMPUS TECHNOLOGY:**

High-Tech Learning Center, dozens of Smart Classrooms with state-of-the-art computers and multimedia-based technologies, microcomputer labs, computer graphics and computer aided drafting labs, microelectronics and computer engineering facilities, digital and traditional printing presses, laser optics lab, computer-controlled observatory. Fully networked residence halls, equipped with strobe lights and telephone amplifiers.

### **RESEARCH:**

Integrated research program of national and international prominence focusing on language and literacy, teaching and learning, sociocultural influences, career development, and technology integration.

### **CO-OP:**

As an integral part of RIT, which has one of the oldest and largest cooperative education programs in the world, NTID provides practical, on-the-job experience for students.

### **PLACEMENT:**

Over the last five years, 92 percent of deaf graduates who chose to enter the labor market have obtained jobs in business, industry, government, education, and other fields.

### **COMMUNICATION/SUPPORT:**

Instructors use a variety of communication strategies while teaching, including sign language, speech, fingerspelling, writing, facial expression, body language, and visual aids. Support services include notetakers, tutors, and the largest interpreting staff for a college program in the United States.

### **ANNUAL EXPENSES 2002-2003:**

Tuition	\$ 6,525
Room	\$ 4,260
Board	\$ 3,267
Fees	\$ 558
Total	\$14,610

### **FINANCIAL AID:**

A combination of grant-in-aid, Vocational Rehabilitation, Pell, federal, and state grants are available to students in need. In addition, more than \$23 million in 56 endowed funds generates scholarship support for students based on financial need and academic merit. Average aid per student: \$8,914.

### **ADMISSION REQUIREMENTS:**

Must have a hearing loss in the better ear (unaided) of 70 decibels (ANSI, 1969) or greater across the 500 to 2,000 Hertz range. ACT test results required.

### **ACADEMIC YEAR:**

Quarter system divides calendar year into four 11-week terms, beginning with fall quarter in September. Traditional academic year runs September through May.

### **DEGREE PROGRAMS:**

Students enrolled in NTID can earn associate degrees in more than 30 accredited programs. Qualified deaf and hard-of-hearing students also can earn bachelor's or master's degrees in more than 200 programs offered by RIT's other seven colleges: Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, and Science.

## EXECUTIVE SUMMARY

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>New Registrations</b>					
Admissions (Deaf Students Only)					
Applications	691	740	728	776	753
Acceptances	496	513	472	461	435
Registrations	371	386	366	355	320
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	42	43	17	19	48
M.S. in Secondary Education	21	15	22	36	42
<b>Total New Registrations</b>	<b>434</b>	<b>444</b>	<b>405</b>	<b>410</b>	<b>410</b>
<b>Enrollment</b>					
Deaf Students Only					
Career Decision Making	105	91	107	94	85
Technical Programs (Associate)	525	551	574	550	545
Professional Programs (B.S.)	452	445	440	449	434
Professional Programs (Master's)	25	26	30	29	45
Subtotal – Deaf Students	1,107	1,113	1,151	1,122	1,109
Other Enrollments					
ASL-English Interpretation	77	75	49	65	92
M.S. in Secondary Education	36	31	34	44	69
Subtotal – Other	113	106	83	109	161
<b>Total Enrollment</b>	<b>1,220</b>	<b>1,219</b>	<b>1,234</b>	<b>1,231</b>	<b>1,270</b>
<b>Financial Aid</b>					
Grant-in-Aid	\$991,945	\$893,832	\$927,744	\$864,544	\$974,234
Vocational Rehabilitation	4,223,705	4,686,329	4,566,571	4,939,544	5,564,705
Pell Grants	753,282	770,590	875,264	944,518	1,126,403
State Grants	420,170	465,421	342,740	411,898	476,684
Federal Loans	1,757,776	1,626,282	1,693,358	1,719,949	1,895,509
Scholarships & Other	696,459	888,640	979,376	1,006,463	936,162
<b>Total Financial Aid</b>	<b>\$8,843,337</b>	<b>\$9,331,094</b>	<b>\$9,385,053</b>	<b>\$9,886,916</b>	<b>\$10,973,179</b>
<b>Average Aid per Student</b>	<b>\$6,920</b>	<b>\$7,648</b>	<b>\$7,699</b>	<b>\$8,012</b>	<b>\$8,914</b>
<b>Rates Charged Students</b>					
(Domestic student rates)					
Tuition	\$5,211	\$5,418	\$5,700	\$6,099	\$6,525
Room	3,627	3,774	3,918	4,095	4,260
Board	3,018	3,078	3,078	3,171	3,267
Fees	480	498	513	537	558
<b>Total</b>	<b>\$12,336</b>	<b>\$12,768</b>	<b>\$13,209</b>	<b>\$13,902</b>	<b>\$14,610</b>

<sup>(1)</sup>International students pay a 100% surcharge, or \$13,050, for tuition. Charges for room, board, and fees are the same as for domestic students.

## EXECUTIVE SUMMARY (continued)

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>Fundraising Activity</b>					
Cash to Endowment and Restricted Funds	\$1,545,087	\$3,205,304	\$2,397,888	\$2,442,873	\$1,916,891
Equipment and Software	540,998	709,388	322,860	120,288	42,487
Federal Funds Matched <sup>(2)</sup>	\$390,984	\$590,000	\$0	\$492,000	\$705,000
<b>Graduates</b>					
Total Degrees Granted	215	241	199	207	195
<i>Degree Level</i>					
Certificate	1%	2%	7%	6%	5%
Diploma	10%	7%	3%	4%	1%
Associate (A.O.S.)	23%	22%	16%	21%	19%
Associate (A.A.S.)	18%	13%	17%	19%	15%
Associate (Interpreting)	14%	11%	12%	10%	6%
Bachelor's	28%	34%	37%	30%	43%
Master's	3%	5%	3%	5%	4%
Master's (MSSE)	3%	6%	5%	5%	7%
<b>Placement</b>					
Permanent Placement	105	107	97	82	N/A <sup>(3)</sup>
Placement Rate	94%	90%	92%	90%	N/A <sup>(3)</sup>
<i>By Sector of the Economy</i>					
Business and Industry	60%	67%	52%	61%	N/A <sup>(3)</sup>
Government	10%	9%	9%	9%	N/A <sup>(3)</sup>
Education	30%	24%	39%	30%	N/A <sup>(3)</sup>
Co-op Work Experiences	245	278	228	244	N/A <sup>(3)</sup>
<b>Access/Support Services</b>					
Notetaking Hours	43,469	43,896	43,636	55,439	54,437
Tutoring Hours	13,409	14,332	13,783	14,487	14,886
Interpreting Hours	84,590	85,584	91,765	94,134	94,029
<b>Outreach</b>					
Educational Interpreting	77	75	49	65	92
Interpreter Training	224	80	114	99	105
M.S. in Secondary Education	36	31	34	44	69
Explore Your Future	198	188	226	183	168
Notetaker Training	182	167	162	257	246
Special Programs	N/A	N/A	N/A	N/A	222
National Center on Employment					
Workshops	27	17	12	14	29
Participants	491	524	173	642	663

<sup>(2)</sup>There is no longer a separate appropriation for the Matching Endowment Program. Any monies matched must be funded through operating fund efficiencies.

<sup>(3)</sup>Placement numbers for May 2003 graduates are incomplete and will be reported next year.

## NOTE OF EXPLANATION

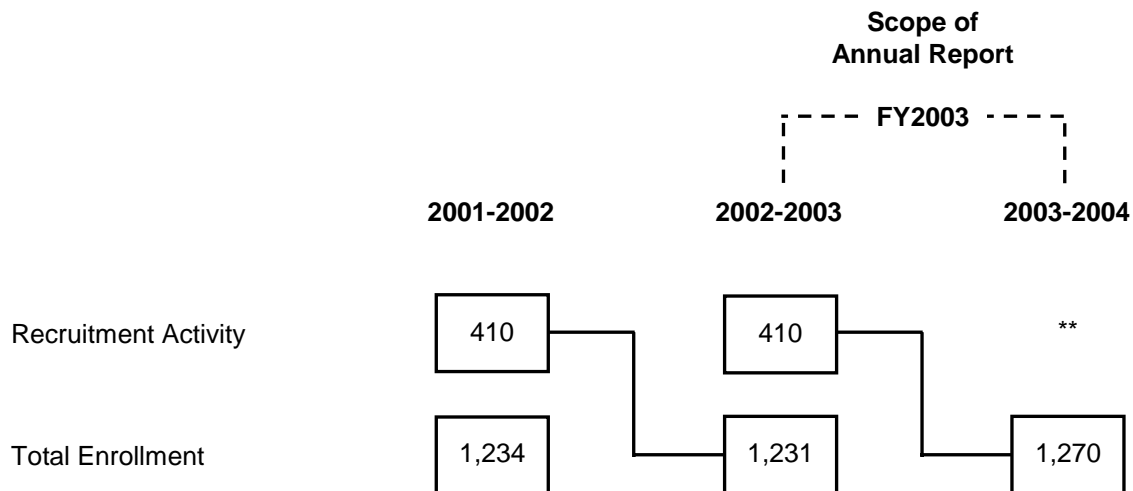
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Because the Federal fiscal year overlaps two academic years,\* the activities and accomplishments described in this section and throughout this annual report focus on two different sets of students:

- Those newly recruited throughout the 2002-2003 academic year; that is, 410. These students will become part of the total student enrollment served in 2003-2004 and reported on in next year's Annual Report.
- The total enrollment served throughout 2002-2003; that is, 1,231, composed of 821 returning students and 410 new students recruited throughout 2001-2002. Demographic analysis of the 1,270 students enrolled in 2003-2004 is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,231 students enrolled throughout 2002-2003.

The chart below is provided to help clarify this distinction:



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\* The Federal fiscal year, which begins October 1 and ends September 30, spans two academic years. The academic year begins in July and ends in June.

\*\*Recruitment activity for FY2004 will be conducted throughout the 2003-2004 academic year and reported on next year.



## PERFORMANCE INDICATORS

Performance indicators are critical elements of the Congressionally mandated Government Performance and Results Act (GPRA), which requires the Department of Education to measure the performance of all entities receiving federal funds.

Public colleges at the state and local level have been adhering to similar requirements for a

number of years. A survey conducted by the Public Higher Education Program at the Rockefeller Institute of Government shows that nearly half of the states now link some or all of their spending decisions on public colleges to campus performance, and most of the remaining states are on track to do so in the near future.

<b>1. Provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.</b>				
<b>Indicators</b>	<b>Baseline</b>	<b>2003 Actual</b>	<b>2004</b>	<b>2005</b>
<b>1.1 Accreditation</b>	Middle States Assoc. (MSA) Accreditation 1997	Next MSA Accreditation 2002 (Completed)	Next MSA Accreditation 2007 (Establish Outcome Measures)	Next MSA Accreditation 2007 (Full Term – 10 years)
<b>1.2 Access Services</b>	94%	97%	97%	97%
<b>1.3 Support Services</b>	95%	95%	97%	97%
<b>1.4 Student Program Satisfaction Compared to RIT and ACT*</b>	RIT Hearing Students 105%*  National Hearing Students 96%*	RIT Hearing Students 105%*  National Hearing Students 96%*	<b>Goal:</b> Deaf students will report an overall level of satisfaction that is at least equal to hearing students at RIT and nationally (American College Testing—ACT)	Conduct follow-up survey in 2003  ≥100% ; 100%

\*NOTE: The percentages shown represent NTID's composite raw score for student satisfaction divided by RIT's and the American College Test (ACT) composite raw scores. NTID's raw score was 5 percent higher than the score recorded by RIT students, and 4 percent lower than the national average as represented by the ACT score.

<b>2. Maintain a diverse enrollment that fully utilizes current human and physical resources while enriching the students' collegiate experience.</b>				
<b>Indicators</b>	<b>Baseline</b>	<b>2003 Actual</b>	<b>2004</b>	<b>2005</b>
<b>2.1 Enrollment</b>	1,185	1,270	1,270	1,285
<b>2.2 Diversity (% Minority)</b>	22%	26%	>National Demographic %'s	>National Demographic %'s

<b>3. Maximize the number of students successfully completing a program of study.</b>				
<b>Indicators</b>	<b>Baseline</b>	<b>2003 Actual</b>	<b>2004</b>	<b>2005</b>
<b>3.1 Student Retention Rate: (1<sup>st</sup> Year)</b>				
• Sub-baccalaureate	75%	70%	74%	75%
• Baccalaureate	84%	86%	85%	86%
• Overall	76%	76%	74%	75%
<b>3.2 Graduation Rate:</b>				
• Sub-baccalaureate	50%	52%	52%	53%
• Baccalaureate	51%	68%	62%	63%
• Overall	50%	56%	53%	54%

## PERFORMANCE INDICATORS (continued)

<b>4. Prepare graduates to find satisfying jobs in fields commensurate with their education.</b>				
Indicators	Baseline	2003 Actual	2004	2005
<b>4.1 Placement Rate</b>	94%	90%	95%	95%
<b>4.2 Earnings Parity with Hearing Peers</b>	81%	81%	Published in JADARA 35(3)	Conduct another study in 2005 $\geq 81\%$
<b>4.3 Earnings Growth Rate</b>	6.7%/Year	6.7%/Year	Published in JADARA 35(3)	Conduct another study in 2005 $\geq$ CPI
<b>4.4 Value Added:</b> Graduates earn substantially more than students who withdraw	<u>Sub-BS</u> 36% <u>BS</u> 76%	<u>Sub-BS</u> 36% <u>BS</u> 76%	Published in JADARA 35(3)	Conduct another study in 2005 $\geq 36\%$ , 76%
<b>4.5 Alumni Satisfaction</b>	Satisfied with Education 98%  Recommend NTID 94%	Satisfied with Education 98%  Recommend NTID 94%	<b>Goal:</b> Maintain at least a 90% rate of alumni who are satisfied with their academic preparation and would recommend NTID to other prospective students	Conduct another study in 2003 $\geq 90\%$ , 90%

<b>5. Prepare professionals to work with deaf and hard-of-hearing persons.</b>				
Indicators	Baseline	2003 Actual	2004	2005
<b>5.1 Enrollment:</b> • Interpreting • MSSE	84 16	92 69	100 60	100 60
<b>5.2 Diversity:</b> • Interpreting (% Minority) • MSSE (% Minority)	12% 12.5%	6% 10%	12% 12.5%	12% 12.5%
<b>5.3 Employment rate</b>	95%	95%	95%	95%
<b>5.4 Professional Certification:</b> • Interpreting • MSSE (NYS Cert.)	TBD 71%	TBD 100%	TBD 90%	TBD 90%

<b>6. Conduct a program of applied research to provide innovative support for the teaching and learning process for deaf and hard-of-hearing individuals.</b>				
Indicators	Baseline	2003 Actual	2004	2005
<b>6.1 Appropriate Public Assessment</b>	TBD	2,500 Contacts 7,776 Web site hits 21 Comments	3,000 Contacts 8,000 Web site hits 20 Comments	3,000 Contacts 8,000 Web site hits 20 Comments
<b>6.2 Effective Positive Change</b>	Publications (25) Presentations / Workshops (52)	Publications (46) Presentations / Workshops (121)	Publications (25) Presentations / Workshops (50)	Publications (20) Presentations / Workshops (50)
<b>6.3 Ensure Quality:</b> (% Peer Review)	90%	89%	90%	90%

## PERFORMANCE INDICATORS (continued)

<b>7. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.</b>				
<b>Indicators</b>	<b>Baseline</b>	<b>2003 Actual</b>	<b>2004</b>	<b>2005</b>
<b>7.1 Consumer Satisfaction</b>	TBD	Above Average	Above Average	Above Average
<b>7.2 Employers/ Career Counselors</b>	358	663	300	300
<b>7.3 Secondary Students:</b>				
• EYF	225	168	210	210
• CAP	50	100	200	200

<b>8. Outside sources of revenue will result in NTID's ability to expand its resource base while simultaneously performing additional activities that support its mission.</b>				
<b>Indicators</b>	<b>Baseline</b>	<b>2003 Actual</b>	<b>2004</b>	<b>2005</b>
<b>8.1 Federal Matching Endowment Grant Program</b> (Private funds raised & qualified for matching)	\$239,868	\$725,594	\$500,000	\$500,000
<b>8.2 Other Private Funds Raised</b>	\$705,235	\$1,191,297	\$1,000,000	\$1,000,000
<b>8.3 Equipment Donations</b>	\$671,077	\$42,487	\$700,000	\$700,000
<b>8.4 Grants and Contracts</b>	\$733,587	\$6,374,570	\$6,000,000	\$6,000,000

## ADMISSIONS AND ENROLLMENT HIGHLIGHTS

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Because deafness is a low incidence disability and deaf and hard-of-hearing students are widely dispersed throughout the nation's some 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicant base increased by 3 percent, with applications from deaf and hard-of-hearing students declining by 3 percent from FY2002's all time high of 776, but applications for the ASL-English Interpretation and the Master of Science in Secondary Education (MSSE) increasing by 51 percent.

The number of new students entering NTID during 2002-2003 was 410, the same as last year. The total included 304 deaf and hard-of-hearing freshmen and transfers, 58 first-year graduate students (42 in the Master of Science in Secondary Education (MSSE) and 16 in other RIT master's programs), and 48 first-year hearing students in the ASL-English Interpretation program. Total enrollment was 1,270 compared to 1,231 for last year, and exceeds our planned number of approximately 1,250. The breakdown of the 1,270 students is as follows:

Career Exploration Studies	85
Sub-baccalaureate Programs	545
Sub-baccalaureate Programs (ASL-English Interpretation – all are hearing)	92
Pre-baccalaureate Programs	27
Baccalaureate Programs at RIT	407
Graduate Programs at RIT	45
Graduate Programs at NTID (MSSE – 36 deaf or hard of hearing)	<u>69</u>
Total	1,270

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 28 percent of this year's freshmen class, while their representation in the total student body now stands at 26 percent. This percentage compares favorably to the national average for degree granting institutions, which is 29.6 percent.\* In addition, NTID admitted 14 new international students, bringing the total number of international students to 81, or 6.4 percent of the total student population. This figure is down from last year's 7.3 percent.

**In summary, NTID registered 410 new students and is serving a total of 1,270 students.**

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\* SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Enrollment in Postsecondary Institutions, September 2002, NCES 2002-212.

## COMPARATIVE ADMISSION DATA

Total applications remained at roughly the same level as the past three years. However, the acceptance rate was down to 58 percent of applications which is slightly below last year and significantly below previous years. This is the direct result of increasing admission standards

implemented three years ago. Total registrations (320), therefore were down by approximately 10%, and below our expected range of 350-400. This is a trend NTID will endeavor to reverse as we implement new recruitment strategies in 2003-04.

	FY1999	FY2000	FY2001	FY 2002	FY 2003
<b>Total Applicants</b>	691	740	728	776	753
% Increase or Decrease	-1%	+7%	-2%	+7%	-3%
<b>Accepted Applicants</b>	496	513	472	461	435
% Increase or Decrease	-1%	+3%	-8%	-2%	-6%
Acceptance Rate (% of Total Applications)	72%	69%	65%	59%	58%
<b>Registrations</b>	371	386	366	355	320
Yield Rate (% of Accepted)	75%	75%	76%	77%	74%

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## SUMMER VESTIBULE PROGRAM

The Summer Vestibule Program (SVP) is a 10-day experience that allows new students to engage in career exploration and decision making, adjust to college life, and assess their academic competencies. Students get hands-on experience and information about various academic programs.

overview of the program and to familiarize them with NTID and its place on the RIT campus. Informational seminars, awareness workshops, and in-depth orientation programs are offered to facilitate student-parent separation and the students' transition to the college environment.

SVP includes a Student/Parent Orientation Weekend designed to give participants an

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	Number of Students				
	FY1999	FY2000	FY2001	FY2002	FY2003
SVP Students Accepted	351	345	320	306	262
SVP Students Registered at Start of Program	256	256	241	234	195
SVP Students Completing Program	254	251	238	234	195
SVP Students Registered in Academic Programs for Fall Quarter (21 day report)	250	247	235	232	194

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## ENTERING REGISTERED STUDENTS

Although NTID admits students in each quarter throughout the academic year, the vast majority enter in the fall either as Summer Vestibule Program (SVP) students or as fall direct-entry students. SVP is a 10-day orientation and career sampling program for students held in August. Those who finish the program become part of the fall entering class.

The remainder of the fall class enters directly into a program because their academic preparation suggests that they do not need the SVP experience. This year, the number of students entering in the fall was down approximately 10 percent below our preferred level. New recruitment strategies will be employed next year to improve the situation.

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	Number of Students				
	FY1999	FY2000	FY2001	FY2002	FY2003
Off Term (Winter)	20	28	20	24	20
Off Term (Spring)	14	16	15	22	10
Off Term (Summer)	1	3	1	2	3
<b>Off Term (Subtotal)</b>	<b>35</b>	<b>47</b>	<b>36</b>	<b>48</b>	<b>33</b>
Fall (SVP)	250	247	235	232	194
Fall (Direct Entry)	80	83	89	73	93
<b>Fall (Subtotal)</b>	<b>330</b>	<b>330</b>	<b>324</b>	<b>305</b>	<b>287</b>
<b>Total</b>	<b>371</b>	<b>386</b>	<b>366</b>	<b>355</b>	<b>320</b>

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 61 and, of those, 30 were accepted and 14 actually registered. This is the lowest number of international registrants that we have experienced in the 13 years we have been admitting them. Canadian students have always represented the largest contingent of international students, but many of them continue to experience a lack of funding resources, which discouraged a number of prospective students from applying

and/or prevented many of those accepted from being able to attend NTID. Students from third-world countries also encounter financial difficulties, and NTID has limited scholarship dollars to assist them. Until the situation in Canada changes and until we obtain additional private scholarship funds, enrollment of international students will continue to be a challenge.

	FY1999	FY2000	FY2001	FY2002	FY2003
Continent of Origin					
Africa	13	16	20	21	19
Asia	21	7	18	14	10
Australia	0	0	0	0	0
Europe	3	4	7	9	4
North America	38	55	39	42	26
South America	4	4	1	4	2
<b>Total Applicants</b>	<b>79</b>	<b>86</b>	<b>85</b>	<b>90</b>	<b>61</b>
<b>Total Applicants Accepted</b>	<b>42</b>	<b>48</b>	<b>46</b>	<b>40</b>	<b>30</b>
<b>Acceptance Rate (% of Applications)</b>	<b>53%</b>	<b>56%</b>	<b>54%</b>	<b>44%</b>	<b>49%</b>
<b>Total Applicants Registered</b>	<b>22</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>14</b>
<b>Yield Rate (% of Acceptances)</b>	<b>52%</b>	<b>52%</b>	<b>65%</b>	<b>63%</b>	<b>47%</b>
<b>Enrollment</b>	<b>112</b>	<b>96</b>	<b>103</b>	<b>90</b>	<b>81</b>

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.



## DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

The demographic profile remained essentially unchanged from past years. The majority are male, single, and approximately 21 years of age. The percent from families in which both parents are hearing increased to 96 percent in 2003.

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>CHARACTERISTICS</b>					
Gender					
Male	60%	56%	59%	60%	56%
Female	40%	44%	41%	40%	44%
Marital Status					
Single	99%	97%	98%	98%	99%
Other	1%	3%	2%	2%	1%
Mean Age at Entry	20	21	21	21	21
Parents' Hearing Status					
Both Hearing	91%	92%	93%	90%	96%
Both Deaf	7%	7%	6%	9%	3%
One Hearing/One Deaf	2%	1%	1%	1%	1%
Origin of Students					
United States	94%	94%	91%	94%	96%
West	11%	7%	10%	11%	12%
North Central	22%	20%	24%	23%	24%
South	22%	16%	18%	17%	17%
Northeast	45%	57%	48%	49%	47%
International	6%	6%	9%	6%	4%
School Background					
First Time in College	71%	64%	60%	67%	67%
Transfer from Other Colleges	20%	20%	24%	19%	18%
Previously Enrolled at RIT	8%	12%	13%	11%	10%
Graduate Students	1%	4%	3%	3%	5%

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## DEMOGRAPHIC CHARACTERISTICS OF INTERNATIONAL STUDENTS COMPARED TO U.S. STUDENTS

International students are similar to their U.S. counterparts, but they persist and graduate at a higher rate.

	FY2003	
	INTERNATIONAL	U.S.
<b>DEMOGRAPHICS</b>		
Gender		
Male	57%	56%
Female	43%	44%
Entry Age	23	21
Age of Onset of Deafness		
Birth	89%	86%
1 - 3 Years of Age	11%	10%
More than 3 Years of Age	0%	4%
<b>ENTRY SCORES</b>		
Pure Tone Average	97 dB	94 dB
ACT Composite Score	15.9	17.2
<b>PROGRAM AREA</b>		
Career Exploration	29%	18%
Technical Studies	50%	49%
Pre-baccalaureate	7%	7%
Other Colleges of RIT	14%	26%
<b>STATUS OF STUDENTS ENROLLED LAST FALL</b>		
Still Registered	69%	67%
Withdrawn	15%	18%
Graduated	16%	15%

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## ASSESSMENT INFORMATION ON ENTERING CLASS (deaf students only)

Beginning in 1969, the Stanford Achievement Test (SAT) was used to evaluate educational achievement for admission to NTID. In 1996, the decision was made to replace the SAT with the American College Test (ACT). The 1997-1998 admission year was a year of transition in which applicants could submit either SAT or ACT scores as part of the application process. This year, 282 accepted applicants submitted ACT scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students were similar to those of students entering in 2002.

(cycles per second)]. The hearing level (HL) reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz, and 2000 Hz. Normal hearing is in the range of -10 dB to 20 dB. Moderate hearing loss is defined as having a pure tone average of 40-55 dB, with moderately severe at 55-70 dB, severe at 70-90 dB, and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 93.5 dB.

Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>American College Test (ACT)</b>					
ACT English	14.1	13.5	14.3	14.5	14.8
ACT Reading	16.3	15.7	16.6	17.2	16.9
ACT Mathematics	16.9	16.9	17.1	17.5	17.5
ACT Science Reasoning	18.0	18.2	18.0	18.2	18.6
ACT Composite	16.4	16.2	16.8	17.2	17.2
<b>Average Hearing Level in Best Ear</b>	<b>95.1</b>	<b>93.5</b>	<b>96.7</b>	<b>96.2</b>	<b>93.5</b>

Note: Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

## ORIGIN OF STUDENTS AND GRADUATES

NTID students in the current enrollment come from all over the United States (46 states, the District of Columbia, Puerto Rico, and the Virgin Islands). A total of 18 countries are represented among current students.

Home State or U.S. Territory	Number in Student Body Fall 2003	Number of Graduates as of Fall 2003
Alabama	9	14
Alaska	4	5
Arizona	8	20
Arkansas	2	27
California	66	251
Colorado	12	37
Connecticut	34	153
Delaware	2	23
District of Columbia	3	8
Florida	43	122
Georgia	15	43
Hawaii	5	16
Idaho	0	3
Illinois	75	291
Indiana	10	82
Iowa	12	38
Kansas	13	33
Kentucky	6	31
Louisiana	5	40
Maine	14	32
Maryland	36	110
Massachusetts	38	261
Michigan	49	201
Minnesota	18	77
Mississippi	3	2
Missouri	16	121
Montana	0	5
Nebraska	7	21
Nevada	1	4
New Hampshire	6	40
New Jersey	61	252
New Mexico	2	16
New York	342	1,426
North Carolina	10	44
North Dakota	3	14
Ohio	40	315
Oklahoma	4	12
Oregon	13	34
Pennsylvania	75	437
Puerto Rico	0	8
Rhode Island	13	30
South Carolina	3	17
South Dakota	4	8
Tennessee	10	30
Texas	25	130
Utah	1	8
Vermont	7	27
Virgin Islands	0	1

## ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2003	Number of Graduates as of Fall 2003
Virginia	30	86
Washington	11	44
Wisconsin	15	70
West Virginia	6	23
Wyoming	0	1
Other*	2	3
<b>Subtotal</b>	<b>1,189</b>	<b>5,147</b>

Country	Number in Student Body Fall 2003	Number of Graduates as of Fall 2003
Australia	0	2
Belgium	1	0
Bermuda	0	1
Bolivia	1	1
Canada	50	113
China	3	0
Czech Republic	0	1
Estonia	0	1
Germany	1	0
Ghana	1	1
Greece	1	1
India	6	7
Ireland	0	1
Japan	1	2
Kenya	0	1
Malaysia	2	0
Mexico	0	1
Nepal	0	1
Nigeria	1	0
Pakistan	1	1
Philippines	1	1
Portugal	0	1
Saudi Arabia	0	2
Singapore	1	2
South Africa	0	1
Taiwan	1	3
Tanzania	0	1
Thailand	7	3
Trinidad & Tobago	0	1
Turkey	0	1
Uganda	1	0
United Kingdom	1	2
Venezuela	0	1
Zimbabwe	0	1
<b>Subtotal</b>	<b>81</b>	<b>155</b>
<b>Total</b>	<b>1,270</b>	<b>5,302</b>

\* U.S. citizens living in other countries

## ACADEMIC PROGRAM HIGHLIGHTS

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In keeping with its curricular mission, NTID this year continued to focus on strengthening the programs and options offered through its three academic centers – **the Center for Arts and Sciences, the Center for Baccalaureate and Graduate Studies, and the Center for Technical Studies.** In support of the academic programs offered through these three centers, NTID provides several laboratories, including the **NTID Learning Center** and the **Self-Instruction Lab.** Below are brief descriptions and accomplishments of each of these areas.

**The Center for Arts and Sciences (CAS)** continued to refine First Year Experiences (FYE)/Career Exploration Studies programming, which is designed to maximize student retention by providing career sampling opportunities, advisement, and a solid foundation of coursework for the beginning of a student's college experience. In addition, CAS continued the Summer Vestibule Program (SVP), NTID's 10-day summer orientation program for incoming freshmen, and established a new effort with direct admits to CTS degree programs. RIT's new "Week of Welcome" fall orientation program became an integral part of all NTID students' experiences.

CAS continued working with NTID's departments of Admissions and Marketing Communications to design and implement a formal marketing and recruitment plan to support the A.A.S. and B.S. degree programs in American Sign Language-English Interpretation.

The Faculty/Staff Sign Language Education program had an enrollment of 547 students during the past academic year, including staff from the other colleges and service areas of RIT. The faculty continues to review feedback from class participants and the Steering Committee on Communication to improve this professional development program.

The Speech and Language Department provides instruction for students, faculty, and staff in developing spoken language communication. During the academic year 2002-03, faculty in the Speech and Language Department provided services to more than 870 students. We provided 28 credit hours of instruction, serving 83 students; we provided 45 noncredit contact hours of instruction serving 149 students; and we served 152 students in individual speech/language instruction. Instruction in the Spoken Language Learning and Practice Lab includes the use of modern technology. During the past academic year, the lab served 486 individuals on a walk-in basis. As part of our services we also sponsor a Spoken Communication Club for students and provide a special program of instructional and social activities for students who are speakers of other languages.

CAS and CBGS continue to collaborate to ensure strong articulation between the developmental English courses offered at NTID and the writing and literature courses offered through RIT's College of Liberal Arts.

CAS faculty continue to be successful in obtaining grants to support the development of instructional materials and outreach to professionals serving or preparing to serve persons who are deaf or hard of hearing. Three grants are continuing: two from New York State for training community and educational interpreters, and a grant from the Department of Education to train master's degree students in speech pathology to work with deaf and hard-of-hearing students.

**The Center for Baccalaureate and Graduate Studies (CBGS)** continued NTID's pre-baccalaureate studies program to assist deaf students in transitioning to RIT's highly competitive academic environment. Depending on the individual needs of the student, the program consists of courses offered by NTID and the other colleges of RIT. At the end of one, two, or three quarters, the student formally applies for admission into the RIT degree program of his or her choice.

At the beginning of academic year 2003-04, there were 27 deaf students enrolled in pre-baccalaureate studies. In addition, 452 deaf students were fully matriculated in RIT baccalaureate and graduate programs. Thus, 479 or 43 percent of NTID's deaf and hard-of-hearing students are fully or partially enrolled in baccalaureate and master's programs offered through the other colleges of RIT and

## ACADEMIC PROGRAM HIGHLIGHTS (continued)

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supported by NTID faculty and staff who provide tutoring, interpreting, notetaking, academic advising, and counseling. In addition, approximately 200 students enrolled in NTID's Center for Technical Studies take some of their credit-bearing coursework in the other RIT colleges. Altogether, including both fully matriculated students and those taking one or more courses at RIT, more than 650 deaf students benefit from integrated instruction with hearing students.

In AY2002-03, CBGS improved the Web-based system for distributing classroom notes. We scan handwritten classroom notes into a computer and then load them onto a Web page for easy access by all students who are deaf. Using a new and improved scanning technology, notes are uploaded to a newly designed, user friendly Web site quicker and more efficiently. The new Web site provides easier and more direct access to the notes.

**The Center for Technical Studies (CTS)** continues to develop new program options in technology-related careers that position NTID graduates to enter the workforce with skills that are in high demand. The New York State Education Department approved one new NTID program—an Associate of Science (A.S.) transfer program in Applied Computer Technology. The first class began in fall 2003.

Based on curriculum development work in winter and spring of 2003, NTID added coursework in the area of Digital Imaging & Publishing Technology. Other curriculum efforts underway include work by NTID's Applied Optical Technology program to add a precision optics concentration; and a preliminary proposal by the Computer Integrated Machining Technology program for a transfer option in Integrated Manufacturing

**The NTID Learning Center (NLC)** supports teaching and learning partnerships through both tutorial support in a variety of discipline areas and educational workshops that address the skills, knowledge, and attitudes important for success in college and beyond. In addition, the center houses a "Smart Classroom" that uses computer, multimedia, and videoconferencing technologies for in-house instruction and distance learning. During academic year 2002-2003, the NLC scheduled more than 522 class sessions in its state-of-the-art Smart Classroom for more than 750 scheduled class hours, and 40 workshop sessions for more than 74 workshop hours. The NLC offers individual and small-group tutoring and studying in mathematics, science, English, accounting, and career services. This year, individual students signed up to use NLC computers 43,753 times for a total of approximately 39,000 hours.

**The Self-Instruction Lab (SIL)** comprises state-of-the-art equipment and materials to support development of signed and spoken language communication for faculty, staff, and students. It serves as an environment for both expressive and receptive practice, offering flexible scheduling to meet learner needs as well as supporting individual learning styles. During academic year 2002-2003, the number of individuals who signed up to use the SIL decreased somewhat from the previous year, for a total of nearly 5,000 hours of usage. This decrease reflects a reduction in weekly hours of service necessitated by budget restrictions. Two video production rooms added to the SIL last year generated more than 1,000 hours of use in 2002-2003.

## NTID STUDENT ENROLLMENT (deaf and hard-of-hearing students only)

The enrollment reported reflects only the deaf and hard-of-hearing students on the RIT campus. Not included are hearing students enrolled in the ASL-English Interpretation program or students enrolled in the Master of Science in Secondary Education program. In fall 2003, the ASL-English

Interpretation program accounted for 92 students, and the Master of Science in Secondary Education program accounted for 69 students. In addition, large numbers of hearing and deaf students access a variety of part-time and non-credit-bearing coursework at NTID throughout the year.

PERIOD COVERED	FALL QUARTER		WINTER QUARTER			SPRING QUARTER			SUMMER QUARTER		SUMMER VESTIBULE PROGRAM	
	A	B	A	B	C	A	B	C	A	B	A	B
FY82: Oct. 81-Sep. 82	964	+2.7%	903	+2.3%	-6.3%	831	+1.2%	-8.0%	293	-0.3%	310	+3.0%
FY83: Oct. 82-Sep. 83	993	+3.0%	937	+3.8%	-5.6%	896	+7.8%	-4.4%	292	-0.3%	522	+68.4%
FY84: Oct. 83-Sep. 84	1,260	+26.9%	1,136	+21.2%	-9.8%	1,063	+18.6%	-6.4%	350	+19.9%	405	-22.4%
FY85: Oct. 84-Sep. 85	1,319	+4.7%	1,241	+9.2%	-5.9%	1,161	+9.2%	-6.4%	391	+11.7%	361	-10.9%
FY86: Oct. 85-Sep. 86	1,296	-1.7%	1,214	-2.2%	-6.3%	1,145	-1.4%	-5.7%	279	-28.6%	312	-13.6%
FY87: Oct. 86-Sep. 87	1,288	-0.6%	1,199	-1.2%	-6.9%	1,127	-1.6%	-6.0%	255	-8.6%	330	+5.8%
FY88: Oct. 87-Sep. 88	1,245	-3.3%	1,147	-4.3%	-7.9%	1,057	-6.2%	-7.8%	282	+10.6%	311	-5.8%
FY89: Oct. 88-Sep. 89	1,171	-5.9%	1,078	-6.0%	-7.9%	1,014	-4.1%	-5.9%	231	-18.1%	281	-9.6%
FY90: Oct. 89-Sep. 90	1,096	-6.4%	1,022	-5.2%	-6.8%	969	-5.2%	-4.4%	299	+29.4%	274	-2.5%
FY91: Oct. 90-Sep. 91	1,105	+8%	1,048	+2.5%	-5.2%	982	+1.3%	-6.3%	255	-14.7%	245	-10.6%
FY92: Oct. 91-Sep. 92	1,086	-1.7%	1,027	-2.0%	-5.4%	991	+1.0%	-3.5%	260	+2.0%	259	+5.7%
FY93: Oct. 92-Sep. 93	1,130	+4.1%	1,058	+3.0%	-6.4%	978	-1.3%	-7.6%	251	-3.5%	235	-9.3%
FY94: Oct. 93-Sep. 94	1,092	-3.5%	1,021	-3.6%	-6.9%	978	0.0%	-4.4%	299	+16.1%	196	-19.9%
FY95: Oct. 94-Sep. 95	1,045	-4.5%	977	-4.3%	-6.5%	900	-7.9%	-7.8%	240	-19.7%	272	+38.8%
FY96: Oct. 95-Sep. 96	1,056	+1.0%	968	-0.9%	-8.3%	933	+3.7%	-3.6%	194	-19.2%	260	-4.4%
FY97: Oct. 96-Sep. 97	1,085	+2.7%	1,021	+5.5%	-5.9%	965	+3.4%	-5.5%	187	0.0%	253	-2.7%
FY98: Oct. 97-Sep. 98	1,085	0.0%	1,010	-1.1%	-6.9%	960	-0.5%	-5.0%	189	1.1%	241	-4.7%
FY99: Oct. 98-Sep. 99	1,155	0.065%	1,030	2.0%	-10.8%	976	1.7%	-5.2%	217	14.8%	255	5.8%
FY00: Oct. 99-Sep. 00	1,107	-4.2%	1,040	1.0%	-6.6%	1009	3.4%	-3.0%	221	1.8%	256	0.0%
FY01: Oct. 00-Sep. 01	1,113	0.5%	1,045	0.5%	-6.1%	1,017	0.8%	-2.7%	236	6.8%	242	-5.5%
FY02: Oct. 01-Sep. 02	1,151	3.4%	1,056	1.1%	-8.3%	1,007	-9%	-4.6%	224	-5.1%	234	-5.0%
FY03: Oct 02 – Sep. 03	1,122	-2.5%	1,027	-2.7%	-8.5%	994	-1.3%	-3.2%	228	+1.8%	195	-15.0%
FY04: Oct. 03-Sep. 04	1,109	-1.2%										

NOTES: Column A = Number of Student Enrollments for the period covered  
 Column B = Percent Change of Enrollment from the same quarter in previous year  
 Column C = Percent Change of Enrollment from the previous quarter



## PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

On average, 93 percent of NTID-supported students are registered full time. At RIT, full-time status is defined as taking at least 12 credit hours per academic quarter. About one-fourth of the students enrolled in the Master of Science in Secondary Education (MSSE) program are pursuing this degree on a part-time basis.

	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>	<b>Cumulative</b>
Arts and Sciences	99%	97%	98%	97%	99%	98%
Technical Studies	97%	97%	97%	96%	98%	97%
Pre-baccalaureate	100%	94%	98%	100%	100%	98%
Baccalaureate	93%	91%	93%	92%	91%	92%
ASL-English Interpretation	91%	89%	79%	58%	71%	78%
MSSE	78%	79%	71%	61%	70%	72%
Overall	95%	94%	93%	92%	92%	93%

## DEGREE PROGRAMS

In fall 2003, 64 percent of NTID-supported students were enrolled in a broad array of programs within the college of NTID. Thirty-six percent were enrolled in the other seven colleges of RIT. Looked at another way, of the 1,109 deaf students in traditional undergraduate and graduate programs (excluding MSSE and Interpreting),

almost 43 percent are partially or fully enrolled in the other colleges of RIT. NTID's Applied Computer Technology program continues to enroll the largest number of students in the College of NTID, while the College of Imaging Arts and Sciences has the largest share of students in the other colleges of RIT.

	Student Enrollment Fall 2003	
	Number of Students	Percentage of Total
<b>COLLEGE OF NTID</b>		
<b>Career Decision Making</b>		
Career Decision Sampling	85	
<b>Subtotal</b>	<b>85</b>	<b>6.7%</b>
<b>Technical Programs</b>		
Accounting Technology	39	
Administrative Support Technology	16	
Applied Computer Technology	125	
Art and Computer Design	74	
Automation Technologies	12	
Business Technology	81	
Business (Associate in Science transfer program)	15	
Computer Aided Drafting Technology	39	
Computer Integrated Machining Technology	21	
Digital Imaging and Publishing Technology	75	
Healthcare Billing and Coding Technology	4	
Laboratory Science Technology	22	
NTID—General	7	
Ophthalmic Optical Finishing Technology	15	
<b>Subtotal</b>	<b>545</b>	<b>42.9%</b>
<b>Master of Science in Secondary Education (M.S.)</b>		
Matriculated	60	
Non-Matriculated	9	
<b>Subtotal</b>	<b>69</b>	<b>5.4%</b>
<b>ASL-English Interpretation</b>		
Associate of Applied Science	70	
Bachelor of Science	12	
Deaf Studies	2	
Non-Matriculated	8	
<b>Subtotal</b>	<b>92</b>	<b>7.2%</b>
<b>Pre-Baccalaureate</b>	<b>27</b>	<b>2.1%</b>
<b>COLLEGE OF NTID SUBTOTAL</b>	<b>818</b>	<b>64.4%</b>

(continued)

## DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2003	
	Number of Students	Percentage of Total
<b>OTHER COLLEGES OF RIT</b>		
<b>College of Business</b>		
Accounting	4	
Business Administration	1	
Finance	3	
Information Systems	7	
International Business	1	
Management	18	
Marketing	3	
Undeclared	4	
<b>Subtotal</b>	<b>41</b>	<b>3.2%</b>
<b>College of Liberal Arts</b>		
Career Decision	10	
Criminal Justice	16	
Professional & Technical Communication	14	
Psychology	26	
Public Policy	2	
Social Work	34	
<b>Subtotal</b>	<b>102</b>	<b>8.0%</b>
<b>College of Applied Science and Technology</b>		
Applied Arts and Science	26	
Career & Human Resource	1	
Civil Engineering Technology	6	
Computer Engineering Technology	4	
Computer Integrated Manufacturing	4	
Cross-Disciplinary Professional Studies	10	
Electrical Engineering Technology	4	
Environmental Management	3	
Food, Hotel, and Resort Management	8	
Health System Administration	3	
Mechanical Engineering Technology	9	
Non Degree	1	
Nutrition Management	1	
Packaging Science	4	
Safety Technology	1	
Telecommunication Technology	5	
<b>Subtotal</b>	<b>90</b>	<b>7.1%</b>
<b>College of Computing and Information Sciences</b>		
Computer Science	12	
Information Technology	46	
Software Development & Management	1	
Networking	1	
New Media	1	
Telecommunications	1	
<b>Subtotal</b>	<b>62</b>	<b>4.9%</b>

(continued)

**DEGREE PROGRAMS (continued)**

	Student Enrollment Fall 2003	
	Number of Students	Percentage of Total
<b>OTHER COLLEGES OF RIT</b>		
<b>College of Imaging Arts and Sciences</b>		
Biomedical Photographic Communication	5	
Ceramics	1	
Film and Video	11	
Fine Arts	4	
Graphic Design	25	
Illustration	7	
Industrial Design	3	
Interior Design	5	
Metalcrafts	1	
New Media Design	8	
Printing	29	
Professional Photographic Illustration	7	
<b>Subtotal</b>	<b>106</b>	<b>8.3%</b>
<b>College of Science</b>		
Biomedical Computing	1	
Biochemistry	1	
Biology	7	
Biotechnology	4	
Chemistry	3	
Environmental Science	3	
Imaging Science	2	
Mathematics	6	
Medical Technology	2	
Physics	1	
<b>Subtotal</b>	<b>30</b>	<b>2.4%</b>
<b>College of Engineering</b>		
Applied Statistics	2	
Computer Engineering	3	
Electrical Engineering	4	
Industrial/Manufacturing	2	
Manufacturing Management	1	
Mechanical Engineering	6	
Undeclared	3	
<b>Subtotal</b>	<b>21</b>	<b>1.7%</b>
<b>Colleges of RIT Subtotal</b>	<b>452</b>	<b>35.5%</b>
<b>Grand Total</b>	<b>1,270</b>	<b>100%</b>

## AVERAGE CLASS SIZE BY DISCIPLINE WITHIN DIVISION

The variability in average class size is influenced by the nature of instruction. For example, many of the programs are laboratory oriented and use specialized equipment, which limits the numbers of students that can be reasonably accommodated.

	FALL 2002	2002-2003 WINTER 2002	SPRING 2003
<b>Center for Arts and Sciences</b>			
American Sign Language	7.5	8.0	7.7
ASL-English Interpretation	7.6	7.9	6.7
Communication Studies and Humanities	9.4	7.8	9.8
Deaf Studies	9.3	12.7	10.0
English	9.7	9.8	9.6
Freshman Seminar / Career Exploration	12.0	11.8	6.7
Mathematics	9.8	8.6	8.8
Performing Arts	9.1	8.3	7.5
Science	9.3	8.1	9.6
Social Sciences	12.3	12.2	11.9
Speech	5.9	5.5	3.6
<b>Center for Baccalaureate and Graduate Studies</b>			
Master of Science in Secondary Education	10.9	9.2	8.7
Pre-baccalaureate	9.6	2.0	5.0
<b>Center for Technical Studies</b>			
Accounting Technology	8.0	7.5	7.5
Applied Computer Technology	7.9	7.1	6.9
Art and Computer Design	6.9	6.5	6.4
Automation Technologies	4.0	0.0	2.0
Business Technology	8.2	8.4	7.8
Computer Aided Drafting Technology	5.1	5.9	8.0
Computer Integrated Machining Technology	7.8	7.5	6.7
Digital Imaging and Publishing Technology	5.9	6.0	6.0
Healthcare Billing and Coding Technology	2.8	3.0	2.6
Laboratory Science Technology	5.7	3.7	4.0
Interdisciplinary Studies	11.4	11.1	10.3
Ophthalmic Optical Finishing Technology	4.3	4.1	4.1
<b>Overall Average</b>	<b>8.0</b>	<b>7.3</b>	<b>7.1</b>

## CO-OP WORK EXPERIENCES

Cooperative work experience is an integral part of academic programming at NTID. Employment specialists assist students in securing 10-week work experiences that augment their studies. Employment specialists or faculty members visit students and their supervisors at their workplaces to assess progress and resolve any workplace issues. Most academic programs require from one to three co-op assignments, which generally add another year to the program length (three

years for associate degree and five years for B.S. degree).

During FY2003:

- 244 students were enrolled in co-op work experiences.
- 50 academic programs had students on co-op.
- 100 students were visited at their job sites by 28 faculty and staff.



### Number of Students Involved in Co-op

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>SUBBACCALAUREATE</b>					
<b>Technical Programs</b>	<b>128</b>	<b>150</b>	<b>119</b>	<b>118</b>	<b>123</b>
<b>% of Total</b>	<b>52%</b>	<b>54%</b>	<b>52%</b>	<b>51%</b>	<b>50%</b>
<b>BACCALAUREATE / MASTER'S</b>					
College of Applied Science and Technology	44	62	50	16	20
College of Business	16	15	8	8	14
College of Computing and Information Sciences**	N/A	N/A	N/A	33	32
College of Engineering	14	8	8	6	9
College of Imaging Arts and Sciences	12	8	7	14	14
College of Liberal Arts	28	35	35	32	31
College of Science	3	0	1	3	1
<b>Subtotal</b>	<b>117</b>	<b>128</b>	<b>109</b>	<b>112</b>	<b>121</b>
<b>% of Total</b>	<b>48%</b>	<b>46%</b>	<b>48%</b>	<b>49%</b>	<b>50%</b>
<b>Total*</b>	<b>245</b>	<b>278</b>	<b>228</b>	<b>230</b>	<b>244</b>

\* Totals reported include deaf and hard-of-hearing international students, but do not include students in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported later in the section on Educational Outreach.

\*\*New college of RIT established in FY2002.



## STUDENT SUPPORT SERVICES HIGHLIGHTS

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To meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges, NTID's Center for Baccalaureate and Graduate Studies provides a system of sign language interpreting, notetaking, tutoring, and advising services as well as other support. These services enable more than 650 deaf and hard-of-hearing students to access nearly 23,000 credit hours within RIT's more than 200 highly competitive academic programs.

Educational support services that NTID offers for deaf and hard-of-hearing students enrolled in mainstream RIT classes include:

- **Sign language transliteration** provided by 101 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students also may request interpreters for non-academic activities such as athletic events, religious services, student government meetings, and guest presentations.
- **Tutoring and academic advising assistance** from faculty in one of four NTID support departments: Business and Computing Technologies, Imaging Arts and Sciences, Liberal Arts, and Science and Engineering. These faculty members help answer questions, clarify concepts and procedures, and provide background information on course content. Many of them also provide direct instruction in RIT courses.
- **Classroom notetaking services** provided by trained student notetakers, whose classroom notes are uploaded onto a Web site for easy access by deaf and hard-of-hearing students.
- **C-Print™**, a computer-assisted system developed through research at NTID for transcribing in real time what teachers and students say in class. (This system is currently available on a limited basis as a support service for students with additional disabilities, e.g., vision impairments, and for students who cannot initially benefit from interpreting services.)

NTID's Center for Baccalaureate and Graduate Studies (CBGS) also works with each of RIT's colleges to provide the support needed to implement strategies for maximizing access to campus services for deaf students. The Provost's Deaf Access Committee and the RIT Committee on Educational Goals and Access Goals established specific objectives that address the needs of deaf RIT students and ensure that RIT is in full compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for educational accommodation. The committee articulated an institutional position on accessibility for deaf and hard-of-hearing people and recommended a number of strategies for which CBGS provides support, including sharing responsibility for providing workshops, training, and information to assist faculty in the other RIT colleges in effectively teaching deaf and hard-of-hearing students; ensuring that academic and administrative service areas that interact with students have staff with a range of communication skills and strategies (sign language, TTY, computer terminal, or other written interaction) to effectively communicate with deaf students and providing training where needed; ensuring that all audio and visual media produced at RIT are captioned and existing materials used in classrooms are captioned whenever possible; and encouraging RIT to advocate for the captioning of audio and visual materials, teleconferences, and other educational media produced externally to RIT.

### Clinical services available to all students:

- **Audiological services**, which include hearing evaluations, hearing aid trials, fittings, cochlear implant mapping, and elective courses that focus on the development of receptive communication skills and the use of telecommunications.
- **Speech and language services** offered to students who want to enhance their use of spoken English and their general communication competence. Individual and group experiences provide opportunities to improve communication in conversations, group discussions, and formal presentations. The Spoken Language Learning and Practice Lab enables students to use computer technology for speech and language analysis and visual feedback.
- **Mental health counseling and psychotherapy** is provided to students who request it. Mental health crisis intervention is available 24 hours a day.

## STUDENT SUPPORT SERVICES HIGHLIGHTS (continued)

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Other special services available to NTID students include:

- **Personal and career counseling and academic advising:** Upon entry to NTID, every student has access to a professional counselor who plays an important role in helping students maximize their educational opportunities. Last year, the NTID Counseling Services Department provided more than 11,000 hours of career and personal counseling as well as academic advising to students, in addition to teaching 21 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career interest assessment tools and resources, including DISCOVER, an interactive, computer-based career and educational information system that helps students assess their interests, learning styles, values, and career options.
- **Student Life Team (SLT):** Recognizing that the critical need for students to feel connected to NTID goes beyond the classroom, the SLT provides opportunities to strengthen students' ties to the college, thereby improving student success and retention. Through a variety of outreach mechanisms, including programs and workshops, advising for student clubs and organizations, on- and off-campus retreat experiences, one-on-one academic and social support, and late-night weekend events, SLT professionals and student staff members serve as valuable resources and, often, mentors for NTID students. Areas of focus include multicultural student support and current issues as well as leadership, literacy, and general student development.
- **Financial aid:** In fiscal year 2003, NTID students received a total of \$10,973,197 in the form of vocational rehabilitation, grants-in-aid, federal and state grants, scholarships, and federal loans through RIT's Financial Aid Office. The average aid per enrolled student was \$8,914. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.
- **Technological assistance, such as captioned classroom films and videotapes:** NTID provides captioning to ensure full access to information and materials for students who are deaf. NTID also provides real-time captioning services for special institute events. Real-time captioning allows audience members to see the presenter and an almost simultaneous transcription of the spoken lecture or presentation with a verbatim transcript available afterward for student use.
- **Substance and Alcohol Intervention Services for the Deaf (SAISD):** SAISD provides culturally sensitive, linguistically accessible alcohol and other drug information, education, prevention, intervention and referral services to the deaf and hard-of-hearing community at RIT and throughout Rochester and the Monroe County area. SAISD also advocates for and promotes development of a full range of accessible alcohol and other drug treatment programs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation, and training for professionals. Wherever possible, SAISD promotes its successful model to other communities across the nation.



## EDUCATIONAL SUPPORT: TEACHING

In addition to providing academic advisement, tutoring, and notetaking services to deaf and hard-of-hearing students enrolled in the other colleges of RIT, NTID support faculty are expected to teach as well. The sum total of this support helps maximize the benefit students receive from each course to ensure their success in RIT's highly competitive academic environment. NTID's four

support departments are Business and Computing Technologies, Imaging Arts and Sciences, Liberal Arts, and Science and Engineering. In addition, we employ physical education faculty to provide support to courses offered through RIT's Center for Human Performance.



	<u>Number of Sections</u>	<u>Number of Students</u>	
		Deaf	Hearing
<b>Sections Taught by Liberal Arts Support Faculty</b>			
Advanced Counseling Hearing / Deaf	1	0	4
American Sign Language I	6	5	120
American Sign Language II	4	9	53
American Sign Language III	3	5	28
ASL Individual Plan I	2	0	5
ASL Individual Plan II	1	0	4
Beginning Spanish I	1	11	0
Beginning Spanish II	1	12	0
Beginning Spanish III	1	9	0
Concepts in Criminal Law	1	10	28
Cultural Diversity in Education	1	2	6
Deaf Culture in America	1	20	11
Deaf Literature	1	25	7
Development Issues & Deaf Learning	2	0	15
Fine Arts / Visual Arts	3	65	0
Foundations of Sociology	6	83	0
Fundamentals of Legal Research I	1	4	24
Introduction to Psychology	6	117	0
Modern American History	4	66	0
Seminar in Criminal Justice	1	1	10
Writing & Literature I	13	179	0
Writing & Literature II	9	112	0
Written Communication I	10	113	0
Written Communication II	15	186	0
<b>Subtotal</b>	<b>94</b>	<b>1034</b>	<b>315</b>
<b>Sections Taught by Science and Engineering Support Faculty</b>			
Applied Mechanics I	1	0	20
Applied Mechanics II	1	0	14
Biology Lab	1	8	10
Engineering Economics	2	2	49
Freshman Seminar	1	12	0
Hematology/Immunohematology	1	1	5
Learning Strategies/Independent Study	1	2	0
<b>Subtotal</b>	<b>8</b>	<b>25</b>	<b>98</b>



## EDUCATIONAL SUPPORT: TEACHING (continued)

	<u>Number of Sections</u>	<u>Number of Students</u>	
		Deaf	Hearing
<b>NTID Sections Taught by Business and Computing Technologies Support Faculty</b>			
Computing Fundamentals (NTID Course)	2	14	0
Fundamentals of Management (NTID Course)	1	12	0
Fundamentals of Marketing (NTID Course)	1	6	0
Concepts in Criminal Law	1	10	28
Fundamentals of Legal Research I	1	4	24
Java Programming	1	7	37
Management Process I	1	1	26
Management Process III	1	1	22
Program for Information Technology I	2	9	68
Program for Information Technology II	2	5	58
Seminar in Criminal Justice	1	1	10
<b>Subtotal</b>	<b>14</b>	<b>70</b>	<b>273</b>
<b>Sections Taught by Imaging Arts &amp; Sciences Support Faculty</b>			
Survey of Western Art & Architecture I	1	8	0
Survey of Western Art & Architecture II	1	9	0
Survey of Western Art & Architecture III	1	17	0
<b>Subtotal</b>	<b>3</b>	<b>34</b>	<b>0</b>
<b>Sections Taught by Center for Human Performance Support Faculty</b>			
Basketball Officiating	1	8	0
First Year Enrichment I	2	38	0
First Year Enrichment II	2	38	0
Introduction to Strength Training	1	8	0
Wellness for Life	10	142	0
<b>Subtotal</b>	<b>16</b>	<b>234</b>	<b>0</b>
<b>TOTAL</b>	<b>135</b>	<b>1,397</b>	<b>686</b>

## INTERPRETING SERVICES

In-class services include interpreting support in all colleges of RIT as well as student/professor meetings, field trips, and other activities when required for credit-bearing courses. Non-class services include student use of interpreting services for campus life, including student

government, organizations, judicial proceedings, emergency needs, and extra-curricular programs. Administrative use includes support for RIT faculty/staff, visiting dignitaries, and speakers targeted mainly for faculty/staff audiences.

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### FY2003 HOURS OF INTERPRETING SERVICES

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	<b>In-Class</b>	<b>Non-Class Activity</b>	<b>Administrative Activity</b>	<b>Overall Total</b>
Fall	22,428	3,230	1,673	27,331
Winter	24,408	2,923	1,106	28,437
Spring	22,025	3,320	1,754	27,099
Summer	7,105	3,310	747	11,162
<b>FY2003 Total</b>	<b>75,966</b> <b>81%</b>	<b>12,783</b> <b>14%</b>	<b>5,280</b> <b>5%</b>	<b>94,029</b> <b>100%</b>
<b>FY2002 Total</b>	<b>75,710 (81%)</b>	<b>10,811 (11%)</b>	<b>7,613 (8%)</b>	<b>94,134 (100%)</b>
<b>FY2001 Total</b>	<b>74,061 (81%)</b>	<b>10,988 (12%)</b>	<b>6,716 (7%)</b>	<b>91,765 (100%)</b>
<b>FY2000 Total</b>	<b>70,145 (82%)</b>	<b>10,473 (12%)</b>	<b>4,966 (6%)</b>	<b>85,584 (100%)</b>
<b>FY1999 Total</b>	<b>67,927 (80%)</b>	<b>10,183 (12%)</b>	<b>6,480 (8%)</b>	<b>84,590 (100%)</b>

## ACCESS AND SUPPORT SERVICES

NTID support departments provide academic assistance in the form of tutoring and academic advising and coordinate the provision of notetaking services for deaf students registered in other colleges of RIT. Interpreting and C-Print services are provided to allow deaf students equal access to information in classes offered by other colleges.

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### HOURS OF SERVICE

RIT Colleges	Interpreting	Notetaking	Tutoring/ Advising	Class Sections Served
Business and Computing Technologies	16,551	13,080	3,360	327
Center for Human Performance	5,621	0	570	16
Imaging Arts and Sciences	13,075	10,742	2,129	297
Liberal Arts	19,867	12,796	1,990	403
NTID Students with Approved Accommodations*	2,288	1,544	0	51
Science and Engineering	18,609	15,033	5,876	666
Social Work	2,242	1,242	961	38
<b>Total</b>	<b>76,803</b>	<b>54,437</b>	<b>14,886</b>	<b>1,798</b>

### C-Print Captioning\*\*

Number of classes captioned	40
Number of class hours	4,680
Miscellaneous hours	33
<b>Total Hours</b>	<b>4,713</b>

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\* NTID students in associate degree programs who were approved for interpreting and/or notetaking services due to a secondary disability.

\*\* C-Print services are currently limited to students with additional disabilities and new students who are unable to benefit from interpreting services during their first year.

## FINANCIAL AID

Grant-in-Aid support increased by nearly 13 percent. Scholarship awards were down by 6.5 percent, primarily due to lower than average market performance of investment portfolios. State and Federal grants were up more than 18 percent, and Vocational Rehabilitation was up by nearly 12 percent. Loans increased by over

10 percent, mostly in the unsubsidized category. Excluding loans, the average student received nearly \$7,400 in VR, grants, and scholarships to apply to a total domestic undergraduate student budget for tuition, room, board, fees, books, transportation, etc. of nearly \$17,000.

SOURCE OF AID	2002		2003		DIFF %
	Awards*	Amount	Awards*	Amount	
<b><u>INSTITUTIONALLY SPONSORED SUPPORT</u></b>					
<b>Grant-in-Aid:</b>					
NTID Grant-in-Aid	292	\$719,993	298	\$874,211	21.4%
RIT Grant-in-Aid	47	144,551	40	100,023	-30.8%
<b>Subtotal Grant-in-Aid</b>	<b>339</b>	<b>\$864,544</b>	<b>338</b>	<b>\$974,234</b>	<b>12.7%</b>
<b>Scholarships:</b>					
NTID Merit	159	\$384,661	148	\$388,006	0.9%
NTID Endowments	356	487,612	307	427,007	-12.4%
External Groups	80	127,057	76	119,468	-6.0%
<b>Subtotal Scholarships</b>	<b>595</b>	<b>\$999,330</b>	<b>531</b>	<b>\$934,481</b>	<b>-6.5%</b>
<b>SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT</b>	<b>934</b>	<b>\$1,863,874</b>	<b>869</b>	<b>\$1,908,715</b>	<b>2.4%</b>
<b><u>STATE AND FEDERAL SUPPORT</u></b>					
<b>Grants:</b>					
Pell Grants	404	\$944,518	422	\$1,126,403	19.3%
State Grants	231	411,898	229	476,184	15.6%
<b>Subtotal Grants</b>	<b>635</b>	<b>\$1,356,416</b>	<b>651</b>	<b>\$1,602,587</b>	<b>18.1%</b>
<b>Other Federal Support:</b>					
Vocational Rehabilitation	833	\$4,939,544	774	\$5,564,705	12.7%
Federal Work Study	5	7,133	2	1,681	-76.4%
<b>Subtotal Other Support</b>	<b>838</b>	<b>\$4,946,677</b>	<b>776</b>	<b>\$5,566,386</b>	<b>12.0%</b>
<b>Subtotal Federal and State Support</b>	<b>1,473</b>	<b>\$6,303,093</b>	<b>1,427</b>	<b>\$7,168,973</b>	<b>13.7%</b>
<b><u>LOANS</u></b>					
<b>Federal Student Loans:</b>					
Subsidized	328	\$905,117	359	\$977,773	8.0%
Unsubsidized	251	688,275	280	774,763	12.6%
Parent PLUS Loans	28	126,557	28	142,973	13.0%
<b>Subtotal Loans</b>	<b>607</b>	<b>\$1,719,949</b>	<b>667</b>	<b>\$1,895,509</b>	<b>10.2%</b>
<b>TOTAL FINANCIAL AID</b>	<b>3,014</b>	<b>\$9,886,916</b>	<b>2,963</b>	<b>\$10,973,197</b>	<b>11.0%</b>
<b>Average Financial Aid per Student</b>		<b>\$8,012</b>		<b>\$8,914</b>	
<b>Average Financial Aid per Student (Excluding Loans)</b>		<b>\$6,618</b>		<b>\$7,374</b>	
<b>Student Enrollment</b>		<b>1,234</b>		<b>1,231</b>	

\* Students receive more than one form of aid. That is why the number of awards (grants, loans, scholarships, etc.) outnumber the student body. By inference, the average student received more than the average award.

## RETENTION AND GRADUATION HIGHLIGHTS

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Preparing deaf and hard-of-hearing students to live and work in the mainstream of society is the primary mission of NTID and the reason it was established in 1965. Prior to 1965, there were few postsecondary educational opportunities for deaf students and virtually none in technical studies. As a result, nearly 85 percent of deaf adults in the early 1960s found themselves in unskilled or semi-skilled jobs.

Today, NTID's highly successful academic programs and services for students who are deaf consistently result in, on average, nearly 92 percent of graduates over the past five years who chose to enter the labor force finding employment that is commensurate with the level of their education and training. Although statistics on the employment status of this year's deaf RIT graduates are not yet complete, figures for 2002 graduates show that 90 percent, or 82 of the 91 students who chose to enter the work force, found employment upon graduation.

These statistics reflect not only the quality of an NTID education, but also its value. According to a study conducted by NTID in conjunction with the Social Security Administration (SSA) in 1998, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates, and associate degrees) will earn 36 percent more in their lifetimes than students who withdraw from NTID. As a result, NTID graduates pay more in federal taxes. As the numbers of deaf students who pursue baccalaureate and graduate degrees through the other colleges of RIT increase, so too does their potential earning power. Male deaf students who complete an RIT bachelor's degree will earn 76 percent more than those who withdraw without a degree and pay almost twice as much in federal taxes. Female graduates also do better than females who do not complete degrees, although the earnings differences are not as great as for male graduates. Female graduates earn approximately 25 percent less than their male counterparts earn upon graduation and see this differential increase to 40 percent over their lifetimes. This fact needs to be tempered by the differing career choices made by males and females. For example, in the B.S. cohorts studied, 73 percent of male graduates have degrees in Business, Science, Applied Science and Technology and Engineering, while only 42 percent of females graduated in these higher paying fields. Conversely, 58 percent of females received their B.S. degrees in Imaging Arts and Liberal Arts, while only 27 percent of males received degrees in these traditionally lower paying areas. Therefore, a true measure of gender bias, if any, would require matching degree areas among genders, which this study did not undertake. These gender based patterns and pay differentials are very similar to what is experienced in the general U.S. population.\*

We know that quality employment and high earnings accrue to college graduates. Generally, we also know that students who withdraw fare no better earnings-wise than their peers who never went to college. With this in mind, NTID employs a variety of innovative strategies to improve retention. It is important to note that retention is a continuing concern for colleges with "open" or "liberal" admissions policies like NTID. NTID fares quite well by comparison; its overall graduation rate for students entering degree programs (56 percent) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Favorable comparisons notwithstanding, NTID continues to work at improving its graduation rate.

This year NTID/RIT awarded associate, bachelor's, and master's degrees as well as diplomas and certificates to 195 students. Of those graduates, 6 percent earned certificates and diplomas, 41 percent earned associate degrees, 43 percent earned bachelor's degrees, and 10 percent earned master's degrees. Of the U.S. students, 22 percent of all degrees were granted to minority students. From the graduating class of 2002, 18 out of 20 minority students (90 percent) who chose to enter the workforce found employment.

Over the past 37 years, more than 92 percent of more than 5,000 NTID/RIT graduates who chose to enter the labor market successfully found jobs upon graduation, and most in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (65 percent). The 1998 SSA research also showed that our deaf graduates with bachelor's degrees

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\*U.S. Bureau of Census, Current Population Survey, 1991 – 2002 Annual Demographic Supplement.

## RETENTION AND GRADUATION HIGHLIGHTS (continued)

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earn 81 percent of what their hearing peers earn (hearing RIT graduates). National statistics indicate that, in general, disabled workers earn only 70 percent of what their non-disabled peers earn. Additionally, over his or her lifetime, a deaf RIT graduate with a bachelor's degree will pay back to the Federal Treasury more than three times the cost of his or her education in taxes alone. If we add to the equation the fact that a college degree greatly reduces dependency on Supplemental Social Security transfer payments, the reasons for the dedication of NTID faculty and staff to assure that students graduate and succeed is clear.

## DEGREES GRANTED: FY1999 to FY2003

During the past five years, NTID has awarded, on average, approximately 200 degrees annually. The number for FY2003 was 195. During this same time frame, the number of students achieving bachelor's and master's degrees has increased. This change is indicative of the demands being made by deaf persons for access to higher level programs and

NTID's success in shifting its resources to accommodate the increased numbers of students seeking higher degrees. Of the 195 graduate and undergraduate degrees granted in FY2003, 34, or 22 percent, were granted to students from minority backgrounds.

Five different degree levels are awarded to deaf graduates of RIT.

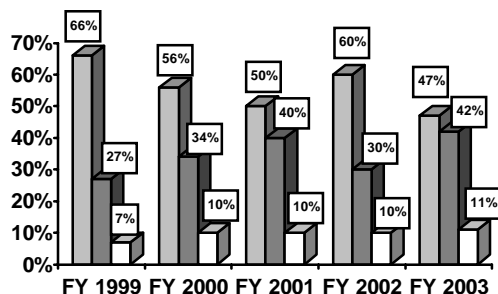
### Sub-Baccalaureate Certification:

- An *Associate in Occupational Studies* (A.O.S.) degree permits students to enter their careers directly upon graduation and requires 57-69 credit hours of technical instruction. In addition to satisfactorily completing technical courses, students must complete a specific number of credit hours in English, communication, general education, and mathematics.
- An *Associate in Applied Science* (A.A.S.) degree permits students to enter their careers directly upon graduation, or, in many cases, transfer to upper-division programs in the other colleges of RIT. Completion of this degree requires 57-69 credit hours of technical instruction. In addition to the technical courses, students must complete 20 credit hours through RIT's College of Liberal Arts and other required credit hours as determined by the program of study.

- The *Associate in Science* (A.S.) degree is a transfer degree for students seeking admission to bachelor-level studies. This degree requires completion of 90-100 credit hours, half of which must be from liberal arts and science. The rest are from technical and professional areas.

### Bachelor's/Master's Degrees:

- A *Bachelor's* degree is awarded to students who complete all required courses to graduate from a four-year program in one of the RIT colleges. A bachelor's degree requires completion of 180-200 credit hours.
- A *Master's* degree indicates that a student has completed a minimum of 45 quarter credit hours beyond the baccalaureate level in any RIT master's degree program.



■ Sub-Baccalaureate ■ Baccalaureate □ Master's

	FY1999	FY2000	FY2001	FY2002	FY2003
Sub-Baccalaureate	143	134	100	124	91*
Baccalaureate	58	83	79	63	83
Master's	14	24	20	20	21**
TOTAL	215	241	199	207	195

\* This total includes 12 hearing graduates from the ASL-English Interpretation Program at sub-baccalaureate level.

\*\* This total includes 14 graduates from the MSSE program.



## GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID supported students on the RIT campus in FY2003, 48 percent were through programs offered by NTID and 52 percent through the other seven colleges of RIT. Historically, 71 percent of the degrees have been

awarded from NTID and 29 percent from the other RIT colleges. This change is the result of increased demand by students for entry into bachelor level programs, better articulation between NTID and RIT curricula, and improved access/support services.

	FY2003		CUMULATIVE (FY1970-FY2003)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
<b>NTID</b>				
Technical Programs	69	35%	3,284	62%
ASL-English Interpretation	12	6%	423	8%
Master of Science in Secondary Education	14	7%	66	1%
<b>Subtotal</b>	<b>95</b>	<b>48%</b>	<b>3,773</b>	<b>71%</b>
<b>OTHER COLLEGES OF RIT*</b>				
College of Applied Science and Technology	34	17%	313	6%
College of Business	4	2%	247	5%
College of Computing and Information Sciences	18	9%	169	3%
College of Engineering	3	2%	53	1%
College of Imaging Arts and Sciences	21	11%	375	7%
College of Liberal Arts	13	7%	271	5%
College of Science	7	4%	101	2%
<b>Subtotal</b>	<b>100</b>	<b>52%</b>	<b>1,529</b>	<b>29%</b>
<b>Total</b>	<b>195</b>	<b>100%</b>	<b>5,302</b>	<b>100%</b>

\* Includes bachelor's and master's degrees granted by the other colleges of RIT, as well as some associate degrees.

## FIRST-YEAR PERSISTENCE RATES

Since there is considerable variability in terms of persistence rates for entering cohorts of students, NTID reports annually on persistence using a three-year moving average. The table below presents information about three year moving averages for new students entering degree granting programs since 1996. Thus, the most recent three-year average is reported for the 982 students who entered

degree programs in the years 2000, 2001, and 2002. Data in the table below indicate that for the most recent three-year period, 76 percent of new students persisted to the second year. Over the past several years, we have implemented a variety of retention strategies that are having a positive effect on persistence.

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### First-Year Persistence Rates\*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1996, 1997, 1998	1,093	804	74%
1997, 1998, 1999	1,011	745	74%
1998, 1999, 2000	1,019	751	74%
1999, 2000, 2001	963	738	77%
2000, 2001, 2002	982	743	76%

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\* Three-year averages for students registering in degree programs for fall quarter.

## PERSISTENCE TO GRADUATION FOR DEAF RIT STUDENTS

Nationally, colleges with liberal or open admission policies have first-year persistence rates of 64 percent and 54 percent respectively. This compares to a 76 percent persistence rate for first-year NTID students in a major. Students admitted to NTID have ACT scores that are comparable to students in colleges with open or liberal admissions policies; yet, first-year persistence rates at NTID are comparable

with those of institutions admitting students who are far better prepared academically. The table below also indicates that NTID's graduation rates (52 percent for students admitted into sub-bachelor level programs and 68 percent for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards.

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### National Persistence Rates

Selectivity Level	Mean ACT*	First-Year Persistence Rate (All Institutions)	Sub-Bachelor Degree Graduation Rate (Public Institutions)	Bachelor Degree Graduation Rate
Highly Selective	27-31	91%	NA	72%
Selective	22-27	81%	85%	62%
Traditional	20-23	72%	38%	45%
Liberal	18-21	64%	44%	40%
Open	17-20	54%	35%	30%
<b>NTID</b>	<b>17-18</b>	<b>76%**</b>	<b>52%**</b>	<b>68%**</b>

Source: National College Dropout and Graduation Rates, 1997.

\* 95 percent confidence interval around the mean of the composite score.

\*\* NTID calculates first-year persistence and graduation rates using a three-year moving average.

## ACADEMIC SKILLS OF ENTERING STUDENTS

The academic preparedness of most entering NTID-supported students is substantially below that of their hearing peers. The mean ACT score of 24 for deaf students directly admitted to one of the RIT colleges is somewhat lower than the average of 26 for hearing freshmen admitted to RIT. But this group represents only 19 percent of NTID's entering class of 2003. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 19 for the pre-baccalaureate group is well below the average of entering RIT freshmen. The

average ACT score of 16 achieved by students entering NTID's sub-baccalaureate degree programs is in the range achieved by students entering schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all students graduating from cross-registered programs at RIT came through NTID first, which means they graduated in spite of the fact that their entering ACT scores were in the 16 to 20 range.

	<b>Percentage of Deaf Students by Degree Level</b>	<b>ACT Composite</b>
<b>Degree Level</b>	<b>Percent</b>	<b>Mean</b>
Bachelor in Other Colleges of RIT	19%	24
NTID:		
Pre-Bachelor	8%	19
Sub-Bachelor	53%	16
Career Exploration	20%	15

## TIME REQUIRED TO COMPLETE A DEGREE

With the exception of deaf students directly admitted to an RIT college other than NTID, students who are deaf take a longer time to get a degree than hearing students. There are many reasons for this, not the least of which is academic preparedness. Deaf students admitted to NTID generally are academically behind their 18- to 19-year-old hearing counterparts. Many enter NTID with ACT composite scores of less than 16 and reading comprehension and language skills between the 7th and 9th grade level. Therefore, considerable time and effort goes into remediation and career exploration. In addition, most programs have between one- and three-quarter requirements for cooperative education experiences (paid employment in field related to study). This extends normal program lengths by approximately one year; typically, associate degree programs require three years and B.S. programs require five years.

The table below shows the average number of active quarters and the average number of calendar years elapsed between entry and date of degree.

With the exception of students who are capable of directly entering RIT baccalaureate programs, deaf students take approximately 1.5 times longer than the ideal program length to achieve a degree.

Deaf students who transfer to an RIT baccalaureate program after completing an associate degree take approximately seven years to attain a B.S. degree. Students who start at NTID, primarily because they were initially inadmissible to RIT, who later satisfy the RIT requirements and then transfer, take about six years to attain a B.S. degree. Deaf students who are capable of directly entering RIT baccalaureate programs graduate in slightly more than four years. What is remarkable about the three B.S. cohorts of students is that all deaf students have lower entry level academic skills than do their hearing peers, yet with preparation and support services provided by NTID, are able to enter and graduate from RIT programs at rates similar to or better than their hearing peers (see following page).

Time Required to Complete a Degree Graduates 2000, 2001, 2002		
First Degree Category	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after associate degree)	22.0	6.9
B.S. degree (transfer from NTID without degree)	17.0	5.5
B.S. degree (direct entry)	14.0	4.2
A.A.S. degree	13.0	4.5
A.O.S. degree	12.0	4.5

\* Does not include quarters when students were withdrawn or on leave of absence.

\*\* Calculated from the day student enters NTID to the day he/she graduates, regardless of withdrawals or leaves of absence.

## ORIGIN AND SUCCESS OF DEAF STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

Historically 25 percent of deaf students who begin their studies within the college of NTID eventually transfer to one of the other colleges of RIT. The net result of this transfer pattern is that more than half of deaf graduates from RIT baccalaureate programs began their college careers at NTID.

The table below provides baccalaureate graduation rates by point of entry to NTID and RIT. It can be clearly seen that deaf students, regardless of entry point, graduate at rates equal to or greater than their better prepared hearing peers.

<b>Graduation Rates for Deaf Students Cross Registered in the Other Colleges of RIT</b>			
<b>(1994-1996)</b>			
	<b>Withdrawn</b>	<b>Bachelor's Degree</b>	<b>Graduation Rate</b>
Direct Admit to RIT (deaf)	38	77	67%
Transfer from NTID Pre-baccalaureate	16	41	72%
Transfer from Associate degree programs at NTID	43	88	67%
Deaf Students (overall)	97	206	68%
Hearing Freshmen	1,618	2,398	60%
Hearing Transfers	496	995	67%

## GRADUATION AND EMPLOYMENT

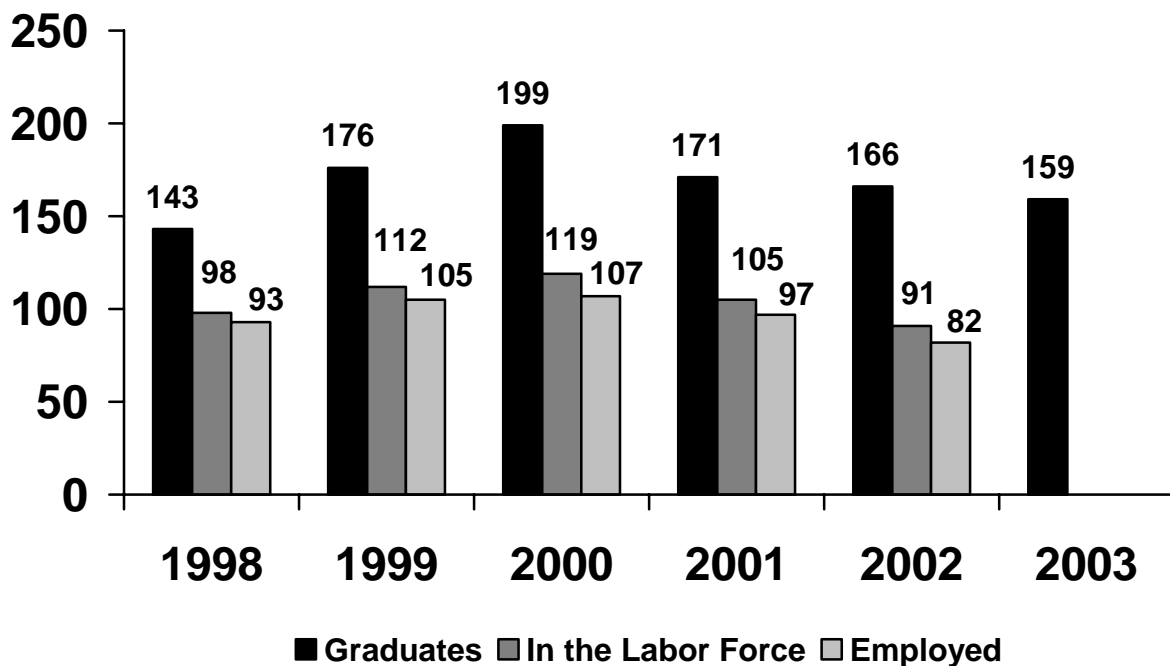
Employment rates are calculated using the same methodology used by the Bureau of Labor Statistics (BLS) in its Current Population Survey (household survey), which provides information on the labor force, employment, and unemployment. As the BLS defines it, "The *civilian labor force* is the sum of employed and unemployed persons. Those not classified as employed or unemployed are *not in the labor force*. The *unemployment rate* is the number unemployed as a percent of the labor force. The *labor force participation rate* is the labor force as a percent of the population...."

NTID's *labor force* is the sum of those graduates who are employed and those who want to be employed. Those who do not want to be employed because they choose to continue to pursue bachelor's and master's

degrees at Rochester Institute of Technology or at some other institution of higher education, or choose to become homemakers, or to be idle temporarily while traveling, etc., are *not in the labor force*.

During FY2002\*, 166 deaf students graduated and 91 chose to enter the *labor force*. Eighty-two were employed, while nine were unable to find employment. Therefore, 55 percent (91/166) are known to have entered the *labor force* and 90 percent (82/91) found employment. NTID's employment rate over the last five years as calculated above is 92 percent. Of the 75 remaining students, 43 are continuing are continuing their education toward advanced degrees either at RIT or elsewhere, 10 are not looking for work, and 22 have an unknown status.

### Degrees Granted\*\*



\* As of the writing of this report, the employment information for 2003 is incomplete; therefore, we report on employment rates of 2002 graduates.

\*\* Does not include degrees in ASL-English Interpretation program, the Master of Science in Secondary Education program, or certificates awarded.

## EMPLOYMENT SERVICES

Prior to co-op work experience, NTID's National Center on Employment (NCE) offers students courses in "Job Search Process" and "Employment Seminar." These courses are designed to teach students how to organize and conduct their job search activities. Students also utilize the extensive resources in the NTID Learning Center to research prospective employers and identify appropriate employment opportunities.

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During FY2003:

- 153 students were enrolled in 14 sections of "Job Search Process" and 91 students were enrolled in eight sections of "Employment Seminar."
- Students sought individualized job search assistance in the NTID Learning Center on 180 different occasions; in other campus locations, on 260 different occasions.
- More than 3,000 hours of student employment advising were provided by NCE personnel.
- Twelve career development workshops were offered to deaf students, during 19 different sessions, with a total of 111 students participating.
- A work preparation workshop jointly sponsored by the RIT Office of Cooperative Education and Career Services and NTID Center on Employment was held for cross-registered students, with 7 in attendance.
- Videotaped formal practice interviews were held during winter and spring quarters for seven NTID/RIT students; these were in addition to interviews held in conjunction with classes.

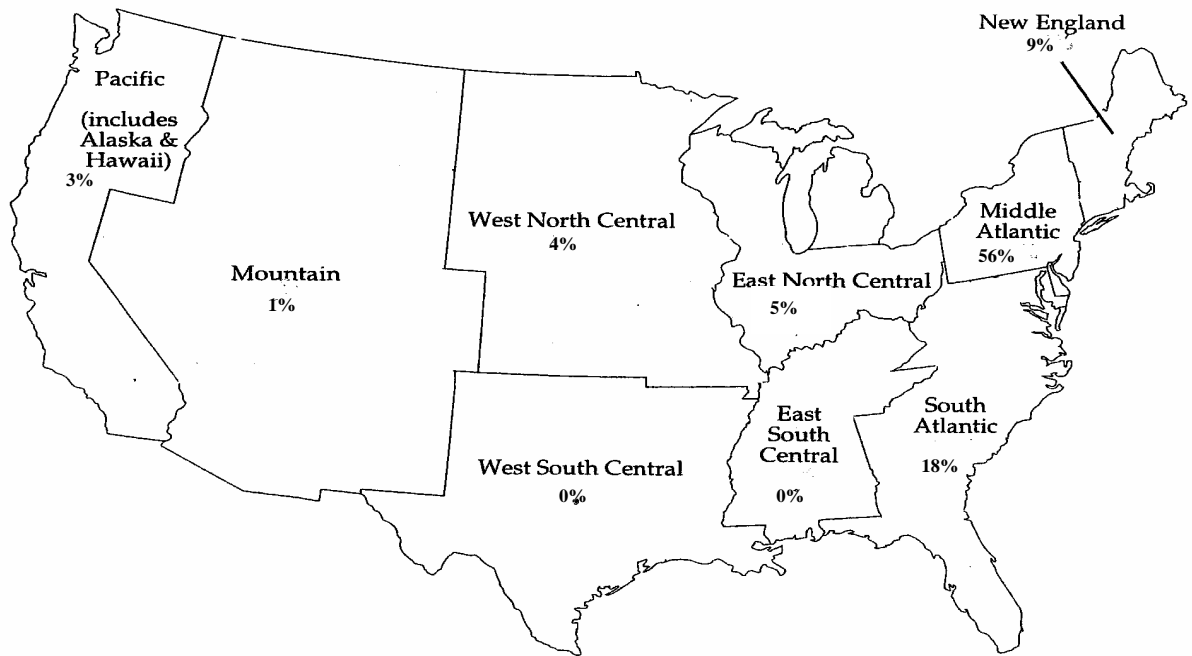


## WHERE GRADUATES MOVE AFTER GRADUATION

Over the past five years, more than half of U.S. NTID graduates accept jobs in areas near their hometowns. Seventeen percent find employment in the Rochester area and 30 percent in other areas of the country. The majority of graduates are employed in the Northeast and Central parts of the country, areas that have been strong sources of applicants for NTID.

### AREA OF PLACEMENTS

Area	FY1998	FY1999	FY2000	FY2001	FY2002*	Five Year Average
Hometown	45%	70%	62%	44%	43%	53%
Rochester	19%	8%	15%	20%	22%	17%
Other	36%	22%	23%	36%	35%	30%



*International Placement = 4%*

\* Placement numbers for FY2003 graduates are incomplete and will be reported on next year.

## PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 62 percent of NTID graduates have acquired jobs in business and industry, with 38 percent in education or government sectors.

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<b>Sector</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002*</b>	<b>Five-Year Average</b>
Business/Industry	72%	60%	67%	52%	61%	62%
Education/Nonprofit	23%	30%	24%	39%	30%	29%
Government	5%	10%	9%	9%	9%	9%

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\* Placement numbers for FY2003 graduates are incomplete and will be reported on next year.

## OCCUPATIONS OF GRADUATES BY AREA OF STUDY: ENTRY STATUS

Deaf and hard-of-hearing graduates of RIT enter a wide variety of jobs. About one-third enter jobs in science and engineering professions, and one-quarter each in business occupations and visual communication areas. A portion also are employed as teachers, counselors, and social workers.

<b>Occupational Area</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002*</b>	<b>Five-Year Average</b>
<b>Science &amp; Engineering</b> e.g., Engineers, Technicians, Computer Professionals, Machinists, Drafters	29%	31%	39%	23%	23%	29%
<b>Business</b> e.g., Managers, Accountants, Data Entry Technicians, Word Processing Technicians	22%	21%	24%	32%	23%	25%
<b>Visual Communications</b> e.g., Printers, Photographers, Artists, Photo Lab Technicians, Designers	22%	23%	20%	18%	19%	20%
<b>Miscellaneous</b> e.g., Postal Workers, Teachers, Social Workers, Counselors, Maintenance Workers	27%	25%	17%	27%	35%	26%

\* Placement numbers for FY2003 graduates are incomplete and will be reported on next year.

## OCCUPATIONS OF ALUMNI BY LABOR CATEGORY: STATUS AS OF 2000

All NTID alumni were surveyed during the fall and winter quarters of the 1999-2000 academic year concerning levels of satisfaction with their undergraduate learning experiences, their employment status, continuing educational activities, and overall rating of NTID/RIT. There were 3,655 alumni who received questionnaires, of whom 944 completed and returned them to NTID. At the time of the survey, 85.5 percent were employed (we cannot assume 14.5 percent unemployment as we did not ask how many were actually in the labor market).

More than half of the alumni were employed in the Professional and Technical Specialty category of occupations. The next highest area of employment for alumni was Administrative Support & Clerical, at 18 percent. The third highest category of employment was Managerial and Administrative, employing 13 percent of respondents.

<b>Occupations of Working Alumni</b>	<b>All</b>	<b>Males</b>	<b>Females</b>	<b>Sample Job Titles within Category</b>
Professional and Technical Specialty	52%	51%	49%	Teachers, Computer Analysts, Social Workers, Counselors, Artists, Engineers, Numerical Control Programmers
Administrative Support and Clerical	18%	36%	64%	Computer Operators, Secretaries, Postal Clerks, Data Entry Clerks, Teacher's Aides, Bank Tellers
Managerial	13%	58%	42%	Accountants, Personnel Specialists, Managers, Administrators, Compliance Officers
Operators, Assemblers, Inspectors	7%	62%	38%	Numerical Control Operators, Printing Press Operators, Lithographers and Compositors, Photographic Processors, Machine Operators
Precision, Craft & Repair	5%	75%	25%	Optical Goods Workers, Book Binders, Sheet Metal Workers, Auto Mechanics
Service Workers	3%	20%	80%	Welfare Service Aides, Child Care Workers, Personal Service Supervisors, Hairdressers, Waiters/ Waitresses, Cooks
Cleaners, Equipment Handlers	1%	50%	50%	Freight, Stock & Material Handlers, Production Helpers
Sales	1%	33%	67%	Sales Clerks, Clothing Clerks

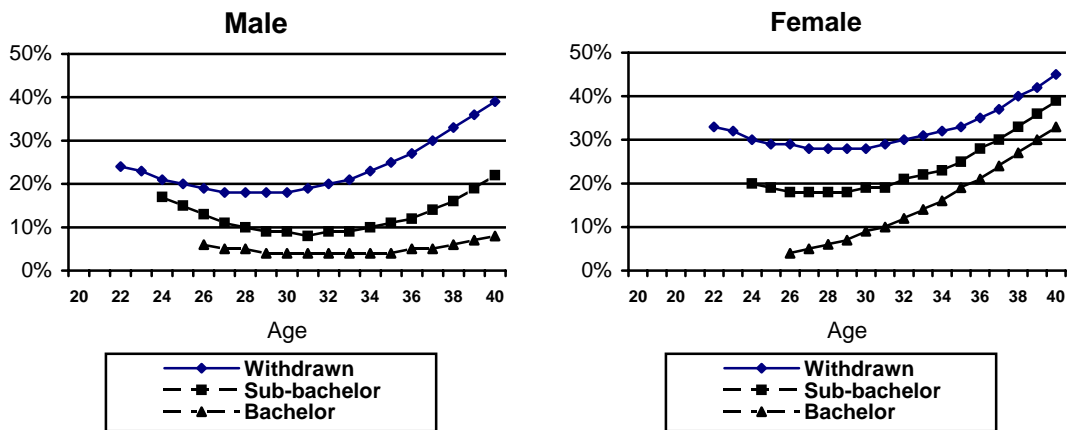
## TEN YEAR LABOR FORCE STATUS AND EARNINGS OF GRADUATES

The figures below represent the changing employment conditions of deaf and hard-of-hearing graduates from time of graduation to age 40. There are considerable differences between male and female graduates. Female graduates have lower labor force participation rates than males and earn significantly less.

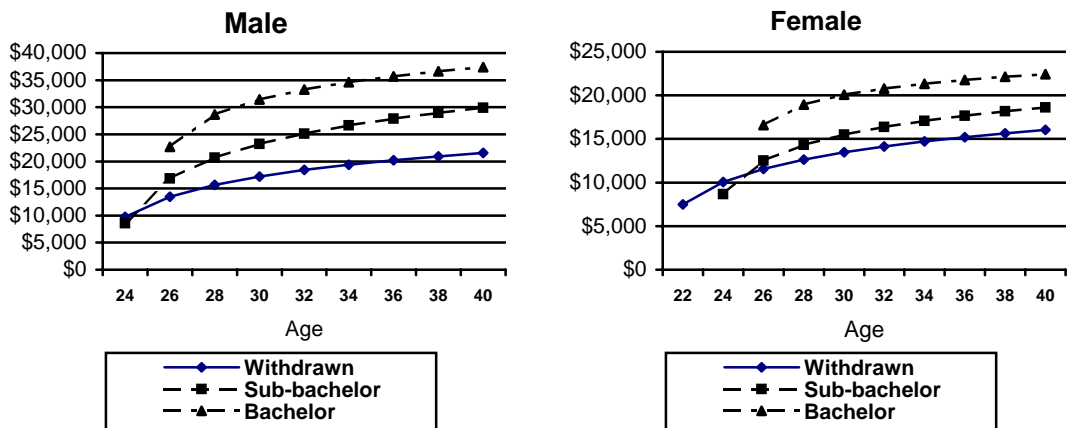
Data represented in these figures are from a 1998 study with the Social Security Administration. Findings indicate that individual graduates benefit significantly from their education, in terms of

increased employability and wages, over individuals who do not graduate, but the magnitude of the benefit depends upon gender and degree level attained. By the end of their work life, male deaf and hard-of-hearing bachelor's degree graduates will have earned 76 percent more, and male sub-bachelor's graduates 36 percent more than males who did not graduate. Female bachelor's graduates will earn 46 percent more, and sub-bachelor's graduates only 11 percent more than non-graduates. For both groups, the increased earnings result in greater federal tax contributions.

*Percent of Alumni not reporting earnings*



*Earnings of Alumni*



Note: From a 1998 collaborative research study conducted with the Social Security Administration. To accomplish this, NTID forwarded a data file containing social security number, year of exit, gender, and degree attainment for 7,673 cases to the Social Security Administration. Five study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT (Deaf Bachelor); (2) hearing graduates who completed a bachelor's degree from RIT (Hearing Bachelor); (3) deaf or hard-of-hearing sub-bachelor's degree from NTID (Sub-bachelor); (4) deaf or hard-of-hearing individuals who attended NTID but withdrew prior to receiving a degree (Withdrawn); and (5) deaf and hard-of-hearing applicants to NTID, but who were denied admission (Rejected).

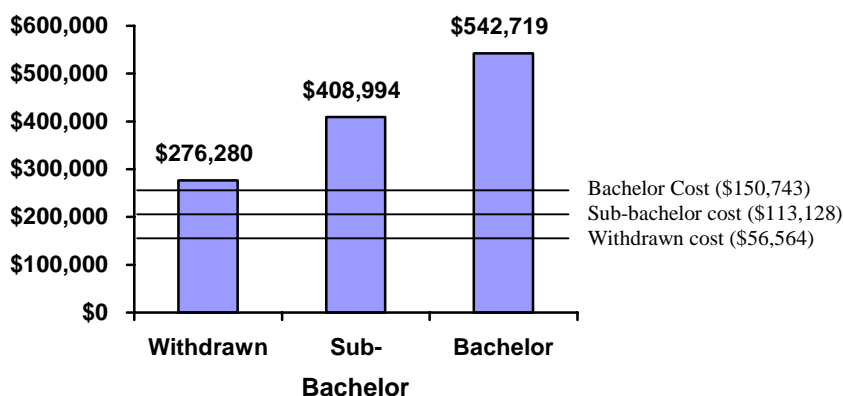
## “PAYBACK” DATA FOR NTID GRADUATES

Deaf and hard-of-hearing graduates of NTID contribute significantly more in taxes to the Federal Treasury than do students who withdraw without a degree. Estimates of cumulative Federal income, Social Security, and excise tax contributions over the average work life indicate that 1996 male bachelor's degree graduates will contribute \$266,000 more in Federal taxes than males who withdraw, and male sub-bachelor graduates will contribute \$133,000 more than males who withdraw before completing a degree.

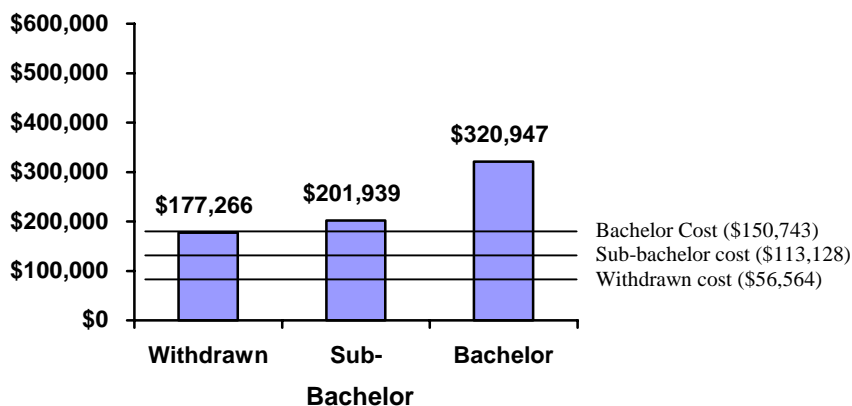
Female bachelor graduates will contribute \$145,000 more over a lifetime of work, while female sub-bachelor graduates will contribute approximately \$25,000 more than non-graduates. This disparity between males and females can be explained to some degree by the fact that many women drop out of the workforce during childrearing years. In addition, females earn less than males, a fact that has been prevalent in the U.S. workforce for many years.

*Estimated Federal Tax Contribution  
Compared to Cost of Education*

### Male



### Female



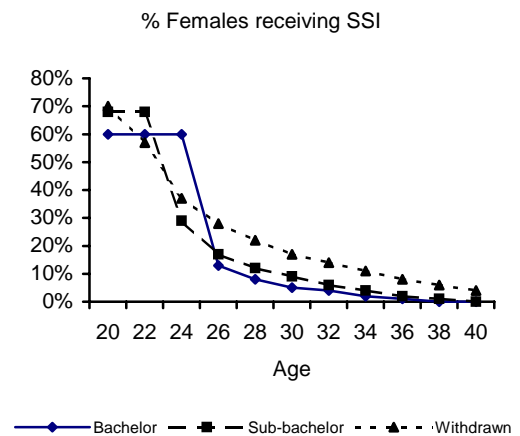
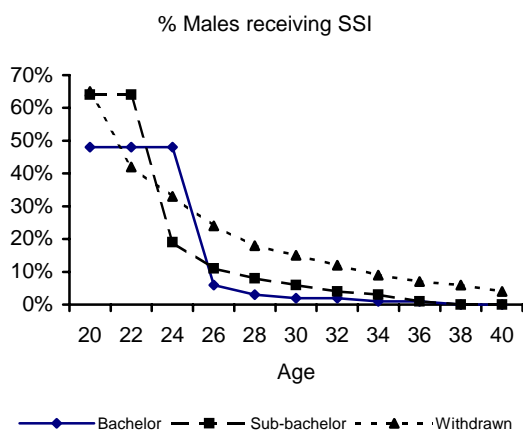
Note: From a 1998 collaborative research study conducted with the Social Security Administration. To accomplish this, NTID forwarded a data file containing Social Security number, year of exit, gender, and degree attainment for 7,673 cases to the Social Security Administration. Five study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT (Deaf Bachelor); (2) hearing graduates who completed a bachelor's degree from RIT (Hearing Bachelor); (3) deaf or hard-of-hearing sub-bachelor's degree from NTID (Sub-bachelor); (4) deaf or hard-of-hearing individuals who attended NTID but withdrew prior to receiving a degree (Withdrawn); and (5) deaf and hard-of-hearing applicants to NTID, but who were denied admission (Rejected).

# EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

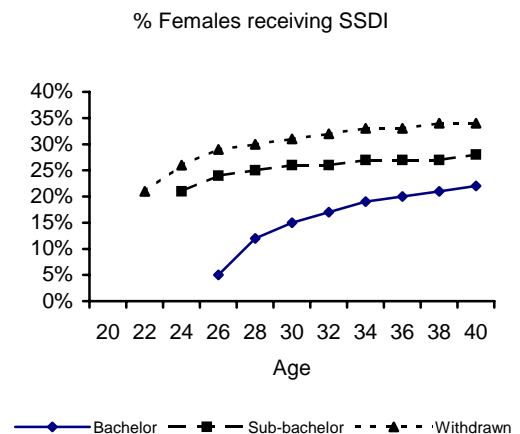
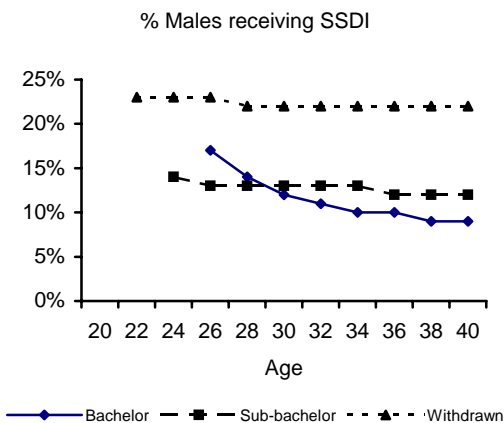
Recent research in collaboration with the Social Security Administration shows the role that the completion of a college degree plays in reducing dependence on continuing Federal support. These differences exist for both the Supplemental Security Income (SSI) program and the Social Security Disability Insurance (SSDI) program. Completing a degree from NTID/RIT reduces the probability that a deaf or hard-of-hearing person will collect SSI or SSDI. By age 40, there are no graduates collecting SSI, while on average five percent of students who withdrew or have been rejected for admission continue to participate in the program. This reduction

is especially noteworthy when one considers that approximately 60 percent of graduates were receiving SSI benefits when enrolled as students. While virtually no one participated in the SSDI program when they were students, by age 40 about 10 percent of male graduates and 25 percent of female graduates were receiving SSDI benefits. These rates compare to approximately 25 percent for male non-graduates, and 33 percent for female non-graduates. It appears that many deaf and hard-of-hearing female graduates use SSDI as a benefit during their childbearing years and may experience difficulty re-entering the workforce.

## Supplemental Security Income (SSI)



## Social Security Disability Insurance (SSDI)



Note: From a 1998 collaborative research study conducted with the Social Security Administration. To accomplish this, NTID forwarded a data file containing Social Security number, year of exit, gender, and degree attainment for 7,673 cases to the Social Security Administration. Five study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT (Deaf Bachelor); (2) hearing graduates who completed a bachelor's degree from RIT (Hearing Bachelor); (3) deaf or hard-of-hearing sub-bachelor's degree from NTID (Sub-bachelor); (4) deaf or hard-of-hearing individuals who attended NTID but withdrew prior to receiving a degree (Withdrawn); and (5) deaf and hard-of-hearing applicants to NTID, but who were denied admission (Rejected).

## RESEARCH HIGHLIGHTS

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NTID determines topics for research on the basis of annual research priorities derived from a variety of sources in the college and in the field, including the National Advisory Group, the Department of Education, and other internal and external sources. In addition to ongoing, programmatic research (see Summary of Research Activities that follows), NTID researchers continue Special Institutional Projects established in response to immediate needs identified by the NTID Leadership Team and long- and short-term projects to comply with performance indicator reporting required by the Department of Education. Additionally, in response to a need expressed by faculty and the VP and Dean, NTID researchers have been investigating faculty/staff communication development and assessment under the heading of the Faculty/ Staff Communication Research Project.

To measure effectiveness, NTID keeps track of the degree to which NTID research findings are reaching external audiences. Personal contacts by researchers with teachers, university faculty, students and alumni, family members of deaf individuals, government, business and legal professionals, counselors, psychologists, interpreters, other professionals, and community organizations exceeded 2,000 during the 2002-2003 academic year. In addition, researchers shared their findings through 121 presentations and workshops to a variety of groups, through 46 publications, 39 internal reports, and distribution of more than 2,200 *NTID Research Bulletins*.

As required by amendments to the Education of the Deaf Act (October 1998), NTID has sought public input on its deafness-related research priorities via our research Web site. During this past year, the leadership team of NTID, a select committee of faculty, and members of the Department of Research have collaborated on revising the research model at NTID and the means for identifying strategically important research issues. A new process for seeking external input on NTID's research agenda will be implemented in 2004.



## SUMMARY OF RESEARCH ACTIVITIES

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### Language and Literacy

The Department has undertaken projects to describe and analyze English and American Sign Language in order to better understand the use and processing of these languages in educational, social, and employment settings. These projects have sought to determine the challenges these languages pose for students, faculty, and staff and to find ways of optimizing the use of these languages for teaching, learning, and curriculum development. This research is seeking to enhance literacy through research on spoken, written, and signed forms of communication and their relationship to access and success. The following are some key outcomes for this area of investigation:

- Faculty/Staff Communication Research Project: Development of a Classroom Sign Language Assessment (CSLA). The goal of this project is to provide a classroom observational technique for NTID faculty that may be used (1) to assess their sign language communication skills, and (2) to identify sign language communication skills that may be appropriate for development. During AY02-03 training of potential Classroom Sign Language Assessment (CSLA) observers was planned and initiated, and pilot use of this instrument with NTID faculty was implemented. In addition, a CSLA purposes, materials, & procedures document was developed. A proposal to develop additional CSLA training materials and to conduct additional CSLA observer training sessions during the 2003 summer has been approved. CSLA training and piloting will continue during AY03-04.
- Faculty/Staff Communication Research Project: Students' Judgments of Faculty/Staff Members' Communication Skills. The purpose of this three-year project is to develop a tool for faculty to document student ratings of their classroom communication. A new instrument, the Student/Faculty Communication Survey, was created for students to rate their instructors' use of sign, speech, simultaneous communication, and visual materials in the classroom. During the first project year, 53 faculty members had the 20-item survey administered to students in their courses during one or more quarters. The data to date indicate that students use the response scale as expected and there is an orderly relation between students' ratings and other indicators of faculty communication skills.
- Verification of Loudness Perception after Hearing Aid Fitting. Verification of hearing aid fit was assessed by comparing hearing aid users' loudness perception for amplified sound to that of listeners with normal hearing. The objective was to make soft sound audible and loud sound comfortable. In severe or profound hearing loss, this goal may be compromised due to abnormal loudness perception and restricted dynamic range. We collected self-reports of hearing aid benefit and loudness judgments from 15 hearing aid users who had severe or profound hearing loss. Results from one listening condition were charted and suggest at least two patterns of proximity to results collected in the same test environment from 15 adults with normal hearing. Conclusions from this study await completion of the analysis of an additional six listening conditions, which may confirm that digital hearing aids are associated with a closer match to normal loudness growth than analog hearing aids.
- Student Communication Skills and Comprehension of Sign Language Interpreting. This study replicated and extended an earlier investigation of the relationship between language skills/fluencies of deaf students and learning via interpreting in the classroom. Thus far, we have found little relation between deaf students' preferred mode of signing (English-based or ASL) and their comprehension of English-based or ASL messages. This replication supported the finding that students' sign language skills and preferences were not related to their comprehension of lecture content, regardless of whether the content was technical or non-technical in nature. There may be social and/or psychological reasons to offer students interpreting in a particular mode, but there does not appear to be an educational (learning) justification for it.
- Student-Interpreter Familiarity and Comprehension of Sign Language Interpreting. Interpreters constantly adjust for diverse communication needs of deaf audiences, particularly in educational settings. In most contexts, experienced interpreters seek an opportunity to interact with students/clients prior to working with them, in order to determine the optimal style and mode for their interpreting. This study explored how interpreters modify their signing when they are familiar with a student, and the impact of such changes on student learning. Interpreters with more or less experience (less than 3 years or more than 10 years experience) were compared as they interpreted

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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for either ASL-oriented or English-oriented students. Interpreter experience, familiarity of interpreter and student, and student sign language orientation were examined as predictors of comprehension. Continuing analyses suggest that these factors have only minimal impact on student learning.

### Teaching and Learning

Research projects in this area have described and analyzed the learning behaviors and cognitive abilities of deaf students in order to find effective ways to optimize their skills. The Department also has investigated teaching strategies that are most effective with deaf individuals in order to effect positive educational reform in secondary and postsecondary programs. The following are some key outcomes for this area of investigation:

- Relationship Between Attentional Control and Academic Achievement in Deaf Students. The T.O.V.A. is a computerized continuous performance test for assessing attentional skills and identifying Attention Deficit Hyperactivity Disorder. The purpose of this study was to determine whether deaf students' scores on the T.O.V.A. are related to their language, academic, and cognitive skills. Strong evidence was found that students' attentional abilities are related to reading comprehension, broad language and writing skills, math skills, non-verbal IQ, and neurological status scores. The results confirm that assessing attentional disorders in school settings will help identify a large subgroup of deaf children at high risk for reading, language, and math failure due to attentional disorders. They also provide data-based evidence that specific interventions designed to manage deaf students' attention in classroom and other educational settings will help to improve broad educational outcomes.
- Promoting Inclusion and Access for Deaf Students in Postsecondary Education. Building on previous work done at RIT, the objective of this project is to design, develop, beta test, evaluate, and disseminate materials that will enable college faculty to modify their teaching behaviors and classroom management in ways that will remove barriers to access for deaf and hard-of-hearing students. We have narrowed our scope of activities initially to the development of a highly interactive Web site that provides specific strategies for faculty to increase student access. Accomplishments this year include: hiring a design development team; writing material for the "data base" section of the site; generating an organization/site map of the Web site; rewriting some materials from earlier work to match the Web format; and beginning to shoot footage and still images for the Web site.
- Mental Representation of Relative Magnitude by Deaf Students. Previous studies exploring deaf students' judgments of relative magnitudes have shown them to respond more slowly than hearing peers. The source of the difference remains to be determined. Five experiments were conducted to further explore the nature of the "internal number line" in deaf students compared to hearing peers (for which its properties are well established). The results indicated that deaf students are slower than hearing students in comparing relative magnitudes. However, the "internal number lines" that underlie mathematics performance appear to be the same for deaf and hearing students. This pattern of results explains differences in math performance between the two groups and suggests alternative teaching methods that can help to overcome lags in that area evident beyond the seventh grade level.
- Reasoning and Problem Solving. A variety of studies have demonstrated challenges among deaf students in relational processing, application of mathematical concepts, and problem solving in tasks involving multiple dimensions, but there has been little research concerning the locus of such difficulties and possible solutions. Recent evidence suggests that these three areas may be linked to a common cause, and potentially remedied by instruction. The present investigation made use of two paradigms that have proven useful in identifying the strategies and mental representations used in problem solving and reasoning. Results indicated that deaf students were significantly slower than hearing students in syllogistic reasoning (transitivity), but the pattern of results indicated that generally the same cognitive processes are involved. The only exception was a strategic one, as hearing students were three times more likely than deaf students to draw models of problems to aid in their solution.

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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- C-Print Captionist Certification Protocol. C-Print is a computer-aided speech-to-print transcription system that has been developed as a classroom support for deaf and hard-of-hearing students in mainstream educational environments. Captionist training during the past eight years has generally followed three models. An apprenticeship model and a two-week intensive workshop model have both resulted in trained captionists with high levels of skills. The third model requires the trainees to learn the abbreviation system through independent study and then come to a central site for one week of additional group training. We now have a situation where the amount of “controlled” training time is down to five days and the number of captionists being trained is increasing dramatically. At the same time, these captionists are providing C-Print services in an ever growing number of secondary and postsecondary environments. It has become clear that there is a strong need for some type of certification to document the skill level of C-Print Captionists. This project is designed to meet that need. The first phase of the project has been completed and a report summarizing that phase is complete. Results of the pilot indicate that the proposed approach is appropriate for the certification materials and plans will proceed as recommended.
- Visual System Markers for Reading Disability in Deaf Students. Specific reading disability is one that can affect both hearing and deaf individuals. However, specific reading disability is much more difficult to diagnose in the deaf population because many additional factors can affect deaf students' scores on reading tests besides the presence of a learning disability. This project focused on demonstrating that deaf students who are likely to be reading disabled have a specific type of visual system damage. To search for evidence of visual system damage in deaf poor readers, we assessed peripheral visual system functions in 25 deaf college students using psychophysical tests. The data were analyzed by computing scores for each student that indicated how easy it was for them to detect visual stimuli in their peripheral vision. Further analyses will focus on determining how well these data relate to reading and cognitive skills.

### Sociocultural Influences

This category has included research on such topics as interpersonal skills, leadership, decision making, cultural identity, and the ability of an individual to assess and adapt to new social settings, learn the culture of a work environment, and participate in team or group activities. Often these skills are developed through observing and interacting with peers, and deaf students may have limited experience in this area. For example, some deaf students in mainstream environments may not enjoy regular, comfortable communication with hearing peers. The following are some key outcomes for this area of investigation:

- Social relationships among deaf and hard-of-hearing students in mainstream settings. This research is primarily concerned with students' ability to develop social relationships, which is a key component of personal/social success and which is tied to ability to integrate into and be academically and socially successful in the school environment, primarily with hearing peers. The reason for the focus on hearing peers is because such relationships are more difficult than those for deaf peers, but are still likely to be important for learning and support in the mainstream class setting. This work is pertinent to the goal of NTID research to promote success among younger students. Findings from the literature review pointed to the social difficulties of deaf and hard-of-hearing individuals in general education settings relative to those in separate schools or separate classes.
- Attitudes of ethnic-minority deaf people toward diversity, campus, climate, and role models. Educational satisfaction and campus climate are known to relate to retention rates in hearing college students. These and other factors were examined in two studies at NTID/RIT. In one study, in-depth interviews were used to document the perceptions of deaf and hearing educators. The second study used a survey to document the perceptions of minority, Caucasian, and international deaf students. Educational satisfaction and campus comfort were higher for students who perceived less discrimination and racial conflict. Deaf students reported more racial discrimination on campus,

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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lower campus comfort level, and less educational satisfaction, compared to hearing norms. The data-based results of both studies can be used to improve the retention and graduation rate of minority deaf college students.

- Project Inclusion. Project Inclusion is an 8-credit graduate course offered by the MSSE Program of NTID. (See [www.rit.edu/inclusion](http://www.rit.edu/inclusion).) It is funded, in part, by the Fund for the Improvement of Postsecondary Education. Its goal is to create a prototype course on the inclusion of deaf people in society, through a partnership of six universities in four countries. The curriculum and delivery technology were revised. The schedule for the next offering was linked to an "inclusion conference" held in July, 2003. Ten U.S. faculty, 5 students, and 2 interpreters participated in *the Conference on Inclusion of Deaf People in Education and Society: International Perspectives* held on March 21-23, 2004 at the University of Patras, Greece. More than 500 Greeks attended along with representatives from 9 other EU countries. At least 18 papers / presentations were made by the U.S. team as a direct result of Project Inclusion.
- Crosslinguistic Studies of Sign Languages. Just as the study of many spoken languages can give us insights into the universals of spoken language, the comparison of ASL with other sign languages can give us insights into what is possible linguistically within the visual-gestural modality. With more and more international students studying at NTID, this study has practical applications such as the prevention of crosslinguistic and crosscultural misunderstanding. This umbrella project seeks to learn more about other sign languages both from international students at NTID and signers encountered elsewhere. Very preliminary results on Third World sign languages suggest some influence of ASL on these languages, but also indigenous structures which highlight differences from Western sign languages.

### Career Development

The primary goal of NTID is to prepare deaf persons for successful careers in a variety of technical fields. Understanding how deaf persons select careers and their success or difficulty in finding and sustaining employment and mobility in their chosen field are important research foci. Additionally, deaf professionals must be able to quickly adapt, grow, and learn new skills in the future if they want to remain viable in their careers. The Department has described the career development of deaf persons, particularly those who have technical skills and work primarily in the "hearing" settings of business and industry. The following are some key outcomes for this area of investigation:

- Deaf Children and Their Families: Educational and Labor Outcomes from the National Longitudinal Survey of Youth. This study focuses on intra-familial similarities by tracking longitudinal predictors of school, college, and labor success. Child success in school, college, and the workforce will be evaluated as outcome variables, using home, sibling, school, and peer factors as predictor variables. With eight biennial waves of detailed information on the children as well as years of information on the mothers and families of these children, it is an important source of conducting secondary analyses. Over 200 deaf children from a nationally representative sample of women in the database were identified, as well as their siblings. Two grant proposals were submitted this year, and while neither was funded, resubmission next year is encouraged.
- Deaf Supervisor Project. We know that many of our graduates find good entry-level jobs in mainstream businesses or industries, but are less successful in achieving managerial positions in their careers. Our goal for this project was to describe the experiences of deaf professionals who have succeeded in attaining supervisory roles in work environments where they were the only or one of very few deaf employees. Fifteen respondents were selected for interviews from a larger group who answered a survey regarding their educational and employment experiences since graduating from NTID. Analysis for this year focused on respondents' discussions of communication experiences in the workplace, including communication on the telephone, at meetings, and in one-to-one situations. Results suggest that three conditions/skills are central to the ability of deaf professionals to communicate effectively with hearing co-workers and supervisors. These are the (1) characteristics of the organization including the availability/quality of technological accommodations and support services as well as organizational size, policy on disabilities, and culture, (2) characteristics of hearing employees, including attitudes, knowledge, and sensitivity with regard to deafness, and (3) strategies used by deaf employees, including the ability to be flexible in

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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communication approaches, educating others about communication issues, “engineering” the communication environment, and identifying key individuals who can keep the deaf person up to date on information that is normally conveyed through informal communication networks.

### Technology Integration

Recent and projected advances in technology have significant impact on the lives of deaf persons in both positive and negative ways. This trend, coupled with RIT’s leadership as a technical institute, warrants the focus on this area of study. The Department has examined ways to apply the range of technologies as vehicles for enhancing student outcomes, both regarding access of deaf persons to education and employment and success in these areas of endeavor. The following are some key outcomes for this area of investigation:

- Evaluation of real-time systems for converting speech to print (C-Print). The C-Print system provides a real-time text display that the student can read to understand what is happening in the classroom. In addition, the text file stored in the computer can be examined by students, tutors, and instructors by reading the computer monitor or a hard-copy printout. This project involves research and development of a technology that helps meet NTID goals to develop new approaches for transferring information and knowledge. The C-Print technology provides an alternative for communication access that appears to benefit some of our mainstreamed students. Results showed that educators would accept the C-Print support service due to its relative advantages in comparison to other notetaking systems.
- Development of Speech Recognition and Computer Communications as a Support for Deaf and Hard-of-Hearing Students. A research and development group in the Department of Research, in collaboration with the Information Technology Laboratory at RIT, is working to adapt new speech recognition technology to provide real-time speech-to-text transcription as a support service for deaf and hard-of-hearing students. The project has four major goals: (a) Develop a system to produce text at a rate of approximately 100 words per minute; (b) Develop a system for computer communications and for displaying text that is specifically designed for speech-to-text support services; (c) Develop materials and procedures to train support personnel to use speech recognition; (d) Obtain knowledge regarding the needs of students and service providers regarding readiness of the system for the classroom. Results of field testing in local schools indicate that deaf/hard-of-hearing students actively use the chat and notetaking features of the C-Print Pro educational software.
- An Evaluation of a Comprehensive Web-based Resource for Professional Development. The Clearinghouse on Mathematics, Engineering, Technology and Science (COMETS) is a comprehensive Web-based resource developed through a grant project funded by the National Science Foundation. The focus of the project is to provide information about “best practices” to a variety of target audiences, including K-12 and college educators, parents, support personnel, and those responsible for teacher education and professional development. The primary goal of the final year of this project was to evaluate whether the World Wide Web can be effective in providing useful information to support the needs in the field. Specifically, the evaluation addressed three questions: 1) Can an asynchronous (any time, any place) Web site be effective in providing information to a variety of audiences with related interests in improving science/mathematics education for deaf students? 2) What design considerations are important in terms of features and components in such an asynchronous Web site focusing on information dissemination? 3) What factors are important in terms of managing such a Web site? The detailed evaluation by more than 60 professionals revealed a very successful project. In addition, the Web site’s excellence was independently recognized by numerous authorities.

### Institutional Research

Institutional research is research conducted within an institution of higher education to provide information that supports institutional planning, policy formation, decision making, and outcomes reporting. This function at NTID is situated within NTID’s Division of Government and Administrative Affairs.

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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- A Model for Evaluating Instructional Load Among NTID Departments. This project developed an approach to summarizing the instructional load for faculty in each NTID academic department. Results were shared with a blue ribbon committee focusing on efficiencies in delivering instruction at NTID. In addition, during this year the model was expanded to include various support departments at NTID. This model will be used on a regular basis by the NTID leadership in assessing use of teaching resources.
- Use of the COMPASS to Assess Academic Readiness for College. At the request of the Admissions Department, a project was undertaken to evaluate whether the COMPASS computerized testing system (a product of ACT) could be used to better evaluate the reading and writing readiness of students with ACT scores below 16 for admission to NTID. To initiate the project, the COMPASS Reading and Grammatical Usage tests were administered to a group of new students who have ACT scores below 16. Analysis of data indicate that the COMPASS can help better identify students with low English and Reading scores on the ACT which could help us more efficiently place them in appropriate English sequence. A draft of a report is currently being completed summarizing the results of this study.
- An Admission Monitoring System. The volatility of the admission process for deaf students applying to NTID requires that detailed information be available to each person involved in the recruiting and admission process. As a result, a system was developed that provides daily updates to the admissions staff about the status of applicants to NTID. This past year complete programs were developed that provide information about current admissions activities as compared to the previous year.
- Labor Force and Occupational Outcomes Assessment. The Middle States evaluation and the Vocational Technical Education Act both require ongoing reporting of outcomes of NTID programs of study. This past year analyses were conducted and formats prepared to regularly report on the occupational success of NTID students in order to meet the requirements of both governing bodies.
- Student Characteristics, First Year Persistence, and Graduation Rates. Analysis are conducted annually in order to report on the first year persistence and graduation rates as required for reporting to the Department of Education regarding NTID's Performance Indicators.
- The NTID Annual Report. Each year institutional research coordinates the preparation of NTID's Annual Report which is due to the Secretary of Education each January. This 100-page document is a comprehensive report of NTID's yearly activities. Typically, it contains information that provides comparisons of activity over the past five years.

### Marketing Research

NTID's marketing research function continues to provide the institute with information related to how NTID is positioned in the marketplace. Many studies have been completed thus far to investigate how students make college choices. This information along with analysis of market opportunities and the competitive environment help shape NTID's marketing strategy. The following are some key outcomes in this area of investigation during 2002-03:

- 2002-2003 Survey of Accepted Students Who Have Declined Enrollment – This project gathered information related to why some students who were accepted for admission at NTID declined enrollment. Respondents were most likely to indicate that the distance of NTID from their home and the major not offered by NTID/RIT were factors that had an impact on the student's decision to not attend. Ninety-one percent (91%) reported that the student was attending another college or university. Eighty-seven percent (87%) of those students are attending a four-year institution.
- 2002-2003 Survey of Transfer Students – The purpose of this study was to better understand NTID's transfer student population in terms of how they made their college choice decisions. When students were asked why they transferred out of their previous college to attend NTID/RIT, many mentioned that they were not happy with the major or program in which they were enrolled. Respondents most often reported that they chose to attend NTID/RIT because they felt that it would help them get a

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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better job when they graduate. Transfer students were also likely to respond that they chose NTID/RIT because they wanted to attend a college with other deaf students and because they wanted to get a bachelor's degree from RIT.

- 2002-2003 Distance Learning Market Analysis – The purpose of this project was to collect exploratory information related to the market opportunities and problems in offering distance learning courses to four selected target markets; Alumni, Employers, High School Students, and Vocational Rehabilitation Counselors. Alumni proved to be the market niche with the strongest interest in distance learning through NTID. They were most interested in taking courses that would enhance their job skills or that could lead to professional development. High school counselors and teachers and vocational rehabilitation counselors also showed some interest in distance learning for the purpose of professional development.
- 2003 Analysis of Prospective Student Campus Visits – The NTID Office of Admissions makes a constant effort to continuously improve their on-campus visit programs. The 2003 Analysis of Prospective Student Campus Visits provided guidance in restructuring the campus visit programs by evaluating the effectiveness of NTID's Open House and Individual Visit programs. NTID's 2002-2003 Open House program was rated very high by attendees. The new format introduced in 2002-2003 was successful in increasing a prospective student's likelihood to enroll at NTID/RIT.
- 2003 Analysis of NTID's Competitive Environment – With access services improving at colleges and universities throughout the United States and an increased desire for baccalaureate level degree programs, NTID has found that it must now work even harder to compete in a much broader marketplace. This study investigated colleges that deaf and hard-of-hearing students have attended for the past seven years and found a trend shifting from community colleges to in-state public four-year colleges. As the competitive environment shifts, NTID must be prepared to compete with public four-year colleges with respect to tuition and program offerings.
- 2003 High School and Community College Lead project – Given the success of the 2001 High School Lead project, it was decided to implement the project again to update enrollment numbers for fall 2003. The goal of this project is to identify high schools and colleges that enroll deaf or hard-of-hearing students. A secondary goal is to identify the individual at each school who would be the primary person to advise students who are deaf or hard of hearing in making decisions about postsecondary education. Information learned as a result of this project will be incorporated into recruitment planning and other admissions-related marketing strategies. The execution of this project was also used as an opportunity to increase awareness of NTID within high schools and community colleges.

### Instructional Technology Consortium

The ITC is a collaborative, faculty-driven initiative to enhance the teaching and learning of deaf and hard-of-hearing students through the use of technology. During the ITC's Phase II, which covers Academic Years 2001-2004, the ITC has the following objectives:

- Introduce faculty to the capabilities of different technologies that they can apply to their own instruction.
- Provide direct instruction in various technologies for faculty interested in having both content expertise and technical expertise.
- Provide training in using instructional technology within the context of good instructional design and teaching techniques, particularly as they apply to deaf learners.
- Serve as a resource for faculty looking for support and assistance with individual projects related to instructional technology.
- Provide a formal system for evaluating the efficacy of technology for instructional delivery.

Two types of workshops were offered during the academic year 2002-2003: one-hour presentations and three-hour presentations. Several times throughout the year demonstrations were conducted on how individual faculty members are using a particular technology as a way to introduce new instructional

## SUMMARY OF RESEARCH ACTIVITIES (continued)

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technology and generate interest among other faculty. These workshops would then be linked to more in-depth training sessions on how to use the technology in the classrooms.

The strategy of providing faculty with the software that was being presented in the workshops, purchased by the ITC Allocation Fund, was greatly appreciated by faculty, and made it easier for faculty to begin to apply the technology to their own courses.

During the academic year 2002-2003, ITC workshops enrolled a total of 384 faculty/staff participants, with the vast majority of the workshops being rated very highly by participants.



## OUTREACH HIGHLIGHTS

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NTID's educational outreach efforts include a number of innovative programs designed to share educational information and provide technical assistance to alumni, other deaf and hard-of-hearing adults, teachers of deaf and hard-of-hearing students, employers, vocational rehabilitation personnel, secondary school students, and parents of deaf and hard-of-hearing children.

Fiscal Year 2003 outreach highlights include:

- The Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) program, now in its ninth year, graduated 14 students in 2003. MSSE graduates receive Provisional Certification from New York State in a content area (grades K – 12) and in education of students who are deaf or hard of hearing (grades K – 12). To date, 69 students have graduated from the program, and nearly all have found teaching positions in residential or mainstreamed settings. For the 2003-2004 academic year, the MSSE program has an enrollment of 69 students: 18 second-year or returning students, 42 first-year students, and nine non-matriculated students. Of the matriculated students, 60 percent are deaf or hard of hearing and 10 percent are minority.
- The Associate and Bachelor's degree programs in American Sign Language-English Interpretation graduated 12 students during the 2002- 2003 academic year, and 48 new students matriculated into the program this fall. Two years ago New York State approved NTID's new Bachelor of Science degree program in American Sign Language-English Interpretation, and we began accepting new students in the fall of 2002. This year there are 12 students enrolled in this program.
- Explore Your Future (EYF) is a one-week transition education program that teaches deaf high school juniors about college life and career opportunities. Most students who have participated in EYF have chosen to further their education at the postsecondary level. In FY2003, the program hosted 168 students in two sessions. These students represented 32 of the 50 United States and Canada.
- NTID offered its day and a half Career Awareness Program (CAP) to more than 100 high school students during 2002-03. We created CAP to increase students' self-awareness and enhance their knowledge of career options at a pre-high school or early-high school age. The program fosters improved communication among students, parents, and educators regarding career and transition planning. It introduces students and their families to deaf adults who pursue a variety of careers and demonstrates the deaf adults' contributions to the community
- A "Train the Trainer" workshop was offered in Plano, Texas to 35 teachers and seven administrators in a statewide training session that focused on transition requirements that are mandatory in Texas and strategies identified as best practices. This training also was shared with teachers in Washington state via teleconference.
- In-service training was offered in Maine and Washington states. The "Train the Trainer" model was shared. This training will impact the career awareness education process across these states and will impact teachers who work with approximately 250 high school students who are deaf and hard of hearing and their families.
- NTID served a total of 663 employer representatives through training sessions and outreach workshops such as "Working Together: Deaf and Hearing People," presented by NTID's Center on Employment.
- Sign Communication Proficiency Interview (SCPI) workshops and follow-up provide training for school personnel and other professionals to provide sign language communication skills assessment and follow-up skills development services for academic staff, vocational rehabilitation staff, and others who work with and are preparing to work with deaf or hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents and annual reports to guide implementing SCPI use within the context of staff sign language communication skills assessment and development programs. During academic year 2002-2003: (1) workshops were offered in

## OUTREACH HIGHLIGHTS (continued)

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collaboration with Virginia and Utah Schools for the Deaf & the Blind, the Alabama Institute for the Deaf & the Blind, and a co-sponsored Kentucky School for the Deaf/Eastern Kentucky University workshop, and (2) planning was initiated for a workshop to be conducted during August 2003 at the Ohio School for the Deaf. Efforts continued to train additional personnel to conduct SCPI training, including an NTID trainer co-presenting a workshop with two KSD SCPI Team members. In addition, SCPI services were provided for Canisius College Department of Deaf Education graduate students. Finally, plans were initiated for developing an SCPI Web site that will include model documents for sign language program philosophy, policy, procedure, and annual report documents, and information about conducting SCPI reliability studies.

- This year, NTID offered 9 workshops to 106 individuals for C-Print captionist training. C-Print is a form of computer-assisted real-time captioning used in the classroom. Included in the training were individuals who provide this service to deaf students in postsecondary institutions through the Northeast Technical Assistance Center (NETAC).
- NTID makes 61 sign language videotapes in 24 technical/specialized content areas for technical communication available on a national basis from the Greater Los Angeles Council on Deafness (GLAD) bookstore. NTID produced sign language books for technical communication also are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the RIT bookstore. During academic year 2002-2003, we completed development of a CD-ROM that allows random access to signs for Administrative Support Technology (AST) terminology. This project was presented at the International Symposium on Instructional Technology & Education of the Deaf and a document describing this project was posted on the Web site for this symposium. In addition, approval was given for updating and printing the NTID produced sign language book for religious terminology.
- A total of 479 students were enrolled in performing art classes during the 2002-2003 academic year. NTID Performing Arts produced five plays and one dance concert on campus to a total audience of approximately 4,509 people as shown below:

Whose Sign Is It Anyway?	Lab Theatre	5 Performances	358 People
The Laramie Project	Panara Theatre	5 Performances	864 People
12 Angry People	Lab Theatre	5 Performances	385 People
Freedom! (dance)	Panara Theatre	5 Performances	796 People
The Foreigner	Panara Theatre	5 Performances	933 People
Tartuffe	Panara Theatre	5 Performances	1,173 People

Approximately 261 students were directly involved in these productions as actors; backstage, construction, lighting, and costume crew members; stage managers and assistants; and props, make-up, wardrobe, and other production-related roles.

Additionally, NTID Performing Arts sponsored three outreach activities:

- A tour of the play, "Whose Sign Is It Anyway?"
- RIT Dance Company lecture/demonstrations
- A student trip to New York City to meet professionals from the Roundabout Theatre Company

## OUTREACH HIGHLIGHTS (continued)

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The tour of “Whose Sign Is It Anyway?” involved 13 students who presented 18 performances and 21 workshops to a total of 2,842 people. The group performed for school-aged children and adults in seven Eastern states and for the 25<sup>th</sup> NTID Alumni Reunion.

Five members of the RIT Dance Company, 3 deaf and 2 hearing, presented lectures/demonstrations at two TRIPOD-affiliated schools in Burbank, CA to a total of 1,260 people during February 2003.

Five advanced theatre students traveled to New York City to meet with professionals from Roundabout Theatre Company and Deaf West Theatre Company, visit Samuel French, Inc. (the leading distributor of plays), and audition for the Broadway play “Big River,” the first major Broadway play to feature deaf actors since the 1980s “Children of a Lesser God.”

In summary, NTID Performing Arts Programs—on campus productions and classes, and off-campus outreach activities—involved a grand total of 502 RIT/NTID students, who presented 55 performances and 21 workshops to nearly 9,000 people nationwide.

## MASTER OF SCIENCE IN SECONDARY EDUCATION OF STUDENTS WHO ARE DEAF OR HARD OF HEARING (MSSE)

The MSSE program is now in its ninth year. To date, 69 students have graduated from the program. Nearly all have found teaching positions in schools for the deaf or mainstreamed programs. The FY2003 graduates accepted teaching jobs in California, Georgia, Kansas, Kentucky, New Mexico, New York, and Virginia.

To complete the program, each student must successfully complete 45 credit hours, two student teaching assignments, and a master's project.

In addition to the coursework and other expectations, all full-time students serve as graduate assistants during the quarters they are not student teaching. They work as teaching assistants, program assistants, research assistants, or tutors, primarily at NTID.

In addition to NTID appropriations support, the MSSE program received other funding through a grant from the U.S. Department of Education "Meeting the State and National Needs

to Increase the Number and Quality of Dually-Certified Teachers of Students who are Deaf or Hard of Hearing through partnerships with Rochester, New York Area Schools." The grant provided tuition assistance for the students as well as honoraria for supervising teachers during the fall and winter quarter observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Fifty-three applications for admissions for fall 2003 were received. Forty-eight were offered acceptance. Of those, 42 matriculated into the program. For the 2003-2004 academic year, the MSSE program has a total enrollment of 69 students; 18 second-year or returning students, 42 first-year students, and nine new non-matriculated students who are part of a grant-supported training program for speech pathologists in collaboration with Nazareth College of Rochester. Of the 60 matriculated students, 60 percent are deaf or hard of hearing, and 10 percent are minority.

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### Student Data

	FY1999	FY2000	FY2001	FY2002	FY2003
Applications	27	23	25	30	53
Acceptances	25	21	25	27	48
New Registrations	21	15	22	19	42
Enrollment	36	31	34	44*	69*
Graduates	7	14	10	10	14
Placement Rate	100%	100%	100%	100%	100%

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\* Includes nine non-matriculated students taking courses offered by the Master of Science in Secondary Education program, but who are part of a grant-supported joint program between NTID and Nazareth College of Rochester to train speech pathologists to work with deaf and hard-of-hearing persons.

## SPECIAL CERTIFICATES

In addition to regular degree programs offered to NTID-supported deaf students, special programs are available to both deaf and hearing students from the community. Classes are available primarily through RIT's College of Applied Science and Technology, NTID's Deaf Studies Program, NTID's Deaf Initiatives in Information Technology, and the Performing Arts at NTID. A total of 222 students participated in the programs offered through NTID, and 19 special certificates were awarded in the 2002-2003 academic year.

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<b>Area of Enrollment</b>	<b>Number</b>
Deaf Studies	83
Performing Arts	61
Deaf Initiatives in Information Technology	78

<b>Area of Certificate</b>	<b>Number</b>
Management Development	1
Quality Control	2
Technical Communications	2
Computer Graphics	2
Applied Computer Technology	8
Performing Arts	3
Diagnostic Medical Sonography	1

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## AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 12 students in 2002-2003. Forty-eight new students matriculated into the program this fall. Recent curricular changes and higher qualification requirements for new students caused enrollment to dip in 2001, but new student numbers in FY2002 and FY2003 are encouraging.

During FY2003, responsibility for recruitment was shifted to the NTID Department of Admissions. Currently 6 percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL and Interpreting Education has graduated 428 students.

	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>
Admissions	42	43	17	36	48
Enrollment	77	75	49	65	92*
Graduates	32	28	22	21	12
Placement Rate	95%	95%	95%	95%	95%
<b>Enrollment</b>	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>
A.S.	77	75	49	40	70
B.S.	0	0	0	14	12
Deaf Studies	0	0	0	1	2
Non-Matriculated	0	0	0	10	8
Total	77	75	49	65	92

\* Includes eight non-matriculated students taking courses in the American Sign Language-English Interpreting Program and two students matriculated in the Deaf Studies Programs.

## INTERPRETER AND NOTETAKER TRAINING

In conjunction with the associate degree in ASL-English Interpretation program, NTID offers other interpreter and notetaker training. Notetaker training is provided by the support departments in the Center for Baccalaureate and Graduate Studies to hearing RIT students who provide classroom notes for deaf students taking classes in the other colleges of RIT.

The Certificate in Deaf Studies Program is a 16-credit orientation-to-deafness curriculum offered in the evening as a part-time studies program for the Rochester community and interested RIT students. The tuition charged is at the RIT catalogue rate.

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Programs	Enrollment				
	FY1999	FY2000	FY2001	FY2002	FY2003
Summer Institute on ASL and Interpreting Education	83	80	84	33	34
In-Service Training for Interpreters	96	94	114	99	105
Notetaker Training	182	167	162	257	246
Certificate in Deaf Studies*	N/A	N/A	52	37	83
<b>Totals</b>	<b>406</b>	<b>341</b>	<b>412</b>	<b>426</b>	<b>468</b>

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\* New program developed by RIT, and transferred to NTID in 2001.

## EXPLORE YOUR FUTURE

Explore Your Future (EYF), a week-long college transition program conducted at NTID each summer for deaf students about to enter their senior year of high school, is one of the institute's most successful outreach programs. The program is designed to give high school students an overview of the college experience through participation in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm

living opportunities give the students a taste of college life.

Participation in EYF has grown steadily over the past 19 years as the program has gained in popularity and stabilized at 150 to 200 students. These students represent 32 states. Two sessions were offered in the summer of 2003.

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	<b>FY1999</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>
Number of Participants	198	188	226	183	168
Percentage of Minorities	28%	30%	27%	37%	20%



## EMPLOYER OUTREACH

NTID initiates and delivers consultation, training, follow-up, and other support services to employers. Through these services, employers become aware of the needs of deaf people for employment and, in partnership with NTID, facilitate graduates entering the work force and continuing their career development. A total of 663 employer representatives received training through the NTID Center on Employment in 2002-03.

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### Employer Training and Educational Programs:

- Conducted, delivered, and presented 29 programs for 663 human resources professionals and company representatives

### NCE Job Fair:

- Second annual National Center on Employment Job Fair held December 10, 2002;
  - 28 employers attended;
  - More than 500 students and others attended

### Trips and Conventions:

- NCE personnel attended 9 conferences to develop employer contacts and job opportunities
- NTID conducted 33 co-op trips to 70 employers for purpose of expanding and developing co-op and permanent job opportunities

### Outreach to Alumni and Other Deaf Adults:

- Consulted with 89 alumni and other deaf adults seeking job search assistance
- Responded to 64 requests for employment information
- Accommodated 24 companies in recruitment visits in 16 on-campus orientations; another 24 requested resume packages
- Consulted with 17 employers regarding career development for deaf people
- Distributed 572 printed educational materials to assist employers and professionals working with deaf people

### NCE Marketing: Highlights

- Continued quarterly e-newsletters to employers
- Produced an advertisement for program book of Disability Connections NYS Conferences
- Collaborated with Student Services Team to produce Co-op Info Sheet for students
- Produced articles using NTID Digital Imaging Publishing Technology to foster employment in bulletins of the *International Publishing Management Association*, *International Prepress Association*, and in the *Democrat and Chronicle* newspaper. Article on co-op in *Diversity Careers Magazine*.
- Printed brochure, "Tips for Communication with Employees Who Are Deaf or Hard of Hearing"
- Printed business card for alums to market NCE Web site (for reunion)
- Created table-top exhibit for employer conferences/exhibits
- Distributed mailing to Fortune 500 CEO's
- NCE Director and NTID faculty member appeared on a local radio talk show to discuss NTID's National Center on Employment and the Educational Interpreter Program

## FACULTY AND STAFF HIGHLIGHTS

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Attracting and retaining the most capable and dedicated faculty and staff members to provide an exceptional learning environment for deaf and hard-of-hearing students is central to fulfilling NTID's mission and purpose. NTID's highly qualified faculty and staff members bring to the institute community a wide variety of experiences, skills, and backgrounds: some are veteran educators with many years of higher education teaching experience, while others bring to the NTID classroom a wealth of hands-on knowledge gained from working in business and industry. Increasingly, among the latter group are alumni who have returned to their alma mater to share their expertise with a new generation of students.

In addition to seeking faculty and staff members who are experts in their field and well-versed in innovative teaching techniques for deaf students, NTID has undertaken aggressive recruitment and retention strategies to attract and keep qualified minority, deaf and hard-of-hearing, and disabled employees. NTID's commitment to nurturing a multicultural community and providing role models for its increasingly diverse student body is positively reflected in the demographic composition of its faculty and staff.

The reduction-in-force, precipitated by level or decreasing federal appropriations from 1995–97, reduced NTID's workforce by nearly 20 percent. A total of 117 positions were eliminated from the budget over a two-year period through layoffs and by taking advantage of retirements, transfers, and cancellation of new hiring plans. The actual layoffs totaled 55 faculty and staff. In the years 2003 to 2007 NTID will reduce its workforce by another 30 to 40 positions. Minority and disabled individuals were not and will not be adversely impacted by the reductions. However, the fact that we will do little hiring in the next several years limits our ability to improve in this area. We achieved an all-time high of 9 percent minority representation in our workforce in FY1993, yet it has only fallen slightly to a current level of 8.9 percent.

## AVERAGE SALARY: FACULTY AND STAFF

RIT endeavors to maintain faculty salaries that are on par with the colleges and universities with which it competes. Similarly, RIT tries to provide professional, technical, and clerical salaries that are competitive with other local and regional colleges and businesses.

Annual pay increments are established by RIT. For academic year 2002–2003 (July 1 to June 30), faculty and staff members received an average wage increase of 3.8 percent. Three percent was for merit, and .8 percent was to improve faculty and staff salaries relative to the market.

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### FY2002 Average Salary July 1, 2003–June 30, 2004

Professor	\$92,812
Associate Professor	72,910
Assistant Professor	59,518
Instructor/Lecturer	45,051
<b>All Faculty</b>	<b>\$68,020</b>
<b>All Professionals</b>	<b>\$42,855</b>
<b>All Technical/Clerical</b>	<b>\$29,191</b>

## TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 185 tenure-track positions, 83 percent are now tenured. The number of tenure-track positions has decreased from 209 to 185 over the past five years as has the tenure density (90% to 83%).

Rank	No. of Tenure Track Positions	No. of Faculty With Tenure	Percent Tenured				
			FY1999	FY2000	FY2001	FY2002	FY2003
Professor	29	29	100%	100%	100%	100%	100%
Associate	78	78	100%	99%	100%	100%	100%
Assistant	67	45	87%	81%	79%	75%	67%
Instructor/Lecturer	11	1	10%	9%	6%	6%	9%
<b>Total</b>	<b>185</b>	<b>153</b>	<b>90%</b>	<b>87%</b>	<b>85%</b>	<b>84%</b>	<b>83%</b>

## RANK OF TENURED AND TENURE-TRACK FACULTY\*

In FY2003, senior-level faculty members (professor and associate professor) comprised 58 percent of all ranked tenure-track faculty as compared to 47 percent in FY1985. However, the percentage of full professors (16 percent) remains below the national average, which is in the 35 to 45 percent range.

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	FY1999	FY2000	FY2001	FY2002	FY2003
<b>Rank</b>					
Professor	22	22	23	26	29
Associate	96	96	88	84	78
Assistant	78	80	72	72	67
Instructor/Lecturer	13	12	16	15	11
<b>Total Faculty</b>	<b>209</b>	<b>210</b>	<b>199</b>	<b>197</b>	<b>185</b>

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\*Includes ranked administrators

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## DEGREE LEVELS OF TENURED AND TENURE-TRACK FACULTY

Faculty members join NTID with a wide variety of backgrounds, including those with substantial experience in the private sector. In FY2003, 97 percent of full-time, tenure-track faculty members held graduate degrees.

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	FY2003 Faculty (Tenure & Tenure Track)*	
	Number	Percent
Doctorate	62	33
Master's	118	64
Bachelor's	5	3
<b>Total</b>	<b>185</b>	<b>100</b>

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\*Includes ranked administrators

## AVERAGE AGE/AVERAGE LENGTH OF SERVICE OF FACULTY & STAFF

The average length of service as well as the average age of all faculty and staff members has remained approximately the same over the past five years. The average age is 47, and the average length of service is 15 years.

		FY1999	FY2000	FY2001	FY2002	FY2003
<b>Full-Time:</b>						
Faculty*	Age	50.0	50.0	51.4	52.0	52.2
	Service	19.5	19.7	19.5	20.1	20.6
Professional Staff	Age	40.1	39.8	41.1	41.6	42.4
	Service	10.0	9.8	10.2	10.8	11.4
Educational Development Faculty	Age	50.5	51.7	53.1	54.1	54.3
	Service	17.8	18.5	21.2	22.1	22.9
General Staff	Age	42.8	43.7	46.0	46.4	45.9
	Service	10.2	9.5	10.0	10.2	10.1
<b>Total Full-Time</b>	<b>Age</b>	<b>45.1</b>	<b>45.0</b>	<b>46.4</b>	<b>46.8</b>	<b>47.3</b>
	<b>Service</b>	<b>14.5</b>	<b>14.2</b>	<b>14.3</b>	<b>14.7</b>	<b>15.9</b>
<b>Part-Time:</b>						
Faculty	Age	49.1	49.4	50.2	49.3	49.5
	Service	12.1	11.4	11.7	11.1	15.1
Professional Staff	Age	40.5	40.1	41.0	40.0	41.3
	Service	10.0	10.8	12.0	8.6	11.0
General Staff	Age	38.8	35.9	41.6	41.6	46.2
	Service	3.9	4.3	4.7	5.5	10.0
<b>Total Part-Time</b>	<b>Age</b>	<b>44.6</b>	<b>43.7</b>	<b>45.4</b>	<b>43.9</b>	<b>45.9</b>
	<b>Service</b>	<b>10.6</b>	<b>10.4</b>	<b>11.0</b>	<b>9.3</b>	<b>10.8</b>
<b>Total All</b>	<b>Age</b>	<b>45.1</b>	<b>44.9</b>	<b>46.3</b>	<b>46.6</b>	<b>47.1</b>
	<b>Service</b>	<b>14.3</b>	<b>14.0</b>	<b>14.1</b>	<b>14.3</b>	<b>14.9</b>

\* Includes visiting faculty and ranked administrators

## FACULTY AND STAFF RECRUITMENT

Recruitment is at a five-year low at a total of 23. Most of the hires were for critical areas, such as interpreting or C-Print. Both areas provide support services for students.

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	FY1999	FY2000	FY2001	FY2002	FY2003
<b>Full-Time:</b>					
Professional Staff	23	29	27	22	11
Faculty	10	12	14	4	4
General Staff	15	10	5	7	7
<b>Total Full-Time</b>	<b>48</b>	<b>51</b>	<b>46</b>	<b>33</b>	<b>22</b>
<b>Part-Time:</b>					
Professional Staff	0	0	0	5	0
Faculty	1	1	3	1	0
General Staff	1	2	1	0	1
<b>Total Part-Time</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>1</b>
<b>Total</b>	<b>50</b>	<b>54</b>	<b>50</b>	<b>39</b>	<b>23</b>

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## FACULTY AND STAFF TERMINATIONS

The turnover rate in FY2003 was significantly lower in comparison to previous years due primarily to the slow economy and tight job market. In FY2003 retirements/voluntary terminations represented only 5 percent of NTID's workforce.

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	FY1999	FY2000	FY2001	FY2002	FY2003	
Full-Time/Part-Time:					Percent	Number
Professional Staff	5.3%	9.7%	12.4%	10.3%	5.8%	16
Faculty	6.2%	6.8%	13.0%	2.3%	3.0%	6
General Staff	11.4%	10.8%	7.6%	10.7%	5.4%	4
<b>Total</b>	<b>6.6%</b>	<b>8.6%</b>	<b>11.9%</b>	<b>7.0%</b>	<b>4.7%</b>	<b>26</b>

## DIVERSITY AND PLURALISM HIGHLIGHTS

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Since 1985, NTID has increased its employment of persons who are minority and persons with disabilities by 115 percent, which represents a numerical increase from 71 in FY1985 to 155 by the end of FY2003. During that period, 322 minority and disabled individuals were hired out of a total of 942 new hires (34 percent).

Of NTID's 45 employees from ethnic minority populations, 29 are African-American, and six are Latino-American. One-hundred-three out of 110 employees with disabilities are deaf or hard of hearing. NTID's record is even more impressive when one considers that of the 155 employees who have disabilities or are members of a minority group, 137 are in executive, faculty, or professional positions. (Eight of the 155 are individuals who have a disability and who are minority.)

NTID's major accomplishments in Affirmative Action in FY2003 were:

- Twenty-eight percent of the fall 2003 entering class were from minority groups. This brings the percentage in the total student body to 26 percent, which is more than triple what it was a decade ago.
- Five minority students out of a total of 84 fully matriculated students (6 percent) were enrolled in the degree programs in ASL-English Interpretation for the fall of 2003. A total of 51 minority students have graduated from the program.
- Six (10 percent) of the 60 fully matriculated students in the Master of Science in Secondary Education are members of minority groups, and 36 (60 percent) are deaf.
- Twenty percent of the 168 high school juniors who participated in our Explore Your Future Program this past summer were members of minority groups. All minority applicants to this program who needed financial assistance received it.

Special strategies employed in support of these accomplishments include:

- Financial awards were given to those minority applicants who demonstrated promising academic ability.
- African-, Latino-, Asian-, and Native-American matriculated students, in conjunction with the Admissions Department, participated in writing letters of encouragement and follow-up phone calls to all identified minority students accepted for admission.
- Identification of predominantly minority mainstream school programs for special recruitment efforts.
- Use of student recruitment materials that feature minority students.
- Maintained minority scholarship programs to support students in regular programs of NTID, Explore Your Future, and minority hearing students in the ASL-English Interpretation program.
- Promoted issues of importance to deaf people through liaisons with the RIT Minority Alumni Advisory Committee, the Office of Minority Affairs, and the Commission on Promoting Pluralism.
- Continued to exercise a strong affirmative action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 25 percent of all hires over the past year were either minority individuals or individuals who have a disability.

NTID's commitment to Affirmative Action and diversity has become an integral component of the institute's plan of work. Department heads and faculty and staff members are making concerted efforts to recruit, hire, and retain individuals from protected classes. Each center is responsible for developing specific plans for addressing pluralism among staff and students and establishing hiring goals for protected class individuals.

## DIVERSITY AND PLURALISM PHILOSOPHY

Our fundamental mission is to prepare students to enter the labor force and compete on par with their hearing peers. American society is becoming increasingly diverse, and students need to develop

the knowledge, skills, and attributes to thrive in such an environment. NTID's curriculum and those who deliver it need to reflect that diversity.

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### DIVERSITY TO PLURALISM: AN EDUCATIONAL IMPERATIVE

Diversity has become a focus in higher education and in society at large. When properly addressed, diversity adds richness to educational endeavors, particularly as the college strives to foster the reality of pluralism; that is, a vision of society in which members of diverse ethnic, racial, religious, and other social groups are able to participate in and develop individual traditions within the context of a common community, which allows the contributions and unique assets of each group to become distinguishing features of the larger community.

Central to NTID's mission as an educational community is the fundamental charge to prepare young people who are deaf or hard of hearing to participate in society and compete in the workplace on par with their peers. However, given the continuing shifts in national demographics, fulfilling this fundamental mission requires that students be prepared to enter a progressively more diverse society and workplace. As a result, students will need to develop the willingness, knowledge, and skills to live and learn in such an environment. This is critical if they are to gain the understanding necessary to actively participate in society and contribute in meaningful ways to their own success and that of the community in which they live.

In addition to preparing students to enter society and the workplace, NTID's academic environment must be responsive to the needs of an increasing number of people who are both deaf and from minority backgrounds. As a result of aggressive recruitment policies, minority students who are deaf are becoming a greater proportion of NTID's potential student pool. We have given minority student recruitment high priority because we are aware that by the year 2005, students who are deaf or hard of hearing and from minority backgrounds will represent nearly 40 percent of all 18- to 21-year-olds in the United States, as compared to 29 percent in 1982. **(This demographic shift is reflected in NTID's student body as evidenced by the steady growth in the percentage of minority students in NTID's total student enrollment: 26 percent in FY2003 as compared with an average of approximately 8 percent in the years prior to 1988.)**

NTID's commitment to recognize, celebrate, and value cultural diversity and individual differences is grounded in the country's continuing efforts to forge a pluralistic society. It does not arise merely from political pressure nor rest solely on public law, but is based in NTID's fundamental mission, the nature of the changing student body, and the changing nature of the world.

An educational institution has a moral responsibility not only to reflect society, but also to take the lead in promoting positive changes within that society. It is incumbent upon the NTID community to vigorously pursue a course of action that capitalizes on its diversity and continues to promote and nurture pluralism as a central theme.

## ETHNIC ORIGIN OF ENTERING STUDENTS\*

Thirty-three percent (229) of this year's 686 U.S. applicants were students from minority backgrounds. Their acceptance rate continued to lag behind their non-minority counterparts,

48 percent to 67 percent. The new class included 85 minority students, who represent 28 percent of the newly admitted students.

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>Total Applicants*</b>	<b>619</b>	<b>654</b>	<b>643</b>	<b>691</b>	<b>686</b>
White	427	453	444	458	457
Percent of Total Applications	69%	69%	69%	66%	67%
Minority	192	201	199	233	229
Percent of Total Applications	31%	31%	31%	34%	33%
<b>Total Accepted Applicants*</b>	<b>454</b>	<b>465</b>	<b>426</b>	<b>424</b>	<b>413</b>
White	331	348	320	311	304
Acceptance Rate	78%	77%	72%	68%	67%
Minority	123	117	106	113	109
Acceptance Rate	64%	58%	53%	48%	48%
<b>Total Registrations*</b>	<b>349</b>	<b>361</b>	<b>341</b>	<b>332</b>	<b>306</b>
White	255	283	259	244	221
Yield Rate (Percent of Accepted)	77%	83%	81%	78%	73%
Minority	94	78	82	88	85
Yield Rate (Percent of Accepted)	76%	67%	74%	78%	78%
<b>Breakdown of Minority Registrations:</b>					
Black	43	31	30	32	30
Latino	26	22	26	19	21
American Indian/Alaskan	1	1	2	3	2
Asian/Pacific Islander	24	24	24	30	26
Other	0	0	0	4	6
<b>Total Minority</b>	<b>94</b>	<b>78</b>	<b>82</b>	<b>88</b>	<b>85</b>
Percent of Total U.S. Registrations	27%	22%	24%	27%	28%

\*U.S. applicants only. Figures do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program.

## ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf students has increased steadily from 8 percent in FY1988 to nearly 26 percent in FY2003. The rate is more than three times what it was 15 years ago.

Until FY2000 the number of international students was purposely limited by a federally mandated 10 percent cap. As a result of the reauthorization of the Education of the Deaf Act in 1998, the cap on international students was increased to 15 percent.

However, changes in Vocational Rehabilitation in Canada and limited resources of students from other countries have had a deleterious effect on international enrollment. We are hopeful that we will be able to make improvements in 2003–04.

The ASL-English Interpretation program minority representation is 6 percent. The Master of Science in Secondary Education enrollment includes 10 percent who are individuals from ethnic minority backgrounds.

### GRADUATE AND UNDERGRADUATE STUDENTS

	FY1999	FY2000	FY2001	FY2002	FY2003
<b>U.S. Deaf and Hard-of-Hearing Students:</b>					
White Students	758	881	807	786	766
Percent	76.2%	76.7%	77.0%	76.1%	74.1%
Minority Students					
African-American Students	86	88	93	92	95
Percent	8.65%	8.7%	8.9%	8.9%	9.2%
Latino Students	73	64	60	54	60
Percent	7.3%	6.3%	5.7%	5.2%	5.8%
Native American Students	3	2	2	3	5
Percent	0.3%	0.2%	0.2%	0.3%	0.4%
Asian/Pacific Islander Students	75	82	86	89	97
Percent	7.5%	8.1%	8.2%	8.6%	9.4%
Other *				8	11
Percent	N/A	N/A	N/A	0.8%	1.1%
Subtotal U.S. Minority Students	237	236	241	246	268
Percent	23.7%	23.3%	23.0%	23.8%	25.9%
Subtotal U.S. Deaf and Hard-of-Hearing Students	995	1,017	1,048	1,032	1,034
<b>Other Enrollments:</b>					
ASL-English Interpretation Students	77	75	49	65	92**
Percent Minority	10.4%	16.0%	16.0%	7%	6%
Master of Science in Secondary Education	36	31	34	44	69**
Percent Minority	16.7%	13.3%	12.0%	11.4%	10%
International Students	112	96	103	90	81***
Percent of total NTID enrollments	9.2%	7.9%	8.3%	7.3%	6.4%
<b>TOTAL ENROLLMENTS</b>	<b>1,220</b>	<b>1,219</b>	<b>1,234</b>	<b>1,231</b>	<b>1,270</b>

\* Some students choose not to identify themselves with a particular ethnic group, but do not consider themselves white.

\*\* Includes 9 non-matriculated students in the MSSE program, and 8 in the ASL-English Interpretation program.

\*\*\* Includes one ASL-English Interpretation student and five MSSE students. Since this is a double-count, they are not included in the total enrollments figure at the bottom.

## FIRST-YEAR PERSISTENCE AND GRADUATION RATES BY DIVERSITY CATEGORIES

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students. However, there are significant differences among the various groups in terms of persistence and graduation rates. Overall,

for students entering from 1996 to 2002, International Asian American students have the best first year persistence, while students of African-American and Latino origins have graduation rates that are significantly lower than other groups.

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### First-Year Persistence Rates for Entering Students Three-Year Moving Averages

Three-Year Period	African-American	Asian-American	Latino-American	International	Non-Minority
1996, 1997, 1998	71%	83%	76%	86%	71%
1997, 1998, 1999	70%	84%	72%	82%	71%
1998, 1999, 2000	77%	81%	69%	78%	73%
1999, 2000, 2001	84%	78%	74%	82%	76%
2000, 2001, 2002	78%	76%	73%	87%	77%
<b>Overall</b>	<b>76%</b>	<b>81%</b>	<b>75%</b>	<b>85%</b>	<b>74%</b>

### Graduation Rates After Seven Years\* Three-Year Moving Averages

Three-Year Period	African-American	Asian-American	Latino-American	International	Non-Minority
1990, 1991, 1992	49%	68%	32%	63%	56%
1991, 1992, 1993	55%	70%	30%	59%	54%
1992, 1993, 1994	47%	63%	41%	64%	53%
1993, 1994, 1995	49%	63%	46%	69%	56%
1994, 1995, 1996	44%	61%	47%	71%	56%
<b>Overall</b>	<b>44%</b>	<b>65%</b>	<b>39%</b>	<b>67%</b>	<b>56%</b>

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\* Degree Cohort Analysis

## NTID AFFIRMATIVE ACTION REPORT—FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion, and continuation of women, minorities, and individuals with disabilities. Appropriate representation in each Equal Employment Opportunity category remains a

priority for NTID, given the students we serve and the ever-increasing ethnic diversity we are experiencing in the student body.

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FY2003							
	Total Employees	Female	African American	Latino American	Other Minority	Deaf/Hard of Hearing	Other Disability
Executive/ Administrative/ Manager	48	16 33.3%	1 2.1%	1 2.1%	1 2.1%	8 16.7%	0 0.0%
Faculty	189	93 49.2%	11 5.8%	1 0.5%	2 1.1%	55 29.1%	2 1.1%
Professional*	200	149 74.5%	11 5.5%	3 1.5%	7 3.5%	30 30.0%*	4 2.0%
Technical	4	1 25.0%	0 0.0%	0 0.0%	0 0.0%	1 25.0%	0 0.0%
Secretarial/ Clerical	70	70 100.0%	6 8.6%	1 1.4%	0 0.0%	9 12.9%	1 1.4%
<b>Total</b>	<b>511</b>	<b>329</b> <b>64.4%</b>	<b>29</b> <b>5.7%</b>	<b>6</b> <b>1.2%</b>	<b>10</b> <b>2.0%</b>	<b>103</b> <b>25.1%</b>	<b>7</b> <b>1.4%</b>

\*The percentages for deaf and hard-of-hearing professionals are calculated on an employee base that has been reduced by 100 professional interpreters. Interpreters must be hearing to be able to fulfill their job responsibilities.

## MINORITY FACULTY AND STAFF TURNOVER AND HIRING RESULTS

While hiring has been limited, more than 4 percent of all hires last year came from minority groups. The termination rate for individuals from minority backgrounds (2.2 percent) was lower than the general institute rate (5.3 percent).

	End of FY2002	Terminations	Promotions/ Transfers	Hires	End of FY2003
Executive/Manager	4	0	-1	0	3
Faculty	13	0	0	1	14
Professional Staff	21	-1	1	0	21
Technical	0	0	0	0	0
Clerical	7	0	0	0	7
<b>Total</b>	<b>45</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>45</b>
<b>Increase</b>					<b>0</b>
<b>Percent Increase</b>					<b>0.0%</b>
<b>Institute Terminations</b>		<b>27</b>			
<b>Institute Termination Rate</b>		<b>5.3%</b>			
<b>Minority Termination Rate</b>		<b>2.2%</b>			
<b>Institute Hires</b>					<b>23</b>
<b>Percent Minority</b>					<b>4.3%</b>



## AFRICAN-AMERICAN FACULTY AND STAFF TURNOVER AND HIRING RESULTS

	End of FY2002	Terminations	Promotions/ Transfers	Hires	End of FY2003
Executive/Manager	1	0	0	0	1
Faculty	10	0	0	1	11
Professional Staff	11	0	0	0	11
Technical	0	0	0	0	0
Clerical	6	0	0	0	6
<b>Total</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>29</b>
<b>Increase</b>					<b>1</b>
<b>Percent Increase</b>					<b>3.6%</b>
<b>Institute Terminations</b>		<b>27</b>			
<b>Institute Termination Rate</b>		<b>5.3%</b>			
<b>African-American Termination Rate</b>		<b>0.0%</b>			
<b>Institute Hires</b>					<b>23</b>
<b>Percent African-American</b>					<b>4.3%</b>

## LATINO-AMERICAN FACULTY AND STAFF TURNOVER AND HIRING RESULTS

	End of FY2002	Terminations	Promotions/ Transfers	Hires	End of FY2003
Executive/Manager	2	0	-1	0	1
Faculty	1	0	0	0	1
Professional Staff	2	0	1	0	3
Technical	0	0	0	0	0
Clerical	1	0	0	0	1
<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Increase</b>					<b>0</b>
<b>Percent Increase</b>					<b>0.0%</b>
<b>Institute Terminations</b>		<b>27</b>			
<b>Institute Termination Rate</b>		<b>5.3%</b>			
<b>Latino-American Termination Rate</b>		<b>0.0%</b>			
<b>Institute Hires</b>					<b>23</b>
<b>Percent Latino-American</b>					<b>0.0%</b>

## FACULTY AND STAFF WITH DISABILITIES TURNOVER AND HIRING RESULTS

While hiring has been limited, nearly 22 percent of all who were hired last year were individuals with disabilities. The termination rate for individuals with disabilities (2.8 percent) was lower than the institute termination rate (5.3 percent).

	End of FY2002	Terminations	Promotions/ Transfers	Hires	End of FY2003
Executive/Manager	9	0	-1	0	8
Faculty	53	-1	1	4	57
Professional Staff	35	-2	0	1	34
Technical	1	0	0	0	1
Clerical	10	0	0	0	10
<b>Total</b>	<b>108</b>	<b>-3</b>	<b>0</b>	<b>5</b>	<b>110</b>
<b>Increase</b>					<b>2</b>
<b>Percent Increase</b>					<b>1.9%</b>
<b>Institute Terminations</b>		<b>27</b>			
<b>Institute Termination Rate</b>		<b>5.3%</b>			
<b>Individuals with Disabilities Termination Rate</b>		<b>2.8%</b>			
<b>Institute Hires</b>					<b>23</b>
<b>Percent Individuals with Disabilities</b>					<b>21.7%</b>

**DEAF AND HARD-OF-HEARING FACULTY AND STAFF  
TURNOVER AND HIRING RESULTS**

	<b>End of FY2002</b>	<b>Terminations</b>	<b>Promotions/ Transfers</b>	<b>Hires</b>	<b>End of FY2003</b>
Executive/Manager	9	0	-1	0	8
Faculty	51	-1	1	4	55
Professional Staff	31	-2	0	1	30
Technical	1	0	0	0	1
Clerical	9	0	0	0	9
<b>Total</b>	<b>101</b>	<b>-3</b>	<b>0</b>	<b>5</b>	<b>103</b>
<b>Increase</b>					<b>2</b>
<b>Percent Increase</b>					<b>2.0%</b>
<b>Institute Terminations</b>		<b>27</b>			
<b>Institute Termination Rate</b>		<b>5.3%</b>			
<b>Deaf and Hard-of-Hearing Termination Rate</b>		<b>2.9%</b>			
<b>Institute Hires</b>					<b>23</b>
<b>Percent Deaf and Hard of Hearing</b>					<b>21.7%</b>

## RESULTS OF FINANCIAL OPERATIONS

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In fiscal year 2003, NTID received \$52,109,000 in Federal support for operations. In addition, NTID received a separate appropriation of \$1,589,000 for resurfacing roadways and parking lots around NTID buildings. The operating appropriation represented a 4.2 percent increase over FY2002. In addition to this, NTID collected \$12,664,626 in non-federal revenue in the form of tuition, room, board, and fees. This was a 6.5 percent increase over the previous year. Total revenue for operations, \$64,773,626, represented a 4.7 percent increase over fiscal year 2002. A total of \$705,000 of the Federal support was directed to the Matching Endowment Program, thereby reducing operations to \$64,068,626, a 4.3 percent increase over 2002 operating levels.

**Compensation** increased by 3.4 percent. Merit pay adjustments and benefit expenditures would have resulted in an increase of 4.0 percent or more had we not continued to cautiously manage our employment levels.

**RIT Services** represents payments to RIT for services provided to NTID for its operations. Services that benefit NTID specifically are charged directly to NTID. These include Residence Halls, Food Services, Physical Plant Services, and tuition payments for students who take courses in the other colleges of RIT. These direct charges remained approximately the same as in 2002. The other payments to RIT are levied on an indirect or overhead basis. These payments represent NTID's utilization of centralized services such as accounting, human resources, bursar functions, library services, etc., provided by RIT departments. Although the relative size of NTID has declined in relationship to the rest of RIT, and therefore the proportion of the cost of the services allocated to NTID has decreased, the overall RIT expense pools grew by 3.7 percent due to the increasing size of RIT. These indirect cost allocations are annually reviewed and approved by the Division of Cost Allocations in the Department of Health and Human Services.

**Support Expenditures** are a combination of accounts including interpreting services purchased from the community, instructional and office supplies, travel, postage, telephone, computer services, and miscellaneous income categories. Expenditures in most of these accounts remained essentially flat. However, a one-time accounting reclassification resulted in an overall decline in this category by nearly 14 percent. **Grant Cost Share** requirements increased by 28.3 percent in 2003. This reflects the growth of grant activity from \$5.6 to \$6.4 million. **Financial Aid** supported through operating funds decreased by 1.4 percent. There are significant financial aid awards that come from non-operating sources. These include scholarships from endowment accounts and external groups, Pell and State grants, Vocational Rehabilitation awards, and miscellaneous student loans. Total Financial Aid from all sources increased by 10.6 percent in 2003. Expenditures for capital and equipment grew by 3.5 percent.

More than \$1.4 million was directed to the funding of various **Strategic Initiatives**. These include the implementation of a new merit scholarship program for students and equipment to address the support needs of the growing population of students with cochlear implants, as well as upgrades to our technical infrastructure that will not be covered by future appropriations.

Finally, NTID transferred \$1.2 million to the **Plant Fund** at the close of the fiscal year. These funds are used for capital projects such as improving lab and classroom technology and other physical plant maintenance projects.

## FINANCIAL OPERATING RESULTS

In fiscal year 2003, NTID received \$52,109,000 in Federal support for operations. A total of \$705,000 of that amount was directed to the Matching Endowment Program. In addition to this, NTID collected \$12,664,626 in non-federal

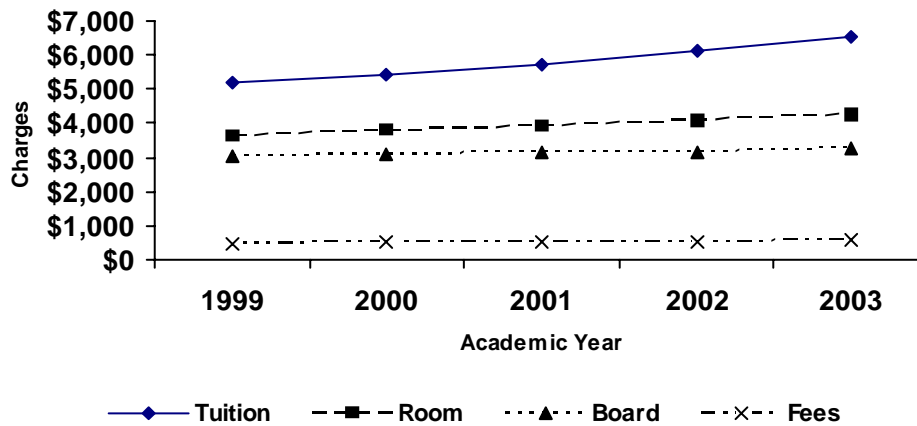
revenue in the form of tuition, room, board, and fees. Revenue (less matching endowment funds above) for operations, \$64,068,626, represented a 4.3 percent increase over fiscal year 2002 operating level.

	Fiscal Year 2002	Fiscal Year 2003	Variance \$	Variance %
<b>EXPENSES</b>				
<b>Personnel Compensation Expenditures</b>				
Salaries & Wages	\$26,055,355	\$27,033,554	\$978,199	3.8%
Benefits	7,324,408	7,472,823	148,415	2.0%
<b>Total Personnel Compensation</b>	<b>\$33,379,763</b>	<b>\$34,506,377</b>	<b>\$1,126,614</b>	<b>3.4%</b>
<b>RIT Services Expenditures</b>				
Direct:				
Residence Halls/Food Service, Student Services	\$4,969,464	\$4,990,764	\$21,300	0.4%
Cross-Registered Tuition	4,253,980	4,125,860	(128,120)	-3.0%
Physical Plant Services	2,000,060	2,050,818	50,758	2.5%
Indirect:				
Overhead	8,342,894	8,630,384	287,490	3.4%
<b>Total RIT Services</b>	<b>\$19,566,398</b>	<b>\$19,797,826</b>	<b>\$231,428</b>	<b>1.2%</b>
<b>Other Expenditures</b>				
Support Expenditures	\$4,258,952	\$3,681,218	(\$577,734)	-13.6%
Grant Cost Shares	790,276	1,014,171	223,895	28.3%
Financial Aid	1,119,301	1,103,521	(15,780)	-1.4%
Capital	1,256,736	1,300,660	43,924	3.5%
Strategic Initiatives		1,448,700	1,448,200	
Matching Endowment	492,000	705,000	213,000	43.3%
To/(From) Plant Fund	1,027,703	1,216,153	188,450	18.3%
<b>Total Other</b>	<b>\$8,944,968</b>	<b>\$10,469,423</b>	<b>\$1,524,455</b>	<b>17.0%</b>
<b>Total Expenses</b>	<b>\$61,891,129</b>	<b>\$64,773,626</b>	<b>\$2,882,497</b>	<b>4.7%</b>
<b>REVENUE</b>				
<b>Federal Appropriation</b>	<b>\$50,000,000</b>	<b>\$52,109,000</b>	<b>\$2,109,000</b>	<b>4.2%</b>
<b>Non-Federal Funds</b>	<b>11,891,129</b>	<b>12,664,626</b>	<b>773,497</b>	<b>6.5%</b>
<b>Total Revenue</b>	<b>\$61,891,129</b>	<b>\$64,773,626</b>	<b>\$2,882,497</b>	<b>4.7%</b>

## TUITION, ROOM, BOARD, AND OTHER FEES

Tuition increased by 7.0 percent, while room, board and other fees increased by 3.7 percent, for a total blended increase of 5.1 percent. Lab fees that were previously a separate additional charge for students are now included in the tuition rate.

The amount collected from students in FY2003 increased by 6.5 percent over the previous year. These non-federal resources constitute 19.6 percent of NTID's total operating revenue.



### Rates Charged Students

Academic Year	FY1999	FY2000	FY2001	FY2002	FY2003
Tuition	\$ 5,211	\$ 5,418	\$ 5,700	\$6,099	\$6,525
Room	3,627	3,774	3,918	4,095	4,260
Board	3,018	3,078	3,078	3,171	3,267
Fees	480	498	513	537	558
<b>Total</b>	<b>\$12,336</b>	<b>\$12,768</b>	<b>\$13,209</b>	<b>\$13,902</b>	<b>\$14,610</b>
Collections	\$10,646,051	\$11,013,009	\$11,044,789	\$11,891,129	\$12,664,626
Enrollment (Fall)	1,220	1,219	1,234	1,231	1,231
<b>Collections Per Student</b>	<b>\$8,726</b>	<b>\$9,034</b>	<b>\$8,950</b>	<b>\$9,660</b>	<b>\$10,288</b>

## EXTERNAL FUNDING SOURCES

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### THE NTID FOUNDATION

NTID received \$1,959,377 in gift income for fiscal year 2003. These dollars were designated to support the PEN-International project, our endowed scholarship funds, equipment, the performing arts program, our 35<sup>th</sup> alumni reunion, the Joseph F. and Helen C. Dyer Arts Center, and improving technology at NTID.

Important commitments above \$1,000 received during this fiscal year include:

#### *Scholarships*

**Action Electric Sales** gave \$1,800 to the Michael Swartzman Endowed Scholarship Fund

**Norman L. & Katharine Alling** gave \$4,992 to the NTID Foundation Endowed Scholarship Fund

**Mark D. Apodaca** gave \$1,200 to the NTID Foundation Endowed Scholarship Fund

**W. Scot Atkins** gave \$5,000 to the NTID Alumni Endowed Scholarship Fund

**Eugenie R. Bradford** gave \$1,000 to the NTID Performing Arts Scholarship Fund

**Laurie C. Brewer** gave \$1,000 to the NTID Performing Arts Scholarship Fund

**Citigroup Foundation** gave \$10,000 to the Citicorp/Citibank Endowed Scholarship Fund at NTID

**Robert R. Davila** gave \$1,100 to NTID endowed scholarship funds

**James J. DeCaro** gave \$1,200 to his endowed scholarship fund

**Max & Victoria Dreyfus Foundation, Inc.** gave \$5,000 to the NTID Performing Arts Scholarship Fund

**Marcia B. Dugan** gave \$1,000 to NTID endowed scholarship funds

**Joseph F. Dyer** gave \$2,000 to his and his late wife's endowed scholarship fund

**Barbara M. Fallon** gave \$6,000 for the Sara Kuhnert NTID Endowed Scholarship Fund

**D. Robert Frisina** gave \$1,000 for his wife's memorial endowed scholarship fund

**Roland E. & Gail B. Garlinghouse** gave \$5,000 for their endowed scholarship fund

**Shirley Gegenheimer** gave \$1,000 to the NTID Foundation Endowed Fund

**Genesee Corporation** gave \$1,500 for the NTID Foundation Endowed Fund

**The Estate of Mildred F. Hall** contributed \$228,750 to her scholarship fund

**Mary Jane Hellyar** contributed \$1,000 to the NTID Foundation Endowed Scholarship Fund

**Frank & Nancy Horton** contributed \$1,500 to the Frank Horton Endowed Scholarship Fund at NTID

**T. Alan Hurwitz** contributed \$1,600 to the NTID Foundation Endowed Scholarship Fund

**Jeffrey M. Hutchins** contributed \$1,000 to the NTID Foundation Scholarship Fund



## EXTERNAL FUNDING SOURCES (continued)

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**Warren G. Keinath, Jr.** gave \$1,000 to the NTID Foundation Endowed Scholarship Fund

**Donald J. Landry** gave \$1,000 to the NTID Foundation Endowed Scholarship Fund

**J. David McCloskey** gave \$1,000 to The Alice Beardsley NTID Scholarship Fund

**Ray B. Ohringer** gave \$1,000 to the Ohringer Endowed Scholarship Fund

**The Estate of Hazeldeane A. Pritchard** gave \$100,000 to the NTID Foundation Endowed Scholarship Fund

**Procter & Gamble** gave \$5,000 to the NTID Foundation Endowed Fund

**Jane R. Pulver** contributed \$2,500 to her family's endowed scholarship fund and \$1,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund

**Rochester Area Community Foundation** gave \$1,000 to the NTID Endowed Fund

**Edgar L. Sargent** contributed \$5,478 to his wife's memorial endowed scholarship fund

**Solon E. Summerfield Foundation** gave \$2,500 to their endowed scholarship fund

**Wendell and Annette Thompson** gave \$1,000 to the Hearst Endowed Scholarship Fund

**Gerard & Dianne Walter** gave \$1,000 to the R. Panara Endowed Scholarship Fund

**Candace V. & George D. Webb, II** gave \$1,000 to the NTID Foundation Endowed Scholarship Fund

### ***Gifts-in-Kind***

The following individuals and companies made significant contributions of equipment, software, eyeglass frames and lenses, or artwork in the past year.

<b>Sprint Corporation</b>	\$ 19,355
<b>Mrs. Mildred F. Hall</b>	\$ 8,100
<b>Mr. and Mrs. Eiichi Mitsui</b>	\$ 8,000
<b>Empire Optical, Inc.</b>	\$ 2,067
<b>Mr. Eric L. Bellmann</b>	\$ 1,925
<b>Eastman Kodak Company</b>	\$ 1,890
<b>Ms. Randy Garber</b>	\$ 500
<b>Mr. Joseph F. Dyer</b>	\$ 450
<b>Ms. Jacqueline Schertz</b>	\$ 200

### ***NTID Projects/Initiatives***

**The Nippon Foundation** continued its commitment to the PEN-International Project, providing \$1,198,600 in support of this initiative

**The Estate of Mildred F. Hall** contributed \$7,500 to the Mildred Hall Bird Collection Display

**International Business Machines** made a grant of \$3,000 to NTID

**Robert F. Panara** gave \$5,000 to the NTID Performing Arts Fund

## EXTERNAL FUNDING SOURCES (continued)

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**Sprint Corporation** gave \$20,000 to the NTID Alumni Reunion Fund

**Elizabeth W. Williams** gave \$101,455 to the Joseph F. and Helen C. Dyer Arts Center Project

**Glenn & Maude Wyman-Potter Foundation** gave \$20,000 for the International Center for Hearing and Speech

NTID's Strategic Plan called for the exploration of outside funding to address institutional priorities and mechanisms to facilitate the pursuit of grants and other outside funding. In response, NTID established a grants coordinator position and later transferred the position to RIT's Office of Sponsored Research Services. The RIT grants coordinator, with primary responsibility for NTID, seeks funding opportunities appropriate for NTID academic and research faculty, distributes information about these opportunities to interested faculty/staff, and supports grant proposal and contract development and writing, including budget preparation and submission. A primary function includes assuring that external funding projects align with NTID's mission and goals and that all external funding agency guidelines are followed.

During the last fiscal year, the office of Sponsored Research Services developed a series of seminars on the topic of grants and contracts for all RIT faculty and staff. The senior research administrator for NTID was instrumental in developing two of these "PI Institutes," one on Getting Started in Grants and one on Proposal Development. These institutes were well attended by NTID faculty and staff, and will be repeated again during FY2004.

Also during the last fiscal year, the NTID grants coordinator completed a tip sheet on grants for the Northeast Technical Assistance Center. "Grants: A Primer for Getting Started," is available at [http://www.netac.rit.edu/downloads/TPSHT\\_Grants.pdf](http://www.netac.rit.edu/downloads/TPSHT_Grants.pdf).

During FY2003, there were 26 new grant proposals submitted for funding. Twelve, totaling \$4,491,138 for the current year (with a total value over the lives of these projects equaling \$17,756,452) were funded. As of September 30, 2003, the annual value of all current grants and contracts at NTID amounted to \$6,374,570, with a total value over the lives of the projects equaling \$26,856,417.

## NTID ANNUAL FUNDRAISING RESULTS

Through the ongoing support of The NTID Foundation, the institute's development program continues to be successful. The substantial sums that NTID has raised in just the past five years demonstrate NTID's commitment to seeking alternate sources of support. In FY2003, \$1,916,891 was raised for endowment or restricted purposes. Of that amount, \$484,717 was deemed

eligible for Federal Matching dollars. Additionally, \$226,248 from a charitable remainder annuity trust became eligible for endowment and therefore federal matching dollars. These two figures combined total \$710,965, which qualified for matching federal dollars. A total of \$704,442 was actually matched.

	FY1999	FY2000	FY2001	FY2002	FY2003
Cash to Endowment and Restricted Funds	\$1,545,087	\$3,205,304	\$2,397,888	\$2,442,873	\$1,916,891*
Equipment and Software	540,998	709,388	322,860	120,288	42,487
<b>Total</b>	<b>\$2,086,085</b>	<b>\$3,914,692</b>	<b>\$2,720,748</b>	<b>\$2,563,161</b>	<b>\$1,959,378</b>

\* Does not include a charitable annuity remainder trust valued at \$226,248 that matured in 2003.

## NTID ENDOWMENT PROGRAMS

A total of \$1,430,594, including \$705,000 in matching federal funds, was added to the Federal Matching Endowment Fund corpus in 2003. The market value of NTID's Federal Matching Endowment portfolio stands at \$20,414,763. NTID's total endowments, which include privately raised funds prior to the establishment of the

Federal Matching Endowment Program, is \$23,747,224. The market value is 24.7 percent more than the value of the entire portfolio on September 30, 2002. This is a result of the funds added during the year combined with improving market conditions.

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### Values as of September 30, 2003

#### FEDERAL MATCHING ENDOWMENT FUND:

	Contributed Value	Market Value
<b>Funds Subject to Federal Investment and Spending Guidelines:</b>		
<i>Private</i>	\$5,297,266	\$ 7,699,144
<i>Federal</i>	5,295,544	6,497,907
Subtotal	\$10,592,810	\$14,197,051
<b>Funds No Longer Subject to Federal Investment and Spending Guidelines:</b>		
<i>Private</i>		
Value at Date of Transfer	\$4,213,920	\$3,846,126
<i>Federal</i>		
Value at Date of Transfer	2,598,376	2,371,587
Subtotal	\$6,812,296	\$6,217,713
<b>Total Federal Endowment</b>	<b>\$17,405,106</b>	<b>\$20,414,763</b>

#### OTHER NTID ENDOWMENTS:

	Contributed Value	Market Value
<b>Private</b>	\$979,690	\$3,332,460
<b>Total Endowments</b>	<b>\$18,384,796</b>	<b>\$23,747,224</b>

## GRANTS AND CONTRACTS

During FY2003, there were 26 new grant proposals submitted for funding. Twelve, totaling \$17,756,452, were funded; four are still pending; the remainder were not funded. As of

September 30, 2003, the annual value of all grants and contracts at NTID totaled \$6,374,570, with a total value over the lives of the projects of \$26,856,417.

<b>Project Title</b>	<b>Grant Provider</b>	<b>Year</b>	<b>Amount FY2003</b>	<b>Total Value</b>
Aging Auditory System	National Institutes of Health	1 of 5	\$1,202,012	\$6,342,338
Northeast Technical Assistance Center	U.S. Department of Education	3 of 5	1,000,000	5,000,000
Center for Interpreter Training	NYS Education Department	6 of 6	500,000	4,500,000
PEN-International	Nippon Foundation of Japan	3 of 3	1,198,619	3,280,019
MSSE	U.S. Department of Education	1 of 5	300,000	1,500,000
Speech Pathology	U.S. Department of Education	2 of 4	259,200	1,043,800
Eliminating Communication Barriers	National Science Foundation	1 of 3	282,447	883,883
Access to Technical Education	National Science Foundation	2 of 3	256,771	781,372
Promoting Access and Inclusion	U.S. Department of Education	1 of 3	206,762	759,772
Community Interpreter Training	NYS Education Department	5 of 5	170,000	720,000
Deaf Initiative in Information Technology	National Science Foundation	1 of 3	270,452	886,702
C-Print Network	U.S. Department of Education	1 of 2	200,000	399,996
Web-Based Problem Solving Resource	U.S. Department of Education	3 of 3	104,270	315,759
Promoting Access and Inclusion	U.S. Department of Education	1 of 3	78,051	257,713
Alcohol and Substance Abuse	NYS Education Department	1 of 1	179,444	179,444
Mental Representation of Signs and Words	National Institutes of Health	1 of 1	100,000	100,000
Web-based Courseware	NYS Education Department	1 of 1	39,249	39,249
Access Through Notetaking	NYS Education Department	1 of 1	7,332	7,332
Classroom of the Sea	National Science Foundation	3 of 3	<u>19,961</u>	<u>59,038</u>
<b>Total</b>			<b>\$6,374,570</b>	<b>\$26,856,417</b>

## NTID LEADERSHIP AND ADMINISTRATIVE TEAM\*

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**Dr. Robert R. Davila**

RIT Vice President for NTID

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Dean

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Director, Center for Arts and Sciences

**Dr. Peter A. Lalley**

Director, Center for Baccalaureate and Graduate Studies

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Associate Dean for Outreach and Technical Assistance, NETAC

**Dr. Gerard J. Buckley**

Associate Dean for Student Affairs

**Dr. Christine M. Licata**

Associate Dean for Academic Affairs

**Karen A. Hopkins**

Acting Director, Division of College Advancement

**Albert S. Smith**

Director, Division of Institutional Services

**Wendell S. Thompson**

Director, NTID Government and Administrative Affairs

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\* Reflects the administrative structure in place during fiscal year 2003.

## NTID NATIONAL ADVISORY GROUP

The National Advisory Group advises the vice president of NTID in developing and carrying out policies governing the operation and direction of the institute. The National Advisory Group is composed of professionals concerned with the

education of deaf students, professionals concerned with postsecondary education, and individuals familiar with the need for services provided by NTID.

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### ACTIVE MEMBERS

**Mark D. Apodaca**

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Advisory Software Engineer, IMS Products, Software Solutions, IBM Corporation

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Professor and Chair, Department of Policy Analysis and Management, Cornell University

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**Jelica B. Nuccio**

Case Manager, Deaf-Blind Center, Seattle

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California State University - Fresno

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Commissioner, Massachusetts Commission for the Deaf and Hard of Hearing

## **NTID NATIONAL ADVISORY GROUP (continued)**

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**The Honorable Louise M. Slaughter**

Member, U.S. House of Representatives, New York State

**The Honorable Amory Houghton**

Member, U.S. House of Representatives, New York State

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Chief Executive Officer, Telstar

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