

December 31, 2008

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Spellings:

The *Annual Report 2008* in your hands fulfills the Education of the Deaf Act requirement that the National Technical Institute for the Deaf, a college of Rochester Institute of Technology (RIT/NTID) "... shall prepare and submit an annual report to the Secretary" We are delighted to provide this report, our 42nd, for it presents a summary of activities undertaken at RIT/NTID during Fiscal Year 2008.

This year has been an extraordinary one for RIT/NTID. We have made significant progress when measured against our performance indicator targets. Most significantly, our enrollment was 1,450, the largest number of students in our entire history. This was achieved by making significant progress on retention of students plus effective recruiting activities. The numbers are a reflection of the large number of deaf and hard-of-hearing students who seek to benefit from the unique programs offered at RIT/NTID.

We hope that everyone reading this report will take from it the accomplishments our students are able to achieve because RIT/NTID has your on-going support. Often the accomplishments are presented in summary format. But for us, and we know for you, those group numbers are aggregated one-by-one with student lives that have been changed because of the opportunities they have been granted at RIT/NTID.

We continue to be guided by our broad mission established many years ago:

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.

This report is also available in full to the general public on the Internet at:

www.ntid.rit.edu/media/annual_report2008.pdf

You have the thanks of everyone associated with RIT/NTID – students, faculty, staff and friends – for the support you demonstrate for our programs.

With warm regards,



Dr. William Destler
President, RIT



T. Alan Hurwitz
President, NTID
Vice President and Dean, RIT

FRONT COVER PHOTO – They Put the “N” in NTID

A record 1,450 students are enrolled this year at the National Technical Institute for the Deaf at Rochester Institute of Technology.

T. Alan Hurwitz, President NTID/VP and Dean RIT (left) and RIT President Bill Destler hold the RIT flag.

The cover photo was taken September 2008 with RIT/NTID students from all 50 states plus Washington, D.C.

The students are listed below.



State, City	NTID Student	State, City	NTID Student
Alabama, Huntsville	<i>Steven Forney</i>	New Jersey, South River	<i>Gina Banerjee</i>
Alaska, Anchorage	<i>Chelsie Burgett</i>	New Mexico, Santa Fe	<i>Thomas Mulligan</i>
Arizona, Phoenix	<i>Allison Anderson</i>	New York, Ozone Park	<i>Johney Ragoobir</i>
Arkansas, Bentonville	<i>Mitchell Nichols</i>	North Carolina, Kannapolis	<i>Jackie Fields</i>
California, Sutter	<i>Kenny DeHaan</i>	North Dakota, Minot	<i>Joseph Vetter</i>
Colorado, Centennial	<i>Bryan Leeper</i>	Ohio, Cincinnati	<i>Grace Kennedy</i>
Connecticut, Wethersfield	<i>Len Nguyen</i>	Oklahoma, El Reno	<i>Brent Denham</i>
Delaware, Hockessin	<i>Katherine Geller</i>	Oregon, Salem	<i>Brenna DeBartolo</i>
D.C. Washington	<i>Ashley Barber</i>	Pennsylvania, Souderton	<i>Lori Craig</i>
Florida, Bradenton	<i>Caitlin Davis</i>	Rhode Island, Providence	<i>John Curtis</i>
Georgia, Duluth	<i>Ben Barnes</i>	South Carolina, Lexington	<i>Joseph Chavis</i>
Hawaii, Kaneohe	<i>Michael Fujimori</i>	South Dakota, Onida	<i>Amanda Barber</i>
Idaho, Pocatello	<i>Megan Buckalew</i>	Tennessee, Knoxville	<i>Maneesha McIlwain</i>
Illinois, Chicago	<i>Carlos Barajas</i>	Texas, San Antonio	<i>Alicia Wooten</i>
Indiana, Indianapolis	<i>Ruan Du Plessis</i>	Utah, Salt Lake City	<i>Joe Coupal</i>
Iowa, Des Moines	<i>Dylan Heuer</i>	Vermont, Manchester	<i>Tucker Cox</i>
Kansas, Shawnee	<i>Moges Gembero</i>	Virginia, Yorktown	<i>Shannon Drummond</i>
Kentucky, Paducah	<i>Drew Musgrave</i>	Washington, Spokane	<i>Seiji Franklin</i>
Louisiana, Baton Rouge	<i>Lacee' Richard</i>	West Virginia, Weston	<i>Morgan Tucker</i>
Maine, Livermore Falls	<i>Ronald Boucher</i>	Wisconsin, Brookfield	<i>Michael Mendoza</i>
Maryland, Germantown	<i>Kara Andrade</i>	Wyoming, Big Horn	<i>Will Roach</i>
Massachusetts, Foxboro	<i>Richard Regan</i>		
Michigan, Rochester Hills	<i>Christopher Samp</i>		
Minnesota, Eden Prairie	<i>Lauren Boehmke</i>		
Mississippi, Oxford	<i>Angela Read</i>		
Missouri, Fenton	<i>Mike Walsh</i>		
Montana, Clancy	<i>Stephen Kibbe</i>		
Nebraska, Osmond	<i>Alissa Haselhorst</i>		
Nevada, Reno	<i>Remy Glock</i>		
New Hampshire, Nashua	<i>Sunit Upadhyaya</i>		

BACK COVER PHOTO – RIT/NTID Student Ambassadors

This year, 1,450 students from every U.S. state and several foreign countries attend RIT/NTID. NTID President T. Alan Hurwitz is pleased to showcase students as RIT/NTID Student Ambassadors” who have proven to be leaders, earned excellent grades and achieved other success.

The back cover photo shows President Hurwitz with NTID’s first ambassadors, selected in April 2008.

- Jasmine Oregel, 22, Computer-Aided Drafting Technology major from Santa Ana, California
- David Spiecker, 22, Professional and Technical Communication major from Henrietta, New York
- Mia Sanchez, 23, Multidisciplinary Studies major from New York, New York
- Christie Ong, 21, Advertising and Public Relations major from Seattle, Washington

Profiles of each ambassador can be seen at <http://www.ntid.rit.edu/prospective/ambassadors>.

**NTID FY 2008 ANNUAL REPORT
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MISSION STATEMENT

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, 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 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.

HISTORY

Formally established in 1965 through an Act of Congress (PL89-36). Began operation in 1967 at RIT, with first students in 1968. RIT was founded in 1829.

LOCATION

Western New York, in suburban Rochester.

RIT CAMPUS

1,300 acres, 238 buildings (5.1 million square feet).

ENROLLMENT

Total of 1,450 students enrolled. Undergraduate: 1,212 deaf and hard-of-hearing students, 135 hearing students (enrolled in ASL-English Interpretation program). Graduate: 103 students (55 hearing, deaf and hard-of-hearing in the Master of Science program in Secondary Education of Students Who Are Deaf or Hard-of-Hearing and 48 deaf and hard-of-hearing in the other colleges of RIT). These students study and reside on a campus that includes 15,044 hearing students studying at the baccalaureate, master's and doctoral levels.

MALE/FEMALE RATIO

51 percent male, 49 percent female.

DIVERSITY

Of the 1,450 students enrolled, 28 percent are minority students and 2.9 percent are international students, representing 16 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

Major social events and activities are sponsored by the College Activities Board, Residence Halls Association, sororities, fraternities and special interest clubs of many kinds. There are more than 175 student organizations on campus.

RIT CAMPUS TECHNOLOGY

Extensive wireless computer access, 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 printing presses, a laser optics lab, robotics program and fully networked residence halls equipped with strobe lights and telephone amplifiers.

RESEARCH

Integrated research program of national and international prominence focusing on admission and placement; diversity and minority issues; student persistence and success; alumni success and employment; development and learning; access technology; and institutional research.

COOPERATIVE EDUCATION

In keeping with a career education focus, most RIT/NTID degree programs require students to complete at least one cooperative work assignment for experience in their chosen profession before graduation.

PLACEMENT

Over the past five years, 94 percent of deaf and hard-of-hearing

graduates who have chosen 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, spoken language, finger spelling, printed/visual aids and Web-based instructional materials. Support and access services include notetakers, tutors, real-time captioning services and the largest interpreting staff for a college program in the United States.

ANNUAL EXPENSES 2008-2009

Tuition	\$ 9,801
Room	\$ 5,421
Board	\$ 3,960
Fees	\$ 702
Total	\$19,884

FINANCIAL AID

A combination of grant-in-aid, Vocational Rehabilitation, Pell, federal and state grants are available to students in need. In addition, 63 endowed funds generate scholarship support for students based on financial need and academic merit. Average aid per domestic student: \$9,496, not including loans.

ACADEMIC YEAR

Quarter system divides calendar year into four 11-week terms, beginning with fall quarter in September. Traditional academic year runs three quarters from 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 seven other colleges: Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts and Science.

EXECUTIVE SUMMARY

New Registrations	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Admissions (Deaf and Hard-of-Hearing Students only)					
Applications	737	768	819	939	1,000
Acceptances	434	424	450	522	594
Registrations	327	322	341	377	396
Other New Registrations					
AAS/BS ASL-English Interpretation	50	56	41	34	36
M.S. in Secondary Education	34	28	28	27	24
Total New Registrations	411	406	410	438	456
Enrollment (Deaf and Hard-of-Hearing Students only)					
Sub-Baccalaureate Programs					
Career Focused Programs	N/A	N/A	N/A	450	501
Transfer Associate Programs	N/A	N/A	N/A	113	138
Subtotal Sub-Baccalaureate	542	514	503	563	639
Baccalaureate Programs at RIT	427	438	439	443	451
Graduate Programs at RIT	42	53	47	51	48
Subtotal Baccalaureate and Graduate at RIT	469	491	486	494	499
Career Exploration Studies	86	61	75	97	122
Subtotal Deaf and Hard-of-Hearing Students Only	1,097	1,066	1,064	1,154	1,260
Other Enrollments					
Educational Interpreting	100	116	130	130	135
M.S. in Secondary Education	84*	74*	56	59**	55**
Subtotal Other	184	190	186	189	190
Total Enrollment	1,281	1,256	1,250	1,343	1,450
Withdrawn					
All Students	18%	16%	16%	16%	14%
Graduates					
Total Degrees Granted	231	244	292	251	286
<i>Degree Level</i>					
Certificate	5	11	11	10	9
Diploma	3	1	1	2	2
Associate (AOS)	53	39	42	43	33
Associate (AAS)	43	49	67	45	61
Associate (Interpreting)	11	21	22	26	10

(continued)

* For 2004 – 2005, included are 9-15 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, 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.

** One additional graduate is a full-time student pursuing a graduate degree.

EXECUTIVE SUMMARY (continued)

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Graduates (continued)					
Bachelor's (Interpreting)	3	3	6	10	18
Bachelor's	91	85	98	78	108
Master's	10	10	19	14	12
Master's (MSSE)	12	25	26	23	33
Placement					
Permanent Placement	123	111	103	112	N/A*
Placement Rate	93%	95%	95%	95%	N/A*
<i>By Sector of the Economy</i>					
Business and Industry	64%	69%	64%	63%	N/A*
Government	12%	22%	26%	29%	N/A*
Education	24%	9%	10%	8%	N/A*
Cooperative Work Experiences	258	231	233	272	255
Access/Support Services					
Notetaking Hours	50,220	46,989	57,478	59,466	65,851
Tutoring Hours	14,886	14,516	15,103	15,045	15,271
Interpreting Hours	98,520	99,175	107,256	110,840	114,233
C-Print™ Hours	3,146	7,485	9,350	15,440	16,722
Outreach (Number of External Participants)					
C-Print	8	14	31	7	14
Deaf Initiative in Technology	70	91	90	88	71
Digital Arts, Film and Animation	**	**	**	**	54
Explore Your Future	187	193	183	253	235
FutureQuest	**	**	**	**	46
Interpreter Training***	130	104	93	97	92
MATHCOUNTS Competition	**	**	**	**	55
National Center on Employment	640	831	836	958	692
National Science Fair	**	**	**	**	54
Notetaker Training	236	216	201	261	318
Project Fast Forward	**	**	**	**	71
Raising Stars (Parents)	**	**	**	**	302
SpiRIT Writing Contest	**	**	**	**	35
Steps to Success	**	**	**	**	14
TechGirlZ Camp	**	**	**	**	21

(continued)

* Placement numbers for September 1, 2007 through August 31, 2008 graduates will be reported next year.

** Data not available

*** Students supported by grants from the New York State Board of Regents, State Education Department, Vocational and Educational Services for Individuals with Disabilities, awarded to RIT/NTID and the Monroe County #1 Board of Cooperative Educational Services of Rochester, NY.

EXECUTIVE SUMMARY (continued)

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Financial Aid (Domestic Students)					
Grant-in-Aid	\$1,059,076	\$1,036,590	\$1,200,874	\$1,306,250	\$1,169,113
Vocational Rehabilitation	5,695,165	5,807,487	5,587,915	6,257,424	7,383,519
Pell Grants	1,214,120	1,277,893	1,212,809	1,241,903	1,450,715
State Grants	485,514	527,622	493,302	536,811	547,755
Federal Loans	2,641,914	2,940,256	2,982,676	3,274,300	3,663,514
Scholarships and Other	949,547	976,075	1,177,959	1,523,423	1,736,881
Total Financial Aid	\$12,045,336	\$12,565,923	\$12,655,535	\$14,140,111	\$15,951,497
Average Aid per Domestic Student (Excluding Loans)*	\$7,883	\$7,903	\$8,114	\$9,040	\$9,496
Rates Charged Students					
Domestic student rates**					
Tuition	\$6,981	\$7,470	\$7,992	\$8,559	\$9,153
Room	4,452	4,653	4,863	5,034	5,211
Board	3,381	3,483	3,588	3,714	3,843
Fees	579	588	618	642	669
Total	\$15,393	\$16,194	\$17,061	\$17,949	\$18,876
Fundraising Activity					
Cash to Endowment and Restricted Funds	\$2,032,651	\$2,136,259	\$2,489,423	\$2,840,116	\$2,527,289
Equipment and Software	\$71,075	\$16,651	\$33,148	\$124,052	\$254,191
Federal Funds Matched***	\$615,000	\$415,000	\$932,021	\$828,000	\$1,200,000

* Total financial aid less loans divided by domestic student enrollment.

** International students pay a 100% surcharge or \$18,306 for tuition. Charges for room, board and fees are the same as for domestic students.

*** There is no longer a separate appropriation for the Matching Endowment Program. Any monies matched must be funded through operating funds efficiencies.

NOTE OF EXPLANATION

RIT/NTID deals with three “years”:

1. The federal fiscal year begins October 1 and ends September 30.
2. The RIT fiscal year begins July 1 and ends June 30.
3. The RIT academic year begins September 1 and ends June 30; it includes three 11-week quarters plus a summer quarter.

Because the federal fiscal year spans two academic years, the activities and accomplishments described in this annual report, discuss two different sets of students:

- Those recruited from outside of NTID throughout the 2007-2008 academic year.
- Demographic analysis of the 1,450 students enrolled in fall 2008-2009 (456 new students recruited throughout 2007-2008, and 994 returning students) is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,343 students enrolled throughout 2007-2008—comprising 905 returning students and 438 new students recruited throughout 2006-2007.

THE EDUCATION OF THE DEAF ACT



The Education of the Deaf Act (EDA) provides the law that controls the National Technical Institute for the Deaf.

REPORTING REQUIREMENTS OF THE EDUCATION OF THE DEAF ACT AND THE AGREEMENT WITH RIT

This section includes, verbatim, the section of the Education of the Deaf Act (EDA) that applies to “reporting” requirements for the National Technical Institute for the Deaf. The material below in brackets [] provides cross-references, indicating sections of this report that reflect NTID compliance

with these provisions of the EDA. In addition, reporting on inventions is included based on a requirement of the Agreement with RIT.

NOTE: Where “...” appear, sections of the EDA that do not apply to NTID have been removed.

Reports for the EDA

The ... Board of Trustees or other governing body of the institution of higher education with which the Secretary has an agreement [RIT] under section 4332 of this title shall prepare and submit an annual report to the Secretary, and to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate, not later than 100 days after the end of each fiscal year, which shall include the following: [This *Annual Report 2008* meets this requirement.]

- (1) The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs ... of NTID. [Refer to the Executive Summary and Note of Explanation.]
- (2) For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:
 - (A) The number of students enrolled full- and part-time. [Refer to the Academic Program and Diversity and Pluralism sections.]
 - (B) The number of these students who completed or graduated from each of the educational programs. [Refer to the Graduation and Persistence and Diversity and Pluralism sections.]
 - (C) The disposition of these students upon graduation/completion on the date that is one year after the date of graduation or completion of programs at NTID ... in comparison to students from non-minority backgrounds. [Refer to the Graduation and Persistence and Diversity and Pluralism sections.]
 - (D) The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels. [Refer to the Student Support Services section.]
 - (E) The number of recruitment activities by type and location for all educational levels. [Refer to the Outreach section.]
 - (F) Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired. [Refer to the Faculty and Staff and Diversity and Pluralism sections.]
 - (G) ...
- (3) (A) A summary of the annual audited financial statements and auditor's report ... as required under section 4353 of this title. [The audit of RIT is provided to the Secretary as is a separate schedule for NTID.]

(continued)

EDUCATION OF THE DEAF ACT (continued)

- (B) A summary of the annual audited financial statements and auditor's report of NTID programs and activities of this title, and such supplementary schedules presenting financial information for NTID for the end of the federal fiscal year as determined by the Secretary. [The audit of RIT is provided to the Secretary, as is a separate schedule for NTID.]
- (4) For the preceding fiscal year, a statement showing the receipts of ... NTID and from what federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit. [Refer to the Financial Operations section.]
- (5) A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title. [Refer to the External Funding section.]
- (6) A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year. [Refer to the External Funding section.]
- (7) Such additional information as the Secretary may consider necessary. [We respond on a regular basis to requests for additional information from staff of the Department of Education.]

Agreement with RIT: Certification Regarding Inventions

The *Agreement for Establishment and Operation of the National Technical Institute for the Deaf between the Secretary of Health, Education, and Welfare and Rochester Institute of Technology (RIT) (1966)* requires annual disclosure of any inventions developed during the year or a certification that no inventions were made during the applicable period. NTID hereby certifies that no inventions were made during the year covered by this Annual Report. [In addition, refer to the Innovation section.]

PERFORMANCE INDICATORS



NTID provides deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum.

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.

Program Goal

To provide deaf, hard-of-hearing and hearing students in undergraduate programs and professional studies with state-of-the-art technical and professional education programs, undertake a program of applied research, and share NTID expertise.

Objective 1 of 4

Provide deaf, hard-of-hearing and hearing students in undergraduate and professional studies 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.

Measure 1.1 of 3. The number of undergraduates enrolled in the National Technical Institute for the Deaf.

Year	Target	Actual (or date expected)	Status
1997		1,069	Measure Not in Place
1998		1,085	Measure Not in Place
1999	1,080	1,135	Target Exceeded
2000	1,080	1,084	Target Exceeded
2001	1,080	1,089	Target Exceeded
2002	1,080	1,121	Target Exceeded
2003	1,080	1,093	Target Exceeded
2004	1,080	1,064	Did Not Meet Target
2005	1,080	1,055	Did Not Meet Target
2006	1,080	1,013	Did Not Meet Target
2007	1,080	1,019	Made Progress From Prior Year
2008	1,045	1,103	Target Exceeded
2009	1,045	1,212	Target Exceeded
2010	1,045	(October 2009)	Pending
2011	1,045	(October 2010)	Pending

Data Quality. Enrollment data does not include part-time students or non-degree-seeking students, with the exception of those students who are part-time in taking their final courses toward completion of their degrees. This is consistent with IPEDS methodology in calculating enrollment of undergraduate students.

Explanation. The table below shows the number of undergraduate students who are deaf and who were enrolled in the AOS/AAS programs at NTID and in BA/BS programs at Rochester Institute of Technology.

(continued)

PERFORMANCE INDICATORS (continued)

Year	BA/BS	AOS/AAS	Total
2001	447	642	1,089
2002	440	681	1,121
2003	449	644	1,093
2004	434	630	1,064
2005	427	628	1,055
2006	438	575	1,013
2007	439	578	1,017
2008	443	660	1,103
2009	451	761	1,212

As shown in the table above, NTID significantly increased undergraduate deaf enrollment from a total of 1,103 last year to 1,212 this year. This is an increase of 109 students which is a 9.9% increase in one year. The number of BA/BS deaf students continued its slow increase, averaging 5.3 students (per regression analysis) per year since 2005, while AOS/AAS students account for most of this growth, increasing by an average of 35.1 students per year (per regression analysis) in the same time period.

NTID continued to conduct aggressive recruiting efforts for students across all categories of enrollment. That activity, combined with a continued aggressive focus on persistence of students during the last year, produced this highly successful year regarding enrollment.

The table below reports total enrollment for NTID. Included are all NTID students: deaf and hard-of-hearing students in sub-baccalaureate, baccalaureate and graduate programs, and hearing students in the NTID Masters of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE) and in the NTID interpreting programs.

Note: In the last two years, overall enrollment has increased significantly as shown in the following table. From 2007 to 2008 enrollment increased from 1,250 to 1,343, which is an increase of 93 students (7.4%), and the increase from 2008 to 2009 was 107 students (8.0%).

Actual Overall Enrollment

Year	Enrollment
1998	1,205
1999	1,278
2000	1,220
2001	1,219
2002	1,238
2003	1,231
2004	1,270
2005	1,281
2006	1,256
2007	1,250
2008	1,343
2009	1,450

(continued)

PERFORMANCE INDICATORS (continued)

Measure 1.2 of 3. The number of students enrolled in the National Technical Institute for the Deaf's interpreter education program.

Year	Target	Actual (or date expected)	Status
1997		72	Measure Not in Place
1998		84	Measure Not in Place
1999	100	93	Made Progress From Prior Year
2000	100	77	Did Not Meet Target
2001	100	75	Did Not Meet Target
2002	100	53	Did Not Meet Target
2003	100	65	Made Progress From Prior Year
2004	100	92	Made Progress From Prior Year
2005	100	100	Target Met
2006	100	116	Target Exceeded
2007	100	130	Target Exceeded
2008	100	130	Target Exceeded
2009	100	135	Target Exceeded
2010	100	(October 2009)	Pending
2011	100	(October 2010)	Pending

Data Quality. Enrollment data does not include part-time students or non-degree-seeking students, with the exception of those students who are part-time in taking their final courses toward completion of their degrees.

Explanation. Enrollment in this program has increased from 72 students in 1997 to a high of 135 students in 2009. This program has more qualified applicants than NTID is able to accept. For 2009 NTID allowed the program to increase in size, intending to help meet the increasing demand for interpreters.

(continued)

PERFORMANCE INDICATORS (continued)

Measure 1.3 of 3. The number of students enrolled in the National Technical Institute for the Deaf's graduate/Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing program.

Year	Target	Actual (or date expected)	Status
1997		32	Measure Not in Place
1998		36	Measure Not in Place
1999	50	50	Target Met
2000	50	59	Target Exceeded
2001	50	55	Target Exceeded
2002	75	60	Made Progress From Prior Year
2003	75	73	Made Progress From Prior Year
2004	75	114	Target Exceeded
2005	90	126	Target Exceeded
2006	120	127	Target Exceeded
2007	120	101	Did Not Meet Target
2008	105	110	Target Exceeded
2009	105	103	Did Not Meet Target
2010	105	(October 2009)	Pending
2011	105	(October 2010)	Pending

Data Quality. Enrollment data does not include part-time students or non-degree-seeking students, with the exception of those who are part-time in taking their final courses toward completion of their degrees.

Explanation. From 2003 until 2005, NTID and Nazareth College collaborated for a group of Nazareth College's Speech Pathology students to attend several classes at NTID each year. The 34 students who attended classes at NTID were included in the enrollment totals for those three years. With the termination of the program in 2005, enrollment of graduate and Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing program students declined.

(continued)

PERFORMANCE INDICATORS (continued)

Objective 2 of 4

Maximize the number of students successfully completing a program of study.

Measure 2.2 of 8. The persistence percentage of sub-baccalaureate students, including transfer students.

Year	Target	Actual (or date expected)	Status
1997		85	Measure Not in Place
1998		73	Measure Not in Place
1999		69	Measure Not in Place
2000	73	69	Did Not Meet Target
2001	74	68	Did Not Meet Target
2002	74	72	Made Progress From Prior Year
2003	74	70	Did Not Meet Target
2004	74	70	Did Not Meet Target
2005	74	70	Did Not Meet Target
2006	74	70	Did Not Meet Target
2007	70	73	Target Exceeded
2008	70	74	Target Exceeded
2009	70	(October 2009)	Pending
2010	72	(October 2010)	Pending
2011	72	(October 2011)	Pending
2012	72	(October 2012)	Pending

Explanation. This is a long-term measure. This persistence rate is computed as an average of three years of cohorts moving from their first year into their second year. The current report includes entering students from 2005, 2006 and 2007.

(continued)

PERFORMANCE INDICATORS (continued)

Measure 2.4 of 8. The persistence percentage of baccalaureate students, including transfer students.

Year	Target	Actual (or date expected)	Status
1997		84	Measure Not in Place
1998		81	Measure Not in Place
1999		84	Measure Not in Place
2000	84	85	Target Exceeded
2001	84	86	Target Exceeded
2002	84	87	Target Exceeded
2003	84	86	Target Exceeded
2004	84	86	Target Exceeded
2005	86	85	Did Not Meet Target
2006	86	86	Target Met
2007	86	85	Did Not Meet Target
2008	86	86	Target Met
2009	87	(October 2009)	Pending
2010	87	(October 2010)	Pending
2011	87	(October 2011)	Pending
2012	87	(October 2012)	Pending

Explanation. This is a long-term measure. The persistence rate is an average of three years of cohorts moving from their first year into their second year. The 2008 report includes entering students from 2005, 2006 and 2007.

NTID continued an aggressive focus on persistence of students during the last year resulting in an increase in this indicator and meeting the performance target. As shown in the table below, NTID increased overall persistence from 77% last year to 79% this year, a significant increase in one year.

Actual Overall Persistence: This combines all sub-baccalaureate and baccalaureate programs.

Year	Persistence
1998	74%
1999	74%
2000	74%
2001	74%
2002	77%
2003	76%
2004	75%
2005	75%
2006	75%
2007	77%
2008	79%

(continued)

PERFORMANCE INDICATORS (continued)

Measure 2.6 of 8. The percentage of sub-baccalaureate students who graduate within seven years.

Year	Target	Actual (or date expected)	Status
1997		50	Measure Not in Place
1998		50	Measure Not in Place
1999		50	Measure Not in Place
2000	51	50	Did Not Meet Target
2001	51	50	Did Not Meet Target
2002	52	54	Target Exceeded
2003	52	52	Target Met
2004	52	51	Did Not Meet Target
2005	52	48	Did Not Meet Target
2006	53	49	Made Progress From Prior Year
2007	51	49	Did Not Meet Target
2008	51	52	Target Exceeded
2009	52	(October 2009)	Pending
2010	52	(October 2010)	Pending
2011	52	(October 2011)	Pending
2012	52	(October 2012)	Pending

Explanation. This is a long-term measure. The graduation rate for sub-baccalaureate students is based on students entering NTID during the years of 1999, 2000 and 2001.

NTID results demonstrated a three percentage point increase in this number this year and exceeded the target.

(continued)

PERFORMANCE INDICATORS (continued)

Measure 2.8 of 8. The percentage of baccalaureate students who graduate within seven years.

Year	Target	Actual (or date expected)	Status
1997		51	Measure Not in Place
1998		57	Measure Not in Place
1999		61	Measure Not in Place
2000	61	63	Target Exceeded
2001	61	64	Target Exceeded
2002	61	66	Target Exceeded
2003	61	68	Target Exceeded
2004	69	68	Did Not Meet Target
2005	69	69	Target Met
2006	70	70	Target Met
2007	70	72	Target Exceeded
2008	71	75	Target Exceeded
2009	71	(October 2009)	Pending
2010	71	(October 2010)	Pending
2011	72	(October 2011)	Pending
2012	72	(October 2012)	Pending

Explanation. This is a long-term measure. The graduation rate calculated by NTID is based on an average of three years of cohorts. The graduation rate for baccalaureate students in this report is based on students entering NTID during the years of 1999, 2000 and 2001. NTID demonstrated a three percentage point increase in this number this year and exceeded the target. Note: Interpreting students are not included in this number.

The table below reports overall graduation rate for NTID combining deaf and hard-of-hearing students in sub-baccalaureate and baccalaureate programs. Note that in the last two years, overall graduation rate has increased significantly. From 2006 to 2007, the rate increased from 55% to 57%, and from 2007 to the current year, the rate increased from 57% to 60%.

Overall Graduation Rate: This combines all sub-baccalaureate and baccalaureate programs.

Year	Graduation Rate
1998	51%
1999	53%
2000	53%
2001	54%
2002	57%
2003	56%
2004	56%
2005	55%
2006	55%
2007	57%
2008	60%

(continued)

PERFORMANCE INDICATORS (continued)

Objective 3 of 4

Improve post-school outcomes.

Measure 3.1 of 3. The post-school percentage of National Technical Institute for the Deaf graduates who are in the workforce during their first year after graduation.

Year	Target	Actual (or date expected)	Status
2005		59	Measure Not in Place
2006		52	Measure Not in Place
2007	Set a Baseline	60	Measure Not in Place
2008	Set a Baseline	(October 2009)	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	Maintain a Baseline	(October 2011)	Pending
2011	Maintain a Baseline	(October 2012)	Pending

Explanation. The Department of Education is requiring a new measure of NTID; in this section we provide both the new measure and our traditional measure.

Placement rates originally were calculated by NTID as the percentage of graduates who are employed among those who choose to pursue employment. This reflects the methodology of the Bureau of Labor Statistics. Individuals who were continuing their education or were not seeking employment were not included. For this year, NTID reports the following numbers regarding its graduates.

Category	NTID Graduates
Graduates in the Workforce	
Employed full-time	112
Seeking work (unemployed)	6
Subtotal	118
 Graduates not in the Workforce	
Not seeking work (inactive)	13
Education – RIT	46
Education – other	11
Unknown	15
Subtotal	85
 Total Number of Graduates	 203

PERFORMANCE INDICATORS (continued)

For Measure 3.1 of 3, at the request of the Department of Education, NTID calculates the “Employed full-time” (112) divided by the “Total Number of Graduates” minus the “Unknown” graduates (203 – 15 = 188), resulting in a value of 60%.

However, for the reporting that NTID has traditionally provided (the table below), it divides “Employed full-time” (112) by the “Subtotal in the workforce” (118) resulting in a value of 95%. In previous years, NTID reported the following:

Year	Target	Actual
1999	95	94
2000	95	90
2001	95	92
2002	95	89
2003	95	93
2004	95	93
2005	95	95
2006	95	95

This indicator was expanded in FY 2006 to report post-school outcomes for: 1) graduates who are in the workforce during their first year after graduation, 2) graduates who are in advanced education or training during their first year after graduation and 3) graduates who are not engaged in advanced education or training or in the workforce during their first year after graduation. These additional data are reported in the two measures below.

Measure 3.2 of 3. The post-school rate of National Technical Institute for the Deaf graduates who are in advanced education or training during their first year after graduation.

Year	Target	Actual (or date expected)	Status
2005		33	Measure Not in Place
2006	Set a Baseline	42	Measure Not in Place
2007	Set a Baseline	30	Measure Not in Place
2008	Set a Baseline	(October 2009)	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	Maintain a Baseline	(October 2011)	Pending
2011	Maintain a Baseline	(October 2012)	Pending

Explanation. This indicator has been added as part of the break-out of post-school outcomes to provide a more complete and accurate picture of outcomes for NTID graduates. The measure focuses on graduates who are in advanced education or training during their first year after graduation. Separate measures cover graduates who are in the workforce during their first year after graduation and graduates who are not engaged in either advanced education or training or in the workforce during their first year after graduation.

For Measure 3.2 of 3, a total of 203 students graduated. Valid data existed on 188 graduates and were collected for this report. Of the 188 graduates, 57 students (30%) were in higher education or training. Note: graduates are counted in only one category.

PERFORMANCE INDICATORS (continued)

Measure 3.3 of 3. The post-school rate of National Technical Institute for the Deaf graduates who are not engaged in either advanced education or training or in the workforce during their first year after graduation.

Year	Target	Actual (or date expected)	Status
2005		8	Measure Not in Place
2006	Set a Baseline	6	Target Met
2007	Set a Baseline	10	Measure Not in Place
2008	Set a Baseline	(October 2009)	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	Maintain a Baseline	(October 2011)	Pending
2011	Maintain a Baseline	(October 2012)	Pending

Explanation. This indicator has been added as part of the break-out of post-school outcomes to provide a more complete and accurate picture of outcomes for NTID graduates. The measure focuses on graduates who are not engaged in advanced education or training or in the workforce during their first year after graduation. Other measures cover graduates who are in the workforce during their first year after graduation and graduates who are in either advanced education or training during their first year after graduation.

For Measure 3.3 of 3, a total of 203 students graduated. Valid data existed on 188 graduates and were collected for this report. Of the 188 graduates, 19 students (10%) were in the categories of "Seeking work (unemployed)" or "Not seeking work (inactive)." Of the 19 students in the last category, 6 were "Seeking work (unemployed)." Note: graduates are counted in only one category.

STRATEGIC VISION



NTID undertakes strategic planning, and then implements those plans to ensure it is as prepared as possible for anticipated changes that will affect its future.

STRATEGIC VISION EXECUTIVE SUMMARY

NTID's long-range planning document, Strategic Vision 2010 adopted in February 2005, offers a bold multiyear plan to position NTID effectively for the next decade. It contains four basic decisions to reshape academic programs, access services and outreach.

What follows are brief summaries of each of the four decisions:

Decision #1

By 2010, NTID will offer three distinct areas of study: career-focused degrees, transfer associate degrees and baccalaureate/master's degrees.

NTID will continue to offer quality, career-focused, niche associate degree programs that lead to immediate placement in well-paying careers at the paraprofessional or technician level. These programs will continue to include a cooperative-education component closely tied to high-demand employment opportunities.

Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level. Our plan, therefore, is to expand transfer associate degree programs that will better serve the higher-achieving segment of our student population: students whose test scores upon entry to NTID are good, but not sufficient to qualify them for admission to RIT baccalaureate programs.

One of NTID's greatest strengths is its outstanding track record of assisting high-potential students not only to gain admission to, but to graduate successfully from, the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer associate degree programs will be viewed as "2+2" or "2+3" programs (two years in NTID with two to three more years in another college of RIT) in broad areas that match RIT offerings in business, computer technology, engineering technology, science technology and imaging technology.

Decision #2

NTID will establish formal referral programs with selected community colleges for students not yet ready for admission to NTID career-focused programs. In addition, we will create an intensive summer program for students who have been admitted to or who are matriculated in a career-focused associate degree program and who, with intensive skill development, may be able to reposition themselves to enter a transfer degree.

A strong referral program will help NTID assist students who want to come to NTID, but who aren't yet academically ready. We will work with selected community colleges to develop college-readiness programs that emphasize English reading and writing, math, career awareness and interpersonal growth. Money and time will be invested to assure a formal link between our college and students enrolled in such programs. Students successfully completing those programs will automatically be accepted into NTID.

The summer program will help students accepted into NTID career-focused programs, whose English skills are very promising and who desire a higher-level degree, to build those skills and open the option to consider entering one of our transfer degrees, which will lead to a baccalaureate degree.

(Revisions to these goals are described in subsequent pages.)

Decision #3

NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to the changing needs of students.

Students taking courses in the other RIT colleges who know sign language and can benefit from sign language transliteration, notetaking and/or assistive listening systems as access accommodations can request them. For those students taking courses in the other RIT colleges who cannot benefit from sign language transliteration or assistive listening systems, an alternative accommodation will be provided and will be based on an individual assessment of student need and on consideration of that need in relationship to the educational context. For most of these students, we expect this to be a text-based transliteration service (C-Print™).

(continued)

STRATEGIC VISION EXECUTIVE SUMMARY (continued)

In order to accomplish this goal, we will be significantly increasing access services human resources, investing in new technology and conducting research on the effectiveness of various access services.

Decision #4

NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf or hard-of-hearing.

This consortium initially will be established to provide educational experiences to students in grades 7-11 in an attempt to strengthen the skill level of students graduating from high school. Ultimately, the plan is for this consortium to become a central component of our institutional identity, focusing broadly on:

- *Pre-college audiences*, such as K-12 deaf and hard-of-hearing students, teachers, parents, Vocational Rehabilitation counselors, school counselors and pediatricians. Individuals in this category should be a primary audience, since they will ultimately determine who attends which college, and how well prepared they are for college work.
- *College audiences*, such as deaf and hard-of-hearing students at other colleges, and teachers and access/support service personnel at other colleges.
- *Post-college audiences*, such as alumni, deaf and hard-of-hearing workers and workplace managers.

STRATEGIC VISION DECISION #1 (The content below represents plans adopted in February 2005.)

By 2010, RIT/NTID will offer three distinct types of academic study:

- Career-focused associate degrees
 - Transfer associate degrees
 - Baccalaureate/master's degrees
-
-

Current Realities and Future Trends

- RIT is emerging as a major technological university. In doing so, it is clearly raising academic standards at all levels; NTID must follow this lead.
- Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level.
- NTID's greatest strength may be its outstanding track record of assisting high-potential students not only to gain admission to, but to graduate successfully from, the other colleges of RIT at rates comparable to or better than their hearing peers.
- A large proportion of incoming NTID students want baccalaureate degrees. We cannot deliver on that desire for students not academically prepared for college, but NTID could become a center for highly qualified deaf and hard-of-hearing students seeking these degrees.
- NTID is facing increased competition from local community colleges that offer similar associate-level degree programs, close to home and at far less cost.
- Research shows dramatic earnings gains for baccalaureate-level graduates as compared to associate-level graduates.
- We anticipate that the increased use of cochlear implants at an earlier age may ultimately raise the academic skill levels of deaf and hard-of-hearing high school graduates; thus, the pool of more highly qualified students may continue to grow. At the same time, the pool of AOS-level candidates may actually decrease.
- In recent years, enrollments in NTID sub-baccalaureate programs have declined. In 1985, approximately 1,000 students were enrolled in NTID technical programs; today that number is just over 500. If we continue unchanged into the future, by 2010 the number of students enrolled in these programs will be smaller than it is today. Reasons for this decline include:
 - Increasing student interest in baccalaureate degrees.
 - Declining interest in associate degrees due to decreasing perceived value.
 - Increasing numbers of our students entering and completing baccalaureate programs.
 - Increasing competition from community colleges, particularly those closer to students' homes.
 - Decreasing willingness on the part of Vocational Rehabilitation agencies to provide the added funds for these students to attend NTID when similar programs exist locally.
 - Increasing cost of an education at NTID compared to two-year community colleges.
 - Geographic position of Rochester with respect to the ongoing and projected population shifts to the South and West.
 - Past difficulties in developing and implementing new programs in a timely fashion.

Implementation Strategies

1. NTID will continue to offer high quality, career-focused, niche associate degree programs that lead to immediate placement in well-paying technical careers at the paraprofessional or technician level. These programs will continue to include a cooperative-education component closely tied to high-demand employment opportunities. However, to assure the optimal impact and utilization of resources, NTID will begin to consolidate its 11 AOS program offerings into no more than three to five "career-focused" areas or clusters. These cluster programs should be designed to provide skills to meet the needs of technicians in the workplace and should serve as exit-to-work points for students who either are not currently capable of earning a higher degree or desire not to.

(continued)

STRATEGIC VISION DECISION #1 (continued)

- a. These combined cluster programs should array themselves in recognizable fields that appeal to young deaf and hard-of-hearing students, and where appropriate, will offer concentrations in sub-areas with highly plentiful and desirable employment opportunities on graduation.
 - b. NTID should look for ways to make these programs more cost competitive with community colleges.
 - c. These programs should be closely monitored, with program continuation regularly assessed based on enrolling a critical mass of 50 or more students, on marketplace viability and on graduates' ability to find immediate placement in well-paying technical careers. Program review will include assessment by internal and external sources.
 - d. These programs will be designed so that they are strictly understood and marketed as terminal degrees, and not as preparatory for a baccalaureate degree.
 - e. The curriculum and learning objectives will be structured so that mathematics, science, and most importantly, English courses focus on skills needed for the marketplace rather than on preparation for advanced degrees.
2. Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level in an increasingly demanding marketplace. As such, our plan is to expand transfer associate degree programs that will better serve the higher achieving segment of our student population; students whose test scores upon entry to NTID are good, but not quite sufficient to qualify them for direct admission to RIT baccalaureate programs. Perhaps one of NTID's greatest strengths is its outstanding track record of assisting high-potential students not only to gain admission to, but to graduate successfully from, the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer associate degree programs should be developed jointly with the respective RIT colleges, and provide for seamless transition to baccalaureate studies.
- a. NTID will expand its AS offerings from the current two to as many as six or seven. Ideally, the goal will be to have transfer associate degree programs in business, computer technology, engineering technology, science technology and imaging technology.
 - b. Where possible, they will be marketed as "2+2" or "2+3" programs. NTID will accelerate the marketing of the two existing transfer degrees beginning in 2005. Admissions, in consultation with institutional research and the two department chairs, will establish incremental increases in registration goals for each of these programs over the next two to three years. Target enrollment goals will be established for each of the transfer associate degree programs coming online between now and 2007. The NTID Administrative Team will review the results of these efforts quarterly to determine the short- and long-term market viability of these programs. As we move in this direction, we will need to be alert to recognizing new opportunities, strategically developing curriculum and offering new programs. As new baccalaureate programs are developed in other colleges of RIT, we will need to be part of the planning in order to determine if there is an AS opportunity in that field that would prepare our students for transfer.
 - c. In general, current AAS programs will be phased out. However, where it may be deemed more educationally sound to maintain a particular AAS degree offering, it will be modified to assure that at least 80 percent of the credits are transferable to its companion RIT baccalaureate program.
3. If and when the above changes have been fully developed and implemented, we will revise our entry criteria to assure that we are admitting students who are capable of being successful in these revised programs:
- a. By 2010 or sooner, the admissions criteria for all entering students will be an ACT composite score of 14 or greater with an ACT component Reading score of 13 or greater. If appropriate, the ACT COMPASS will be utilized to help assess student qualifications for acceptance into career-focused programs.
 - b. Transfer associate degree programs will require minimum ACT component scores of 16 for both English and Reading. Academic departments may determine even higher ACT component and composite scores as deemed necessary by them.

(continued)

STRATEGIC VISION DECISION #1 (continued)

4. By 2010, 20 percent of NTID students will be enrolled in transfer associate degree programs, 45% in baccalaureate and master's degree programs and 35 percent will be enrolled in career-focused associate degree programs. The enrollment vision for FY 2010 is as follows:

	Enrollments			
	2005 Actual		2010 Goal	
	No.	Percent	No.	Percent
Career-Focused Associate Degree Programs	525	48%	385	35%
Transfer Associate Degree Programs	118	11%	220	20%
BS/M.S. Programs	454	41%	495	45%

Due to the significant shift in enrollment toward transfer, baccalaureate and master's degree programs, NTID Enrollment Management in collaboration with the NTID Administrative Team will need to establish admissions targets annually by ACT scores that will yield the desired enrollment distribution within five years.

5. By 2010, direct instruction for NTID transfer associate degree programs and support for baccalaureate/master's students will be delivered by organizational units with strong ties to corresponding RIT academic units.
6. NTID faculty will need to integrate and apply their expertise in support of student success across all degree levels. Our goal should be for support faculty in baccalaureate programs to teach technical and non-technical associate-level courses as part of their regular assignment, and for the associate-level faculty in technical programs to provide tutoring and advising regularly at the baccalaureate level as part of their job. From the perspective of transfer associate degree students, this integration will offer a smoother transition for them to advanced programs.
7. By 2010, NTID may increase the array of baccalaureate and master's degree programs it offers. While not a priority, NTID will retain the right to establish its own unique baccalaureate and master's degree programs where there is no conflict or duplication with existing RIT programs.
8. By 2010, NTID may establish consortium relationships with other colleges in the Rochester area to offer baccalaureate and graduate degrees to deaf and hard-of-hearing students in fields not offered at RIT. However, we need to focus on changes within NTID first. If a unique opportunity presents itself, and there is no conflict with RIT programs, NTID may pursue a formal arrangement with another local college or university.

STRATEGIC VISION DECISION #2 (The content below represents plans adopted in February 2005.)

NTID will establish:

- Formal referral programs with selected community colleges for students not ready for admission to NTID career-focused programs
 - An intensive summer program for students who have been admitted to, or are matriculated in, career-focused degree programs, and who may wish to improve their English skills to reposition themselves to enter a transfer degree.
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Current Realities and Future Trends

- By virtue of the actions taken in Decision #1 to “raise the bar” and shift enrollment patterns, NTID could lose as many as 60-80 new students (20% of new registrants) each year.
- A large proportion of those students we might lose would be African-American, Latino-American and Native-American (AALANA).

The separation of the career-focused programs from the transfer degrees is a considerable departure from past practices. Currently, students may use our developmental English curriculum to help them prepare for the change in degree levels from career-focused programs to transfer or baccalaureate programs. The new curriculum will limit the movement of students across degree levels. Students will be accepted into one or the other. There needs to be better communication with students, so they understand how English positions them for degree-level acceptance at RIT.

Implementation Strategies

1. Establishing a strong referral program will help us assist students who want to come to NTID, but aren't yet academically ready. We will work with selected community colleges to develop college-readiness programs. Considerable effort will be invested to assure a formal link between our college and students enrolled in such programs. Students successfully completing those programs will automatically be accepted into NTID.
 - a. Money and time will be invested in creating formal ties with selected colleges to assure that the link between the “referred” student and NTID is solid. In many ways, these students will be viewed as “NTID” students with conditional acceptance to career-focused programs at NTID.
 - b. NTID will work with professionals in these selected colleges to establish an intensive college-readiness program. That program will focus on English reading and writing, math, career awareness and interpersonal growth.
 - c. To be accepted into this referral program, students must demonstrate the potential of succeeding in one of our career-focused programs. Research will be needed to determine who might best benefit from this program, how they benefit and what pedagogical strategies are effective, particularly for AALANA students.
 - d. The program outcomes will be designed in such a way as to provide automatic acceptance into an NTID career-focused program upon successful completion.
2. Develop an intensive summer program for students who have been admitted to, or already matriculated in, a career-focused associate degree program, but whose English skills are within the Level D/Written Communication I range and who, with intensive skill development, may be able to reposition themselves to enter a transfer degree.

While this will provide students with the opportunity to improve their English skills so they might be admissible to a transfer degree, it will also clearly demonstrate to students who do not successfully improve their English skills that career-focused programs are the most appropriate placements for them.

STRATEGIC VISION DECISION #3 (The content below represents plans adopted in February 2005.)

NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to changing student needs.

Current Realities and Future Trends

We differentiate *access services*, which include interpreting, text-based captioning (including C-Print™) and notetaking, from *support services*, which are educational activities designed to bolster students' college success (including tutoring, counseling and academic advising).

- It is highly probable that incoming students will take for granted that they will receive the same level of access services here that they have received elsewhere before applying to NTID. If they learn that their expected type of service is not provided, or that it is difficult to get services, they may choose to go elsewhere for their education. We need to anticipate these expectations and establish access services that attract and retain students.
- The large, diverse community of deaf, hard-of-hearing and hearing individuals comprising RIT, coupled with the array of scientific and technological expertise at RIT should position us well to develop cutting-edge access technologies for deaf students.

Implementation Strategies

1. Develop and implement a new access services policy that will respond to the academic access needs of deaf and hard-of-hearing students who take courses in other RIT colleges and whose access needs cannot be met by sign language transliteration service.
2. Meet the expected increased demand by expanding text-based transliteration services human resources from 14 FTE captionists in 2004-2005 to the equivalent of 55 FTE by 2005-2006. Interpreting services human resources will be expanded from 105 FTE in 2004-2005 to 110 FTE by 2005-2006.
3. Develop new technological solutions for increasing access services as an institute priority. We will become a Center of Excellence in Access Technology as a part of RIT's First-in-Class initiative (now the Research Agenda). Given the rapid growth in technology in this area, it is reasonable to expect that all classes at some point in the future will be supported by a remote system of text-based transliteration augmented by interpreters as needed.
4. Conduct research on both the future demand/need for text-based transliteration and its effectiveness as an access service, to assist with planning for the future. The results of this research should help to inform our decisions regarding the appropriate resources necessary to support this function and provide us with evidence necessary to support its effectiveness.
5. Develop a cost-effective strategic business plan for the delivery of access services that will respond to the Strategic Vision decisions and the evolving requirements and needs for accommodations.

NOTE: This expansion of access services options applies to baccalaureate/master's students only. Faculty who teach in NTID associate-level programs or who teach sections of only deaf students in another college of RIT will continue to use the direct instruction model. These faculty are expected to respond to the particular access needs of students in their classes. On a practical level, this means utilizing a range of communication methods and strategies to assure that students have full access to the information being conveyed in and out of the classroom. Faculty are expected to use sign language, spoken communication strategies and techniques, visual aids and instructional technology to assure that good communication occurs between themselves and their students. They are purposely assigned small class sizes to assure that this responsibility is achievable.

STRATEGIC VISION DECISION #4 (The content below represents plans adopted in February 2005.)

NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf or hard-of-hearing.

Current Realities and Future Trends

NTID is a worldwide leader in deaf education, mainstreaming, technical and professional education and instructional technology. As such, we possess the expertise to provide valuable assistance to others in these areas. Outreach activities could become integral to our institution; a series of activities that serve a broad spectrum of constituencies related to our mission, including pre-college, college and post-college audiences.

Outreach enhances the achievement of deaf and hard-of-hearing students in multiple ways. Pre-college outreach means that academically stronger students arrive at college. College-age outreach means that other universities provide stronger access and support services to their students, again strengthening the skills of those students. Post-college outreach allows individuals to achieve at higher levels in their professional fields on the job.

NTID's ongoing (mostly grant-supported) outreach activities provide substantial models for its future activity. NTID is enthusiastic about its outreach activities through Explore Your Future (EYF), Career Awareness Program, Postsecondary Education Network and Northeast Technical Assistance Center [currently renamed PEPNet-Northeast], Postsecondary Education Network (PEN) International, Project Access/Class Act, Deaf Initiative in Technology (DiiT), and the Clearinghouse on Mathematics, Engineering, Technology and Science (COMETS) activities. Most of these demonstrate the importance of obtaining external grants for startup activity.

Externally supported grants should be allowed to flourish in different portions of the organizational structure. NTID has a short history in the grants area, but there exists an opportunity for us to perpetuate those initiatives that are proven to be successful by absorbing them into our everyday college activities when grants expire.

Potential Audiences

- For pre-college audiences, we could positively impact the kindergarten through 12th grade education of deaf children via teacher preparation and consultation, as well as applied research on content, methodology, application of instructional technologies, and mainstreaming. The intention is to increase the skills of deaf and hard-of-hearing students in the college-bound pipeline.
 - We could have direct instructional interventions by NTID regarding students at the middle school through high school levels.
- For college audiences throughout the nation, our intention could be to close the communication gap of deaf and hard-of-hearing students with their hearing peers. This could occur via direct student services such as remote C-Print™ or on-air tutors, or indirect services such as faculty consultation regarding access technology.
- NTID's Communication Studies and Services Department currently does a significant amount of outreach with implant centers. This could be used as a tool to attract students to NTID.
- For post-college audiences, we could focus on providing technical training for deaf and hard-of-hearing adults that matches the areas of our undergraduate and graduate programming efforts. These efforts could enhance the overall career trajectory of deaf and hard-of-hearing adults.

(continued)

STRATEGIC VISION DECISION #4 (continued)

We could continue our experimentation and research with distance learning. Although on the surface it seems appropriate for deaf and hard-of-hearing individuals who live in small numbers in many different communities, experience tells us that the social interaction of the classroom and workshop setting are vital for learning. We do know that our offerings must be unique to our audiences (perhaps offered via high-speed video), to differentiate them from the large and growing number of distance-learning courses available nationwide.

Implementation Strategies

1. As the first step in moving toward the establishment of a consortium, NTID will focus its immediate efforts on the pre-college audience of students in the 7-11 grades. NTID will move forward to develop outreach programs for the following target student audiences as our highest priority:
 - a. **AALANA students.** NTID will investigate best practices models of working with this target population such as Upward Bound within the TRIO program and develop a pilot project for implementation during 2006. This pilot project will be designed to enhance the readiness of the approximately 60 AALANA students who apply to our program each year and to enhance the persistence/graduation rates of the 30 who are accepted and enroll. The overall goal of this outreach project will be to enhance both the participation and graduation rates of AALANA students at RIT/NTID through these efforts. (Note: the development of this model should be coordinated with the development of the community college referral partnership proposed in Decision #2.)
 - b. **Women students.** RIT/NTID will investigate best practices models for enhancing the recruitment, persistence and graduation rates of deaf and hard-of-hearing women students. NTID will explore existing efforts at RIT in this area as well as external partnerships that could be developed to enhance the enrollment of this target population on our campus. Dual Enrollment Programs will be considered as one option. Strategic partnerships with private and public sources to increase registrations from 40 to 43 percent of new student enrollments will be proposed by 2007. Models supported by the National Science Foundation (NSF) in this area will be explored for potential replication.
 - c. **Deaf students in need of academic support to complete their secondary degrees as mandated by the No Child Left Behind Act.** NTID will explore partnerships with key agencies in target states to assist students in completing their academic requirements for high school. Given the diversity of outcome expectations, it is anticipated that NTID will need to work with larger feeder programs in target states to support this effort. This may be in the form of online learning or via summer institutes held in target states.
 - d. **Deaf and hard-of-hearing students through a Summer Academy for Educational Excellence.** This academy will be designed to attract the best and brightest deaf and hard-of-hearing students from throughout the country to RIT/NTID for a series of challenging and innovative programs that will highlight RIT/NTID's strengths.
2. Following an immediate focus on students, NTID will expand its outreach consortium in 2008 to include:
 - a. Other key K-12 audiences such as parents, counselors and pediatricians
 - b. College audiences to be explored via our PEPNet/NETAC collaborative efforts with the Department of Education
 - c. Post-college audiences include employers (NTID Center on Employment) and alumni (Alumni Association and DiIT)

NOTE: It is important to point out that implementation of strategy #2 is a future activity and not a current priority. Right now our time, energy and resources will be focused almost solely on implementation of strategy #1.

STRATEGIC VISION CONCLUSION (The content below represents plans adopted in February 2005.)

NTID must clarify its identity to outside audiences and foster an attitude and environment for change.

Identity:

These four decisions will significantly alter the landscape at NTID, necessitating a review of our marketing materials in an effort to sketch a new identity for NTID. As our NTID-specific programs become more congruent with those offered by the larger university of RIT, we must align the messages we communicate to our external audiences with the strength of RIT's technological reputation. As the nation's premiere model of successful mainstreaming at the postsecondary level, we truly offer students "the best of both worlds." We will articulate a new identity for NTID that is both consistent with RIT and provides the support and access services needed for our students to graduate and find satisfying jobs.

As RIT embarks on future analyses and clarification regarding its institutional identity, NTID must play a major role in those efforts. NTID administration will make sure that NTID issues are made known before decisions are made. Supplementing whatever identifying characteristics for NTID that emerge from this RIT-wide identity process, NTID Marketing Communications and Admissions will work in collaboration with the NTID Administrative Team to articulate a new identity that contains at a minimum the following attributes:

- High quality, career-focused, niche associate degree programs that lead to immediate placement in lucrative careers at the paraprofessional or technician level.
- Excellence in technical and professional education, with increasing emphasis on baccalaureate and graduate degrees.
- Success in assisting high-potential students not only to gain admission to, but to graduate successfully from, the other colleges of RIT at rates comparable to or better than their hearing peers.
- Excellence in educational mainstreaming of deaf, hard-of-hearing and hearing students.
- Commitment to the educational benefits of both diversity and inclusion among its members, and to the unfettered development and expression of individual and cultural identities.
- Exemplary educational model where others come to learn about ways to enhance educational outcomes for deaf and hard-of-hearing individuals.

Change:

If we are to traverse successfully the slippery slopes of change over the next several years we need to learn to encourage and embrace new concepts and ideas. It is one thing to have a plan, it is quite another to bring it successfully to fruition. It requires all of us working together toward common outcomes and goals. We are very fortunate to be in a place where we can all agree on one thing: student success is our unanimous goal. We are hopeful that these decisions and the accompanying implementation strategies will vastly improve the outcomes for students, so we are part of the way there. Now we must gather the momentum and the heavy lifting of actually changing the curriculum and establishing the new programs. This will not be easy. The journey will be shaped by the following guideposts:

1. The pace of change in the world will continue to accelerate; it is not just the volume, it is the velocity of change. To survive we must learn how to make change a fundamental part of our culture.
2. We will need to be accepting of institutional processes that constantly and repeatedly place our individual and collective activities "under the microscope." Our resources are unlikely to meet our needs; we must become comfortable with a continual reevaluation of the need and efficiency of what we do.

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STRATEGIC VISION CONCLUSION (continued)

3. We must constantly reposition ourselves, and we must do it now. This applies from expediting the curriculum process to freeing resources on an annual basis to initiate new activities.
4. Faculty and staff who have a good idea for change, must take ownership of it and help make it happen. They must take more risks. Sharing a good idea with someone is simply not enough.
5. Managers must look for ways to nurture and support change among their colleagues.
6. We must begin an immediate dialog on the impact of cochlear implants on the deaf community, and ultimately on NTID. Even if we are uncomfortable with the discussion, we must begin it now.
7. NTID needs to nurture more opportunities for leadership by deaf and hard-of-hearing faculty and staff. We will establish a system that will identify, encourage, mentor and support this talent.
8. We must create a culture of collegiality that fosters social interaction among faculty and staff; and we will.

STRATEGIC VISION 2010 MAJOR ACCOMPLISHMENTS AND ACTIVITIES

This portion of the annual report incorporates the third full year of accomplishments associated with the Strategic Vision 2010 (SV 2010), which was implemented by NTID in February 2005. SV 2010 contains four main decision areas, each of which is presented briefly below followed by a list of our accomplishments in this area.

SV 2010 DECISION #1 – DEGREE DEVELOPMENT

“By 2010, RIT/NTID will offer three distinct types of academic study: career-focused degrees, transfer degrees, and baccalaureate/master’s degrees.”

We have completed major curriculum work in support of the future foreseen in the Strategic Vision 2010 plans. This has meant considerable curriculum development and strategic partnering with colleagues in other RIT colleges. Changes to date include the following:

Career-Focused Associate Degree Organizational and Curriculum Changes Completed

1. Our plan was to consolidate 11 programs into 3 to 5 career-focused cluster programs. This is complete, as we created five cluster areas: Arts and Imaging Studies; Business Studies; Engineering Studies; Information and Computing Studies; and Laboratory Science Technology.
2. Arts and Imaging Studies
 - Proposal completed and university approval obtained for the curriculum merger of Art and Computer Design and Digital Imaging and Publishing Technology programs into Arts and Imaging Studies
 - New AOS and AAS developed and implemented
 - Previous programs discontinued
3. Engineering Studies
 - Major curriculum modification: Common set of first-year courses for all students developed
 - Significant program modifications:
 - Automation Technologies (AT) program modified. New emphasis on robotics, semiconductor option eliminated, on-going discussion on program viability and future direction.
 - Computer Integrated Machining Technology (CIMT) program modified. CNC/Machining Electives and Precision Optics Electives developed using components from Applied Optical Technology (AOT).
 - Computer Aided Drafting Technology enhanced. Added Geographical Information System (GIS) technology into curriculum.
 - Applied Optical Technology (AOT) program suspended
4. Information and Computing Studies
 - Industrial computer electronics option eliminated
 - Three concentrations developed: PC Technical Support, Web Development and Database, and Networking and Cyber-security
5. Laboratory Science Technology
 - Original focus: Environmental science and food testing
 - Two new areas of emphasis developed: Biotechnology and Chemical Technology
 - Employment opportunities foreseen in the pharmaceutical and forensic fields
6. General Education courses to enhance skills needed in the workplace completed
 - Communication outcomes now required: e-mail etiquette, face-to-face communication and presentation skills
 - Capstone course revised: focus on critical thinking, problem solving and communication skills and a new student focus on a question or issue related to workplace or technical areas of study.

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STRATEGIC VISION ACCOMPLISHMENTS (continued)

7. Career English three-course sequence development in progress: focus on workplace reading and writing, piloted 2008
8. Completion and adoption of a proposal for a new AOS/AAS Capstone course.
9. Development for future implementation of English courses
10. Discontinuance of the Health Care Billing and Coding Technology program

Transfer Associate Degree Development

In broad terms, our goal with these degrees is to offer an array of transfer associate degree programs transitioning students to baccalaureate studies. It was our goal to develop six transfer degrees, labeled as 2 + 2 or 2 + 3 programs, referring to the number of years in NTID plus the number of years in another college of RIT. Within these programs we wanted 80% of the credits taken at NTID to be transferable to the other RIT colleges.

Below is a list of our progress to date. All completed agreements required a formal articulation program with the other RIT college.

1. Business Studies
 - Completed Associate in Science (AS) in Business with the E. Philip Saunders College of Business
 - Completed AS in Hospitality and Service Management with the College of Applied Science and Technology
 - Completed AAS in Administrative Support Technology + 2 with the College of Applied Science and Technology, with concentrations in Human Resources Management or Computer Graphics
2. Engineering Studies
 - Completed AAS in Applied Mechanical Technology with the College of Applied Science and Technology
3. Information and Computing Studies
 - Completed AS in Applied Computer Technology with the B. Thomas Golisano College of Computing and Information Sciences
4. Laboratory Science Technology
 - Completed AAS in Laboratory Science Technology + 2 with the College of Applied Science and Technology.
5. Additional work was completed on: strengthening the articulation agreements with the College of Applied Science and Technology; developing improved communication flow and joint advising guidelines to support the Center for Multidisciplinary Studies (CMS) review of NTID-supported students applying for a baccalaureate degree in CMS; and clarifying NTID English, Mathematics and Department of Cultural and Creative Studies level A-D courses resulting in the development of appropriate transfer credit.

Baccalaureate/Master's Degrees

1. University approval obtained for a BS in ASL-English Interpretation
2. Accreditation obtained from the Teacher Education Accreditation Council (TEAC) for the Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE) program.
3. Revision to structure and oversight for our MSSE Capstone project

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STRATEGIC VISION ACCOMPLISHMENTS (continued)

4. Implemented an NTID and College of Liberal Arts Partnership Agreement, increasing by 100% – from 12 to 24 – the number of sections of American Sign Language (ASL) courses offered
5. Developed a concentration in ASL/Deaf Studies for hearing, deaf and hard-of-hearing students
6. Began work on a Deaf Cultural Studies minor

SV 2010 DECISION #2 – REFERRAL AND ENGLISH BRIDGING PROGRAMS

“NTID will establish formal referral programs with selected community colleges for students not ready for admission to NTID career-focused programs.

“NTID will establish an intensive summer program for students who have been admitted to, or are matriculated in, career-focused degree programs, and who may wish to improve their English skills in order to reposition themselves to enter a transfer degree.”

Community College Partnership Program

Our *Strategic Vision 2010* called for NTID to establish a strong referral program with selected community college programs to help students who want to come to NTID but who are not yet academically ready. This plan has been modified and has become our Community College Referral Program.

We are working to recruit deaf and hard-of-hearing students with associate degrees from community colleges to transfer to RIT baccalaureate programs from partner community colleges.

A program director was appointed in December 2007, and from December 2007 to October 2008, contacted 40 schools across the United States and visited 30 of them. Eight conferences were attended, and written agreements with Austin Community College and Northwestern Connecticut Community College were developed. A Transfer Advising Worksheet has been mailed to 55 contacts at the schools visited. Community colleges were made aware of RIT’s access services in interpreting, notetaking, C-Print and tutoring. Student data has been gathered from each school with significant information to help support the findings of the Community College Referral Program.

Our goal is to generate a yield of 20 transfer students beginning in the fall of fiscal year 2010.

Intensive English Bridging Program

We intended to develop an intensive English bridging program for students who have been admitted to a career-focused associated degree program, but whose English skills are not quite sufficient to qualify for entry into a baccalaureate track. This plan has been modified as described below.

We are creating an Intensive English Program with full implementation for FY 2009. A proposal for an intensive English bridging program was prepared, reviewed, developed, piloted and approved – and preliminary course revision is occurring. This program will serve a higher achieving segment of students who may wish to reposition themselves to enter a transfer associate degree program leading to a baccalaureate degree.

The pilot version was introduced in FY 08. The program will be offered during the academic year (fall, winter, and spring quarters) instead of during the summer. It will consist of 20 credit hours of English, with a goal of successful entry into the RIT College of Liberal Arts writing sequence and into an NTID transfer associate degree.

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STRATEGIC VISION ACCOMPLISHMENTS (continued)

SV 2010 DECISION #3 – ACCESS SERVICES

“NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to the changing needs of students.”

There continues to be an increase in the numbers of students who have cochlear implants, as shown below.

Fiscal Year	Cochlear Implant Students
2003	120
2004	142
2005	179
2006	217
2007	245
2008	255

We expect another increase in FY 2009, with continuing increases in FY 2010 and beyond. These students rely primarily on English based transliteration.

As reported in previous years, we arrived at closure with the Office of Civil Rights (OCR) on the issue of providing access services to a student who did not benefit from sign language services. In response to the OCR, we modified our access policy so that it no longer requires students to develop sign language skills; instead, we provide alternate services to meet the needs of those students.

These services – like C-Print™ – use captionists to type a professor’s and classmates’ spoken words into a computer, allowing deaf and hard-of-hearing students without sign language skills to read the text on a computer screen for real-time access to classroom instruction.

We have responded to the changing needs of deaf and hard-of-hearing students registered in other colleges of RIT by expanding the array of access services, including speech-to-text captioning services, and we have continued to make significant improvements in the delivery of access services. We have:

- Continued with the implementation of a transition from exempt to non-exempt positions for approximately 125 interpreter and interpreter coordinators in Access Services, as mandated by the Fair Labor Standards Act (FLSA).
- Commissioned a national salary survey for interpreters and provided interpreters with significant salary increases spread across several fiscal years.
- Made a large number of successful hires of interpreters during this year to fill turnover as it occurred; this is higher turnover than we have managed in past years. We anticipate that higher salaries will reduce turnover.
- Provided significant, increased hours of access services; for example, we provided 114,233 hours of interpreting, an increase of approximately 3,400 hours over last year. In addition we provided 16,722 hours of captioning with C-Print and 65,851 hours of notetaking.

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STRATEGIC VISION ACCOMPLISHMENTS (continued)

- The Center on Access Technology for Students who are Deaf and Hard-of-Hearing (CAT), was established through SV 2010 to address the challenges of utilizing or adapting new access technologies for use in postsecondary education. The center investigates, evaluates and reports on the most effective use of access technologies and accelerates the implementation of best practices within postsecondary deaf education. Its current focus areas are: classroom access technologies, mobile technologies, audio and sound technologies, and training and evaluation services. CAT, over several years, has received multiple externally funded projects and submitted additional proposals.
- NTID established the Center for Education Research Partnerships (CERP) and charged the center with establishing and joining research partnerships concerning development and learning among deaf and hard-of-hearing students across the lifespan and in various educational settings. Included in several areas of concentration is research on communication via real-time text as specified in our Strategic Vision 2010. Unique features of the center include: an emphasis on research partnerships, considering learning in a variety of settings, serving as an incubator for research ideas and grant proposals, providing seed funding for collaborative activities and obtaining support from external funding.

SV 2010 DECISION #4 – OUTREACH

“NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf or hard-of-hearing.”

Extensive accomplishments occurred with the following outreach initiatives, all of which we intend to continue through FY 2009 and FY 2010.

- Northeast Center. In October 2006 PEPNet Northeast, formerly the Northeast Technical Assistance Center (NETAC), was awarded a five-year \$5,000,000 grant from the U.S. Department of Education, Office of Special Education Programs. The Center is one of four regional centers comprising the Postsecondary Education Programs Network (PEPNet) that assists secondary and postsecondary institutions in more effectively addressing the transition, postsecondary, vocational, technical, continuing and adult education needs of individuals who are deaf or hard-of-hearing.
- Explore Your Future. Explore Your Future (EYF) completed another successful year. It provides a five-day career exploration and evaluation program for deaf and hard-of-hearing students about to enter their junior or senior year of high school.
- TechGirlZ Camp. TechGirlZ Camp is a one week summer camp program for deaf and hard-of-hearing 7th -9th grade girls who have a strong interest in science, technology, engineering and math fields (STEM). Students build a personal computer, spend time in the chemistry and manufacturing labs, and tour the Rochester Museum and Science Center and Challenger program.
- SpiRIT Writing Contest. High school students submit multiple writing samples, including an essay or a report written for a school assignment, a creative writing piece and a writing sample of 250 words written specifically for the competition. Over the years, the writing samples have included topics such as: physician-assisted suicide, supporting the fight for independence from Great Britain, the Black Death, and should the National Basketball Association have a dress code.
- Steps to Success. Deaf and hard-of-hearing African-American, Latino-American and Native-American (AALANA) students attended Steps to Success, a career exploration mini-camp. These students, entering 7th, 8th, or 9th grades, explore career options through hands-on experiences using computers, working with robots and doing science experiments. Counselors and technical faculty role models present the program.

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STRATEGIC VISION ACCOMPLISHMENTS (continued)

- Digital Arts Film and Animation Competition. Students submit projects to compete in the Digital Arts Film and Animation Competition. Categories include mixed digital media, photo illustration, web page design, graphic media, 3-D animation, interactive media, film and free-hand art in digital form. The first place winners, accompanied by parents and teachers, came to RIT to attend the Deaf Rochester Film Festival where the winners' art works were displayed and winners received recognition.
- MATHCOUNTS. NTID hosted the second MATHCOUNTS competition for deaf and hard-of-hearing middle school students. The competition involved students from schools throughout the country, competing as individuals and teams to solve a variety of mathematical problems within designated time periods. All students were in grades 6, 7 and 8. The mission of the nationwide MATHCOUNTS Foundation is to increase enthusiasm for and enhance achievement in middle school mathematics throughout the United States. MATHCOUNTS materials challenge students' math skills, develop their self confidence and reward them for their achievements.
- National Science Fair. The National Science Fair completed another successful year. The fair, held in March 2008, hosted 54 middle school and high school students from around the country who competed for the top honors in the individual middle school, individual high school, and team divisions.
- Deaf Initiative in Technology. The Deaf Initiative in Information Technology (DiiT) project was established with two continuing grants from the National Science Foundation. During the six years of NSF funding (2000-2006), DiiT focused on the area of information technology. Since the end of NSF funding two years ago, NTID has supported the project, expanding the DiiT model to other disciplines and changing the name of the project to Deaf Initiative in Technology (DiiT). Faculty members from the Information and Computing Studies, Arts and Imaging Studies and Business Studies Departments offered workshops on a wider range of topics during the 2007-2008 academic year. Outside funding also has been acquired to support the annual offerings of DiiT workshops in the Greater Los Angeles area.
- Project Fast Forward. Project Fast Forward is a three-year project funded in July 2006 by the Advanced Technological Education program of the National Science Foundation. The project is housed in NTID's Information and Computing Studies Department. The goal of Project Fast Forward is to increase the number of deaf and hard-of-hearing students who pursue a postsecondary education in a computer-related field by creating a pathway for students to transition from high school to college in the area of information technology (IT). To accomplish this, NTID is partnering with high schools across the country to offer dual-credit IT courses for deaf and hard-of-hearing students and professional development for teachers and guidance counselors.

ADMISSIONS AND ENROLLMENT



The Summer Vestibule Program (SVP) is a ten-day experience that allows new students to engage in career exploration and adjust to college life.

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

Because deafness is a low-incidence disability, with deaf and hard-of-hearing students widely dispersed throughout the nation's 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicants increased dramatically, with applications from deaf and hard-of-hearing students increasing by 6 percent from 939 in FY 2007 to 1,000 in FY 2008.

The number of new students entering NTID during 2006-2007 was 456. The total included 385 deaf and hard-of-hearing freshmen and transfers, 18 first-year deaf or hard-of-hearing graduate students (7 in Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE) and 11 in other RIT master's programs), 53 first-year hearing students (36 in the ASL-English Interpretation program, and 17 in the MSSE program).

Total enrollment was 1,450 compared to 1,343 for last year. The breakdown of the 1,450 students is as follows:

	Deaf and Hard-of Hearing	Hearing	Total
Undergraduate Programs			
Career Exploration Studies	122	0	122
Career-Focused Associate programs	501	0	501
Transfer Associate Programs	138	0	138
Sub-Baccalaureate (ASL-English Interpretation)	0	135	135
Baccalaureate/Master's Programs at RIT	<u>451</u>	<u>0</u>	<u>451</u>
Subtotal	1,212	135	1,347
Graduate Programs at RIT	48	0	48
NTID (MSSE Program)	24	31	55
Total Enrolled Students	1,284	166	1,450

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 34 percent of this year's entering class; their representation in the total student body stands at 32 percent of U.S. students. This percentage compares favorably to the national average for degree granting institutions, which is 28.7 percent.

In addition, NTID enrolled 11 new international students. The total number of international students is 41, or 2.9 percent of the total student population.

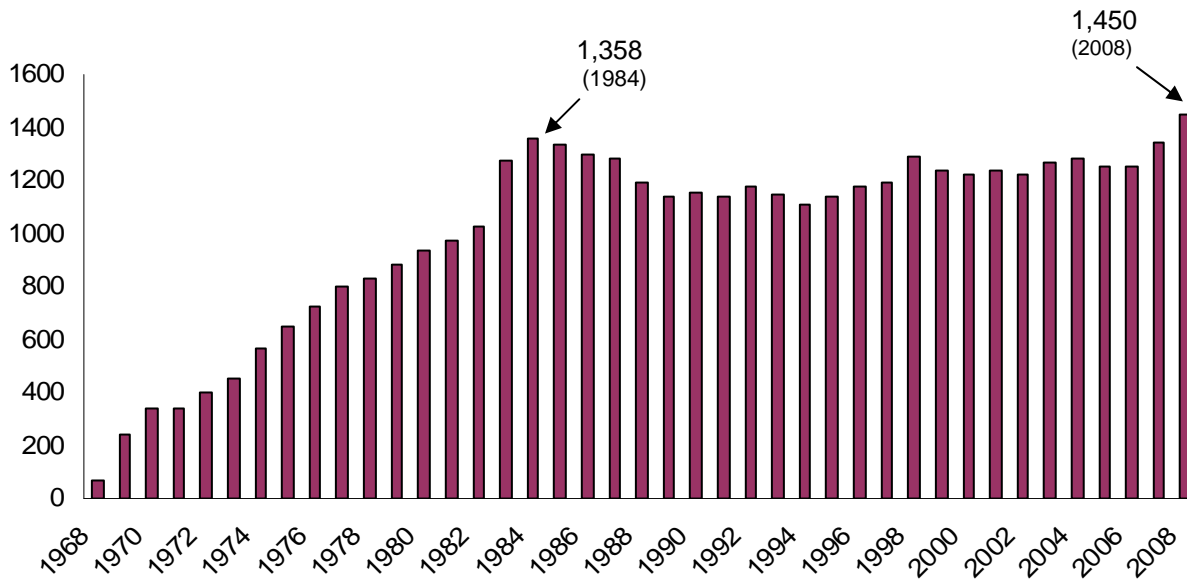
	Number	Percent
U.S. Students	1,409	97.1%
International Students	41	2.9%
Total	1,450	100%

In summary, NTID registered 456 new students and is serving a total of 1,450 students.

ADMISSIONS AND ENROLLMENT HIGHLIGHTS (continued)

NTID's 2008 enrollment of 1,450 is the highest enrollment in our history, exceeding our increased enrollments from 1983 to 1988 resulting from the rubella epidemic 20 years earlier in which pregnant mothers who contracted rubella gave birth to increased numbers of deaf children.

Number of NTID Students by Year



COMPARATIVE ADMISSION DATA

Total applications increased by 16 percent over last year. The acceptance rate was 56 percent of applications, higher than previous years. Total registrations (396) were higher than last year.

	Deaf and Hard-of-Hearing Freshman and Transfers				
	Number of Students*				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Total Applicants	737	768	819	939	1,000
% Increase or decrease from previous year	-2%	+4%	+7%	+15%	+6%
Accepted Applicants	434	424	450	522	594
% Increase or decrease from previous year	0%	-2%	+6%	+16%	+14%
Acceptance Rate (Percent of Total Applicants)	59%	55%	55%	56%	56%
Registrations	327	322	341	377	396
Yield Rate (Registrations as a percent of Accepted Applicants)	76%	76%	76%	72%	67%

* 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 program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

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 students' transition to the college environment.

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

	Number of Students*				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
SVP Students Accepted	296	313	354	406	452
SVP Students Registered at Start of Program	168	190	219	254	295
SVP Students Completing Program	167	190	217	253	294
SVP Students Registered in Academic Programs for Fall Quarter (based on the fall 21-day report)	167	189	215	253	294

* 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 program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

ENTERING REGISTERED STUDENTS

Although NTID registers new students in each quarter throughout the academic year, the vast majority enter in the fall, either following the Summer Vestibule Program (SVP) or as fall direct-entry students. SVP is a 10-day orientation and career-sampling program held in August. Students 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 new students was up 12 percent from the previous year, from 377 to 423 students.

	Number of Students*				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Winter (Off-Term)	26	23	12	18	20
Spring (Off-Term)	20	19	19	25	18
Summer (Off-Term)	2	1	2	0	0
Subtotal Off-Term	48	43	33	43	38
Fall (SVP)	167	189	215	253	299**
Fall (Direct Entry)	112	90	93	81	86
Subtotal Fall	279	279	308	334	385
Total	327	322	341	377	423

* 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 program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

** Includes five re-matriculating students.

INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 98 and, of those, 8 were accepted and 7 registered. This matches the past two years and is the lowest number of international registrants in the 18 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 or prevented many of those accepted from being able to attend NTID. Students from third-world countries also encounter financial difficulties, and NTID has only 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.

	Number of Students*				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Continent of Origin					
Africa	15	28	34	48	34
Asia	15	24	49	62	35
Australia	0	0	0	0	0
Europe	3	4	4	7	4
North America	17	16	13	26	25
South America	1	3	8	2	0
Total Applicants	51	75	108	145	98
Accepted Applicants	21	13	17	18	8
Acceptance Rate (Percent of Total Applicants)	41%	17%	16%	12%	8%
New Registrations	13	10	10	10	7
Yield Rate (New Registrations as a percent of Accepted Applicants)	62%	77%	59%	56%	88%
Returning International Students	50	50	32	34	31
Enrollment (Returning International Students plus New Registrations)	63	60	42	44	38

* Figures reported do not include admissions activity in the ASL-English Interpretation program or the Master of Science program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

The demographic profile demonstrates little change from last year in most categories as shown below.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Characteristics*					
Gender					
Male	65%	53%	61%	52%	51%
Female	35%	47%	39%	48%	49%
Marital Status					
Single	99%	99%	99%	99%	99%
Other	1%	1%	1%	1%	1%
Mean Age at Entry	21	22	21	21	21
Parents' Hearing Status					
Both Hearing	90%	90%	92%	85%	92%
Both Deaf	7%	6%	5%	5%	4%
One Hearing/One Deaf	3%	4%	3%	10%	4%
Origin of Students					
United States by Region: 100% of U.S. students distributed across four regions					
West	11%	13%	11%	10%	11%
Midwest	23%	26%	24%	20%	23%
South	18%	23%	19%	23%	22%
Northeast	48%	38%	46%	47%	44%
Distribution of United States and International Students					
United States	96%	95%	96%	97%	97%
International	4%	5%	4%	3%	3%
School Background					
First Time in College	63%	65%	65%	74%	71%
Transfer from Other Colleges	19%	21%	17%	16%	17%
Previously Enrolled at RIT	13%	10%	14%	6%	5%
Graduate Students	5%	4%	4%	4%	7%

* 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 program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

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

	FY 2008*		
	International	U.S.	Overall
Demographics*			
Gender			
Male	64%	56%	57%
Female	36%	44%	43%
Entry Age, all students	24	22	22
Age of Onset of Deafness			
Birth	80%	91%	90%
1 - 3 Years of Age	20%	6%	7%
More than 3 Years of Age	0%	3%	3%
Entry Scores*			
Hearing Level (Pure Tone Average) in Better Ear	101.6 dB	93.0 dB	93.2 dB
ACT Composite Score	16.1	17.8	17.8
Program Area*			
Career Exploration	5%	10%	10%
Career-Focused	46%	49%	48%
Transfer Associate Degrees	3%	2%	2%
Other Colleges of RIT	46%	39%	40%
FY 2008 Status of Students Enrolled FY 2007*			
Still Registered	58%	70%	70%
Withdrawn	6%	15%	14%
Graduated	36%	15%	16%

* Figures reported do not include students in the ASL-English Interpretation program or the Master of Science program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

ACT INFORMATION ON ENTERING CLASS (deaf and hard-of-hearing 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).

This year, 455 accepted applicants submitted ACT scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students were slightly higher than those of students entering in 2007.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
American College Test (ACT)*					
ACT English	14.8	14.8	13.9	14.8	15.6
ACT Reading	16.9	17.3	16.4	17.3	18.4
ACT Mathematics	17.9	17.5	17.2	17.7	18.1
ACT Science Reasoning	18.6	18.7	18.2	19.0	19.1
ACT Composite	17.4	17.4	16.8	17.5	18.2

* 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 program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

HEARING ASSESSMENT AND COCHLEAR IMPLANT INFORMATION

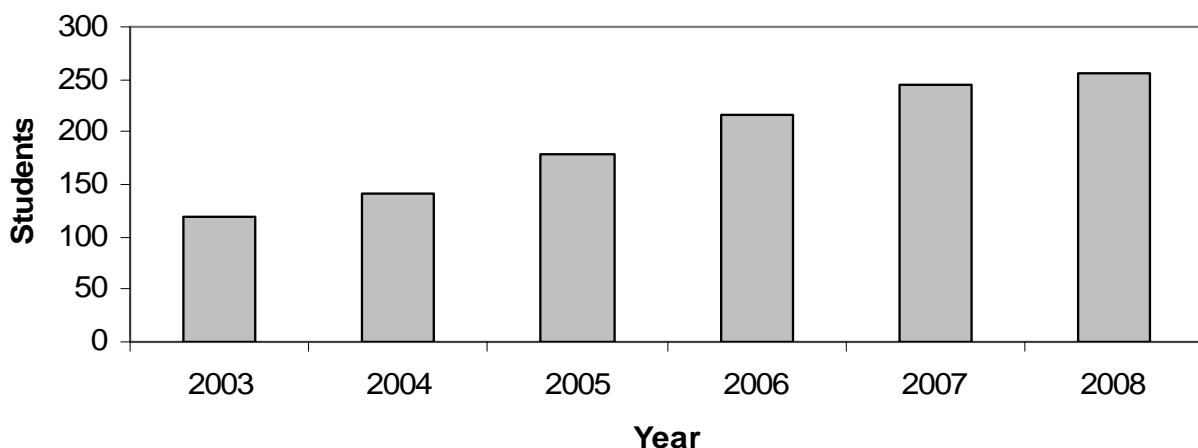
Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz (cycles per second)]. The hearing level reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz and 2000 Hz. Normal hearing is 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 56-70 dB, severe at 71-90 dB and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 97.4 dB.

The Communication Studies and Services Department currently has four audiologists trained to provide cochlear implant mapping, consultation and follow-up services. Mapping services are provided to users of cochlear implants from all three current manufacturers. Students sign up for mapping and auditory training services in our new cochlear implant center. This five-room facility is equipped with state-of-the-art computer-based technology, training software and telecommunications devices. A separate area is available where faculty and staff can meet with students to troubleshoot the cochlear implant and replace some parts of the external equipment.

The number of students with cochlear implants has increased to 255 this year.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Total Number of Deaf Students	1,146	1,152	1,103	1,097	1,187	1,284
Students with Cochlear Implants	120 10.5%	142 12.3%	179 16.2%	217 19.8%	245 20.6%	255 19.9%
Average Hearing Level in Best Ear of All Deaf Students	93.5 dB	96.5 dB	94.5 dB	93.4 dB	92.6 dB	93.2 dB

Students with Cochlear Implants



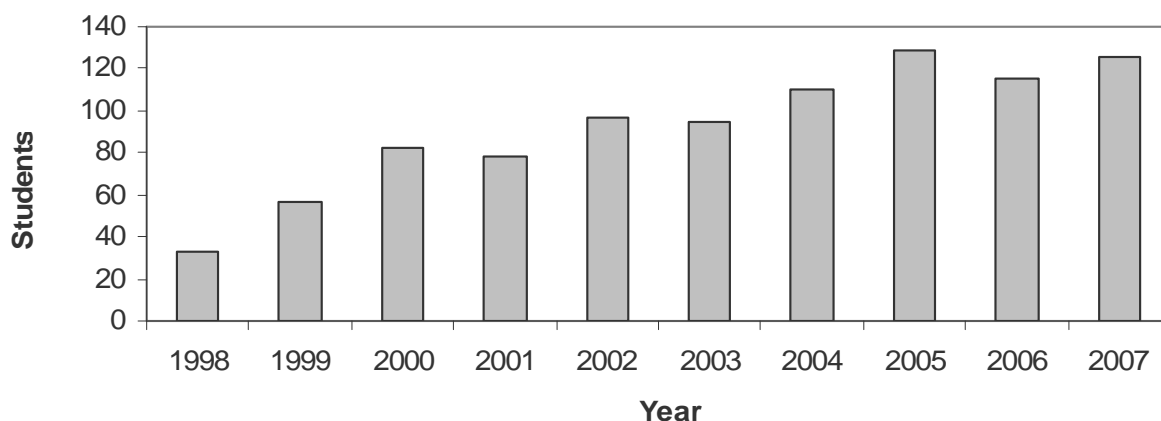
STUDENTS WITH SECONDARY DISABILITIES

NTID is working with significantly increased numbers of students with disabilities in addition to deafness. The table shows the number and percent of students receiving services from the RIT Disability Services Office, which serves students “with physical or mental impairments that limit one or more major life activities.”

Their services assure equal access to education based upon legal foundations established by federal law – the Rehabilitation Act of 1973, including Section 504, and the Americans with Disabilities Act of 1990.

Number and Percent of Students Receiving Secondary Disability Services			
Fiscal Year*	Total Deaf Students	Students with Secondary Disabilities	Percent
1998	1,135	33	3%
1999	1,084	57	5%
2000	1,089	82	8%
2001	1,125	78	7%
2002	1,093	97	9%
2003	1,064	95	9%
2004	1,055	110	10%
2005	1,013	129	13%
2006	1,019	115	11%
2007	1,184	126	11%

Number of Students with Secondary Disabilities



* Secondary disability numbers for FY 2008 are incomplete and will be reported next year.

ORIGIN OF STUDENTS AND GRADUATES

NTID students come from 50 states and the U.S. Territories of Guam and the Virgin Islands. A total of 16 countries are represented among current

international students. Since NTID began accepting students, we have had international students from 50 countries.

Home State or U.S. Territory	Number in Student Body Fall 2008	Graduates to Date As of Fall 2008	Cumulative Students to Date*
Alabama	10	22	53
Alaska	2	8	19
Arizona	8	28	78
Arkansas	3	25	63
California	65	308	697
Colorado	21	46	104
Connecticut	24	174	338
Delaware	12	23	63
District of Columbia	3	13	34
Florida	42	150	368
Georgia	19	53	148
Guam	1	0	2
Hawaii	8	20	37
Idaho	1	3	13
Illinois	104	354	808
Indiana	16	89	216
Iowa	5	51	102
Kansas	5	40	93
Kentucky	7	39	112
Louisiana	8	48	99
Maine	12	40	105
Maryland	44	133	335
Massachusetts	61	293	606
Michigan	52	237	526
Minnesota	8	92	172
Mississippi	1	5	20
Missouri	32	134	270
Montana	1	6	16
Nebraska	6	29	65
Nevada	5	4	18
New Hampshire	12	43	86
New Jersey	81	302	604
New Mexico	5	18	65
New York	347	1,705	3,547
North Carolina	13	53	124
North Dakota	2	19	34
Ohio	56	347	659
Oklahoma	3	14	36
Oregon	11	41	89
Pennsylvania	80	498	1,020
Puerto Rico	0	8	17
Rhode Island	11	35	75
South Carolina	6	19	43
South Dakota	3	11	21
Tennessee	13	38	89
Texas	39	149	389

(continued)

* Includes current and withdrawn students and graduates.

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student		Graduates to Date As of Fall 2008	Cumulative Students to Date*
	Body Fall 2008			
Utah	1		10	23
Vermont	6		33	75
Virgin Islands	1		1	4
Virginia	48		108	271
Washington	29		53	144
West Virginia	10		26	62
Wisconsin	35		83	200
Wyoming	2		3	6
Other**	8		6	58
Subtotal	1,408		6,090	13,321

Country	Number in Student		Graduates to Date As of Fall 2008	Cumulative Students to Date*
	Body Fall 2008			
Australia	0		1	1
Bahamas	1		0	1
Bangladesh	0		0	2
Belgium	0		1	1
Bermuda	1		1	2
Bolivia	0		1	1
Brazil	0		0	1
Bulgaria	1		0	1
Cameroon	0		0	1
Canada	20		149	282
Chad	0		0	1
China	1		2	6
Colombia	0		1	1
Czech Republic	0		1	1
Dominican Republic	0		0	1
Ecuador	0		0	1
Estonia	0		1	2
Ghana	1		3	6
Greece	0		1	2
Honduras	1		0	1
Hong Kong	0		0	1
Hungary	1		0	1
India	7		13	26
Ireland	0		1	2
Jamaica	0		0	3
Japan	1		3	6
Kenya	0		0	0
Korea	1		0	1
Lebanon	0		0	1
Malaysia	1		1	2
Mexico	0		1	2
Nepal	0		1	1

(continued)

* Includes current and withdrawn students and graduates.

** U.S. citizens living in other countries.

ORIGIN OF STUDENTS AND GRADUATES (continued)

Country	Number in Student Body Fall 2008	Graduates to Date As of Fall 2008	Cumulative Students to Date*
Nigeria	0	1	3
Pakistan	0	2	3
Philippines	0	2	3
Portugal	0	1	1
Saudi Arabia	0	2	2
Singapore	0	4	4
Somalia	0	0	1
South Africa	0	1	1
Switzerland	1	0	1
Taiwan	1	4	6
Tanzania	2	1	3
Thailand	0	5	7
Trinidad and Tobago	0	1	2
Turkey	0	1	1
Uganda	0	1	1
United Kingdom	0	2	3
Venezuela	0	1	1
Zambia	1	0	1
Zimbabwe	0	1	1
Other	0	3	4
Subtotal	42	215	410
Total	1,450	6,305	13,731

* Includes current and withdrawn students and graduates.

ACADEMIC PROGRAMS



The mission of NTID is to provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional programs.

ACADEMIC PROGRAMS HIGHLIGHTS

The progress reported earlier in this document toward achieving Strategic Vision 2010 during the 2007-2008 academic year is expanded upon in this section.

In the 2004-2005 academic year, Academic Affairs began implementation of NTID Strategic Vision 2010 by: 1) establishing key curriculum objectives for career-focused associate degrees and transfer associate degrees; 2) analyzing the support needs for baccalaureate students; 3) developing a proposal for a community college referral program; and 4) re-organizing Academic Affairs, including development of a long-term staffing plan to achieve Strategic Vision 2010. Academic Affairs works closely with Student and Academic Services to provide several learning centers and programs that support student academic success.

Career-Focused Associate Degrees

NTID's Strategic Vision calls for consolidating career-focused associate degree programs into five cluster areas, with 35 percent of NTID students enrolled in these programs. The five areas are Arts/Imaging, Business, Computing, Engineering Technologies and Science. The career-focused degrees within these clusters are designed to lead directly to employment in high-demand technical jobs.

At the beginning of the 2008-2009 academic year, there were 598 deaf and hard-of-hearing students enrolled in career-focused programs (49 percent of enrollment). These numbers include students enrolled in AOS and non-transfer AAS degrees as well as students in Career Exploration Studies.

In 2007-2008, the following program and curricular revisions were made to achieve Vision 2010.

The Computer Integrated Machining Technology AOS degree program was revised to include electives for employment in precision optics manufacturing occupations. This revision meets the needs of industry as well as the goals set out in our Strategic Vision and advances the partnerships we have within the business community.

The Arts and Imaging Studies lab and classroom facilities in the Booth building were renovated in summer 2008 and included the relocation of the lab and classroom facilities from LBJ. This relocation/renovation completed the process of combining the former Art & Computer Design and Digital Imaging & Publishing Technology facilities as needed to fully implement the new A&IS program curriculum, now in its second year.

The Intensive English Bridging course sequence, piloted last year, continues to be offered for students whose goal is to be accepted into a two-year transfer associate degree program. This sequence provides students with intensive instruction in developing the reading and writing skills needed to succeed in a bachelor's degree program. For students preparing to complete an associate degree and go directly into the workplace, a three-course Career English sequence is under development and scheduled for full-scale piloting fall 2009. This sequence focuses on English literacy skills required in the workplace.

New general curriculum courses were provided through the introduction of special topics courses, which are often multidisciplinary in focus. Some of the special topics courses offered in 2007-2008 were: Introduction to Discrete Mathematics, Deaf Cinema, Cyber Security Awareness, and The Holocaust and Deaf People. Some of these are electives, which enhance students' program experience, while others are general education courses through which students have the opportunity to explore a particular topic or topics above and beyond their chosen program. Special topics courses offer faculty opportunities to use their creativity and the flexibility to teach subject matter about which they are passionate. All of these courses allow faculty to introduce an especially relevant topic or tool that builds skill sets needed in our fast-paced, technology driven world and that satisfies our employment partners' demands.

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ACADEMIC PROGRAMS HIGHLIGHTS (continued)

Transfer Associate Degrees

NTID's Strategic Vision calls for offering an array of transfer associate degrees that provide seamless transition to baccalaureate programs at RIT, and that carry at least 80 percent transferable credits. Strategic Vision 2010 calls for 20 percent of NTID-supported students to be enrolled in transfer associate degree programs by 2010.

At the beginning of the 2008-2009 academic year, 138 students (11% of NTID students) were enrolled in associate-level transfer degree and pre-baccalaureate programs, and this percentage is expected to continue to increase as we expand the number of transfer associate degrees available and market these degrees as 2+2 opportunities.

The Laboratory Science Technology AAS degree program was revised to strengthen and sharpen its focus. The curriculum is now focused to include chemical and biotechnology courses being responsive to co-op placement demands and rapidly growing industry needs.

The Department of Liberal Studies is developing a transfer degree program for students interested in matriculating in College of Liberal Arts bachelor's degree programs, with an emphasis on applied technology and professional majors.

One of the goals of our Strategic Vision is to raise the quality of the baccalaureate bound student. With this in mind the minimum entrance ACT score for direct acceptance to our 2+2 programs was raised from 16 to 18.

Support for Baccalaureate Students

One goal of Strategic Vision 2010 is to increase the number of deaf and hard-of-hearing students successfully completing baccalaureate degrees in order to increase their ability to compete in the technology job market where the baccalaureate degree is becoming the degree of choice by employers.

The strategic vision calls for 45 percent of NTID-supported students to be enrolled in baccalaureate and master's degree programs in the other colleges of RIT. At the beginning of the 2008-2009 academic year, 499 deaf and hard-of-hearing students were fully matriculated in RIT's baccalaureate and graduate programs.

NTID faculty and staff provide tutoring, direct instruction, academic advising and counseling for deaf and hard-of-hearing students studying in the other colleges of RIT. In addition, interpreting, notetaking and C-Print™ services were offered through NTID's Department of Access Services.

Community College Referral Programs

In 2007-2008, work focused on contacting and strengthening the ties and relationships with key community colleges that currently serve deaf and hard-of-hearing students. The objective is to put into place a system that would streamline the transfer process into an RIT baccalaureate program after students complete a two-year degree at a community college.

From December 2007 to October 2008, the Coordinator of Community College Partnerships contacted 40 schools across the United States and visited 30 of them. Eight conferences were attended, and written agreements with Austin Community College and Northwestern Connecticut Community College were developed. A Transfer Advising Worksheet has been mailed to 55 contacts at the schools visited. Community colleges were made aware of RIT's access services in interpreting, notetaking, C-Print and tutoring. Student data has been gathered from each school with significant information to help support the findings of the Community College Referral Program.

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ACADEMIC PROGRAMS HIGHLIGHTS (continued)

Outcomes Assessment

Outcomes Assessment continues to be a high priority for RIT, particularly in light of the Middle States Association (MSA) accreditation report in 2007 and MSA's request for an update in 2009. NTID's participation in the process remains a strong component of RIT's student learning outcomes assessment efforts. Outcomes assessment reports for all NTID academic programs as well as general education and academic support areas are completed annually in June and posted online at <http://www.ntid.rit.edu/president/soa/pages/plan.html>.

In AY 2007-2008, several programs completed their third year of data collection, analysis and reporting and thus were able to reflect on what they've learned and identify areas that need attention. For example, Accounting Technology found that an increased percentage of students met the established criterion levels for technical skills, but the results were difficult to interpret in relation to possible curricular changes. To address this, faculty are developing and piloting a standardized test to better measure specific technical skills. Based on the previous year's assessment results, faculty in the Laboratory Science Technology program revised their curriculum to better address safety issues and found a trend toward improved safety ratings for students in the AY 2007-2008 assessment cycle. Most benchmarks were met on the Administrative Support Technology outcomes, but the faculty plan to continue to monitor interpersonal skills and establish a focus group to address program satisfaction.

Progress was made in several new and revised academic programs, which are just beginning to implement their assessment processes, e.g. ASL-English Interpretation BS and AAS programs, AS in Business, and the Engineering Studies programs in Automation Technologies, Computer Integrated Machining Technology and Computer Aided Drafting Technology. These programs will collect more data before drawing conclusions or recommending action. Several other programs, such as Arts and Imaging Studies, Applied Mechanical Technology and Hospitality and Service Management are ready to begin data collection in AY 2008-2009.

Results of co-op supervisor evaluations regarding overall student job performance were added to each academic program in 2008. These results, pooled by department, indicated a high level of employer satisfaction with means ranging from 3.75 to 4.8 on a 1-low to 5-high scale.

Student learning outcomes were assessed in skill areas that support academic success of students in career-focused associate degree programs. A pilot program continued in 2008 for assessing communication outcomes in situations relevant to the workplace. Students' communication in e-mail, face-to-face and presentation scenarios was evaluated and reported. English program revision and several years of assessing established outcomes led to revisions in the English Literacy Outcomes plan. Results from implementing a pilot Intensive English program and assessment of writing were included in the 2008 report and seem positive. Finally, critical thinking skills were assessed in the revised Capstone course in which students participate in group projects, applying their program-based knowledge and skills to a common humanities or social sciences problem. Criterion levels were approached or exceeded for the critical thinking skills evaluated.

American Sign Language and Interpreting Education (ASLIE)

ASLIE enrolled 134 students in the BS Program and 1 in the AAS program in interpreting. This is the largest class of interpreting students entering the BS program in NTID's history and is a result of a strategic marketing and recruitment plan. Interpreting faculty have re-conceptualized and redesigned the interpreting curriculum in response to changing requirements in the interpreting field and increased requests for transfer from two-year programs.

RIT's College of Liberal Arts (COLA) offers ASL courses. These courses are coordinated and taught through NTID's ASLIE department. The COLA-ASL courses may be taken by RIT students as electives or

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ACADEMIC PROGRAMS HIGHLIGHTS (continued)

to fulfill their Liberal Arts Concentration. The Foreign Language/Culture–American Sign Language concentration requires two language courses and one culture course. The COLA-ASL program had an enrollment of 325 students. This program has seen exponential enrollment growth in the past few years as evidenced by the substantial enrollment number as well as the continuous influx of requests for more course sections and a more robust and diverse offering of courses.

Professional development outreach activities for practicing interpreters in the K-12 setting continued through a Technical Assistance Center Project with the Institute of Higher Education in the New York State Education Department. Publications of learning outcomes for educational interpreting course work and ASL classes were completed. Those publications are available through Lulu.com. The other major activity during the time period was to create a successful network of colleges and universities in New York State that offer degrees and/or course work in ASL and Interpreting Education. This project concluded in June 2008. This project was highly instrumental in providing much needed training and education to interpreters in the K-12 setting.

An interpreting major from Maryland received the Outstanding Graduate Award in American Sign Language and Interpreting Education for demonstrating academic achievement, personal and social maturity.



The Faculty Staff Sign Language Education Program (FSSLEP), a program housed in ASLIE, had an enrollment of 464 faculty and staff from NTID and other departments across RIT. ASLIE faculty provided instruction in ASL courses as part of the ASL/Deaf Studies (Department of Cultural and Creative Studies) requirement for 66 students, ASL Evening Courses (previously, Deaf Studies Certificate) for 111 students, the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing for 30 students, and the Provost's Program for 16 RIT faculty and staff. ASLIE faculty continued to provide sign communication assessment and feedback services for RIT/NTID faculty and staff and MSSE students through the Office of Communication Assessment Services (OCAS). Faculty conducted 73 Sign Language Proficiency Interviews (SLPI) and six Classroom Sign Language Assessment (CSLA) activities.

Communication Studies and Services (CSS)

The Communication Studies and Services Department (CSS) comprises faculty and staff with expertise and training in the areas of speech-language and audiology. Faculty in the department provide credit-bearing instruction to students in areas related to communication in organizational structures, effective teams, interpersonal situations and other community settings. Other areas where direct instruction is provided are Freshman Seminar and the MSSE program. In these areas, faculty provided 63 credit hours of instruction for 193 students in 2007-2008, with an additional 400 contact hours of communication support to the Job Search Process course for 141 students.

Audiological and speech-language clinical services were provided to members of the RIT community throughout the 2007-2008 academic year. Faculty and staff provided 3,580 hours of individual speech-language instruction, serving 194 students, and provided 2,549 hours of audiology services to 899 students and others at RIT.

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ACADEMIC PROGRAMS HIGHLIGHTS (continued)

Instruction in NTID's Spoken Language Learning and Practice Lab (SLLPL) includes the use of recent technologies designed to enhance students' spoken communication skills. During the 2007-2008 academic year, the lab served an additional 229 students on a walk-in basis, while the Hearing Aid Shop served approximately 700 members of the RIT community.

CSS also supports students with advisors to the Spoken Communication Club, Ushers Support Group and the Cochlear Implant Club. CSS is also a co-sponsor of a grant from the Department of Education to train master's degree students in Speech-Language Pathology from Nazareth College in Rochester to work with deaf and hard-of-hearing students.

Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE)

The Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE), now in its 14th year, graduated 29 students during the 2007-2008 academic year. Fourteen of these MSSE graduates received initial certification from New York State in an academic content area (grades 7-12) and/or in education of students who are deaf or hard-of-hearing (grades K-12). Those who do not have certification either need to take additional NYS teacher certification exams or have chosen to pursue certification from the states where they currently are teaching. Of the 29 graduates, 27 are now teaching in residential schools for the deaf, mainstream programs or teaching American Sign Language in public school programs. All graduates receive provisional certification from the Council on Education of the Deaf. To date, a total of 186 students have graduated from the program.

For the 2008-2009 academic year, the MSSE program has an enrollment of 55 students, of whom 44 percent are deaf or hard-of-hearing and 13 percent are minority. It is anticipated that up to 20 students will graduate from the program during the 2008-2009 academic year. There are an additional six students who have completed their coursework and hope to finish their capstone projects during this academic year.

The MSSE program is accredited by the Teacher Education Accreditation Council (TEAC), 2007-2012.

First Year Experiences/Career Exploration Studies and Summer Vestibule Program

First Year Experiences (FYE)/Career Exploration Studies (CES) programming is designed to maximize first-year student success and persistence. FYE provides an array of courses and co-curricular programs as well as personal/academic counseling designed to help students successfully complete their first year of college. As a result, NTID's first-year retention was 76 percent for AY 2007-2008. The Career Exploration Studies program (CES) allows students the opportunity to explore technical programs while satisfying necessary core and/or prerequisite coursework. During AY 2007-2008, 70 percent of CES students were accepted into a major within three quarters. The Summer Vestibule Program (SVP), NTID's two-week summer orientation program for incoming freshman and transfer students, served 295 students in 2008. This is an increase of 41 students compared to SVP 2007. Eighty-eight percent of 219 students surveyed reported that SVP helped prepare them for college life at RIT, and 90 percent rated SVP as a valuable experience for all new students coming to NTID.

NTID Learning Center

The NTID Learning Center (NLC) supports teaching and learning partnerships both through tutorial support in a variety of content areas and computer/multimedia resources (both PC- and Mac-based). The NLC offers individual and small group tutoring in mathematics and physics, information and computing studies, English, accounting and interpreting education. In AY 2007-2008, math and physics tutors worked a total of 1,702 hours in the NLC, English tutors worked a total of 3,655 hours and all tutors in other content areas worked a total of 950 hours. Individual students signed up to use NLC computers 56,691 times in AY 2007-2008, for a total of approximately 70,150 hours. During AY 2007-2008, the NLC scheduled its classroom/lab facilities for a total of 767 hours.

(continued)

ACADEMIC PROGRAMS HIGHLIGHTS (continued)

AY 2007-2008 also was the inaugural year of the Sprint Relay Experimental Distance Learning/Access Demonstration Lab. This campus-wide resource sponsors experimentation with instructional and access technologies in support of remote deaf and hard-of-hearing learners. Sponsored projects during AY 2007-2008 included a U.S.-India Collaborative Distance Learning Project involving a Web Design course, a Steps to Success Parent Program with participating sites in Boston and Atlanta, and a "Digital Canvass" Project involving deaf artists from India, Gallaudet University and RIT.

Self-Instruction Lab

The Self-Instruction Lab (SIL) offers a variety of equipment and materials to support faculty, staff and students' signed and spoken language skill development. 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 AY 2007-2008, 589 distinct users (students, faculty and staff) spent 4,396 hours during 3,989 visits to the SIL. The average length visit was 66 minutes.

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 program in Secondary Education.

Science program in Secondary Education accounted for 55 students. In addition, large numbers of hearing, deaf and hard-of-hearing students access a variety of part-time and non-credit-bearing coursework at NTID throughout the year.

In fall 2008, the ASL-English Interpretation program accounted for 135 students, and the Master of

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
FY 89:* 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%
FY 90: 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%
FY 91: Oct. 90-Sep. 91	1,105	+8.8%	1,048	+2.5%	-5.2%	982	+1.3%	-6.3%	255	-14.7%	245	-10.6%
FY 92: 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%
FY 93: 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%
FY 94: 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%
FY 95: Oct. 94-Sep. 95	1,045	-4.5%	977	-4.3%	-6.5%	900	-7.9%	-7.8%	240	-19.7%	272	+38.8%
FY 96: Oct. 95-Sep. 96	1,056	+1.0%	968	-0.9%	-8.3%	933	+3.7%	-3.6%	194	-19.2%	260	-4.4%
FY 97: Oct. 96-Sep. 97	1,085	+2.7%	1,021	+5.5%	-5.9%	965	+3.4%	-5.5%	187	-3.6%	253	-2.7%
FY 98: 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%
FY 99: Oct. 98-Sep. 99	1,155	6.5%	1,030	2.0%	-10.8%	976	1.7%	-5.2%	217	14.8%	255	5.8%
FY 00: 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%
FY 01: 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%
FY 02: 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%
FY 03: 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%
FY 04: Oct. 03-Sep. 04	1,109	-1.2%	1,047	+1.9%	-5.6%	1,005	+1.1%	-4.0%	249	+4.8%	168	-13.8%
FY 05: Oct. 04-Sep. 05	1,097	-1.1%	1,029	-1.7%	-6.2%	962	-4.3%	-6.5%	222	-10.8%	190	+13.1%
FY 06: Oct. 05-Sep. 06	1,066	-2.8%	988	-4.0%	-7.3%	926	-3.7%	-6.3%	263	+18.5%	201	+0.6%
FY 07: Oct. 06-Sep. 07	1,064	-0.1%	998	+1.0%	-6.2%	963	+4.0%	-3.6%	339	+28.9%	254	-26.4%
FY 08: Oct. 07-Sep. 08	1,154	+8.5%	1,099	+10.1%	-4.7%	1,040	+8.0%	-5.3%	396	+16.8%	295	+16.1%
FY 09: Oct. 08-Sep. 09	1,260	+9.2%										

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

* Higher enrollment for FY 1989 was the result of the Rubella epidemic of 1963-1965.

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

On average, 94 percent of NTID-supported students are registered full time. At RIT, full-time status is defined as taking at least 12 credit hours in an academic quarter.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008		
					Percent	Number	
						Full-Time	Total
Career Exploration	100%	100%	97%	99%	99%	121	122
Career-Focused and Transfer Associate Degrees	97%	97%	98%	98%	98%	592	604
Pre-baccalaureate	100%	100%	100%	100%	97%	28	29
Cross Registered Baccalaureate and Graduate	91%	92%	95%	92%	91%	440	481
ASL-English Interpretation	88%	91%	89%	91%	91%	123	135
Master of Science program in Secondary Education (MSSE)	77%*	65%*	91%	85%*	73%*	40	55
Overall	93%	93%	94%	95%	94%	1,344	1,426**

* FY 2002 through FY 2005, and FY 2007-2008 include 4 to 14 Nazareth students brought to NTID through the MSSE program on part-time status. This program was grant funded, and not active in FY 2006.

** Information on full-time status is not available for 24 currently registered students.

ENROLLMENT BY DEGREE PROGRAMS

In fall 2008, 66 percent of NTID's 1,450 supported students were enrolled in a broad array of programs within NTID. Thirty-four percent were enrolled in the other seven colleges of RIT, including 48 students in graduate programs. Of the 1,450 students, 1,284 are deaf and hard-of-hearing students in traditional undergraduate and graduate programs (excluding

MSSE and interpreting). Thus, 40 percent of our deaf and hard-of-hearing students (499) enrolled in traditional undergraduate and graduate programs are partially or fully enrolled in the other colleges of RIT.

		Student Enrollment Fall 2008	
		Number of Students	Percentage of Total
NTID			
Career Exploration Studies			
(NCXP)	Career Preparation/Foundation	80	
(NCXU)	Career Exploration Undecided	42	
Subtotal		122	8.4%
Career-Focused and Transfer Associate Degrees			
(NACA)	Applied Computer Technology (AAS)	22	
(NACO)	Applied Computer Technology (AOS)	74	
(NACT)	Applied Computer Technology	32	
(NAGA)	Art and Computer Design (AAS)	2	
(NAGG)	Art and Computer Design (AOS)	15	
(NAIA)	Arts and Imaging Studies	20	
(NAIG)	Arts and Imaging Studies (Affiliated)	14	
(NAIO)	Arts and Imaging Studies	84	
(NAMA)	Applied Mechanical Technology (AAS)	11	
(NASL)	Deaf Studies/ASL (Certificate)	1	
(NAUA)	Automation Technologies (AAS)	3	
(NAUO)	Automation Technologies (AOS)	6	
(NBBG)	Business Technology (Affiliated)	14	
(NBBO)	Business Technology (AOS)	84	
(NBNA)	Accounting Technology (AAS)	28	
(NBNG)	Accounting Technology (Affiliated)	1	
(NBSA)	Business (AS)	34	
(NCDA)	Computer Aided Drafting Technology (AAS)	10	
(NCDO)	Computer Aided Drafting Technology (AOS)	15	
(NDIA)	Digital Imaging and Pub Technology (AAS)	4	
(NDIG)	Digital Imaging and Pub Technology (Affiliated)	2	
(NDIO)	Digital Imaging and Pub Technology (AOS)	7	
(NETG)	NTID Engineering Technologies	29	
(NHMA)	Hospitality and Service Management	2	
(NLSA)	Laboratory Science Technology (AAS)	18	
(NLSG)	Laboratory Science Technology (Affiliated)	2	
(NLSO)	Laboratory Science Technology (AOS)	36	
(NMTD)	Computer Integrated Machining Tech (DP)	1	
(NMTO)	Computer Integrated Machining Tech (AOS)	22	
(NOTA)	Administrative Support Technology (AAS)	12	
(NTDZ)	NTID General (non-degree, non-matriculated)	5	
Subtotal		610	42.1%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2008	
		Number of Students	Percentage of Total
ASL-English Interpretation			
(NITA)	ASL English Interpretation (AAS)	1	
(NITF)	ASL English Interpretation (BS)	134	
Subtotal		135	9.3%
Master of Science in Secondary Education (MSSE)			
(NMSE)	Secondary Education of Students Deaf/HH (MS)	47	
(NMSZ)	Secondary Education of Students Deaf/HH (MS)	1	
(NORG)	Graduate Teacher (Non-Degree)	7	
Subtotal		55	3.8%
Pre-baccalaureate – Students in NTID			
(NAPE)	Pre-College Engineering Legal Tech	3	
(NAPF)	Pre-College Visual Communication	10	
(NAPL)	Pre-College Liberal Arts	10	
(NAPS)	Pre-College Science	6	
Subtotal		29	0.2%
NTID Subtotal		951	65.6%

BACCALAUREATE STUDENTS IN OTHER RIT COLLEGES

College of Applied Science and Technology			
(ICEU)	Basic Technical Communications	1	
(ICEZ)	Non-Degree Student	2	
(IEME)	Environmental Management and Technology	3	
(IMDB)	Applied Arts and Sciences	1	
(IMDF)	Applied Arts and Sciences (Day)	41	
(IPKT)	Packaging Science	3	
(ISMD)	Nutrition Management	3	
(ISMK)	Hospitality and Service Management	13	
(ITFC)	Civil Engineering Technology	10	
(ITFE)	Electrical Engineering Technology	6	
(ITFF)	Manufacturing Engineering Technology	6	
(ITFM)	Mechanical Engineering Technology	16	
(ITFP)	Computer Engineering Technology	8	
(ITFS)	Electrical/Mechanical Engineering Technology	1	
(ITFZ)	Undeclared Engineering Technology	4	
(ITPE)	Electrical Engineering Technology	1	
Subtotal		119	8.2%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2008	
		Number of Students	Percentage of Total
College of Business			
(BBUA)	Business Administration-Accounting	17	
(BBUF)	Business Administration-Finance	7	
(BBUG)	Business Administration-Management	15	
(BBUI)	Management Information Systems	7	
(BBUM)	Business Administration-Marketing	5	
(BBUT)	Business Administration-International Business	4	
(BBUU)	Business Administration-Undeclared	4	
(BREP)	Graphic Media Marketing	4	
Subtotal		63	4.4%
College of Engineering			
(EECC)	Computer Engineering	2	
(EEEE)	Electrical Engineering	2	
(EENG)	Engineering-Undeclared	1	
(EIEI)	Industrial Engineering	2	
(EMCR)	Microelectronic Engineering	1	
(EMEA)	Mechanical Engineering-Aerospace Option	2	
(EMED)	Mechanical Engineering – Bioengineering Option	1	
(EMEM)	Mechanical Engineering	5	
(EMEN)	Mechanical Engineering-Dual Degree	2	
(EMEV)	Mechanical Engineering-Automotive Option	1	
Subtotal		19	1.3%
College of Imaging Arts and Sciences			
(JADA)	Art and Design	1	
(JADC)	Graphic Design	17	
(JADF)	Fine Arts-Studio	3	
(JADI)	Interior Design	7	
(JADL)	Illustration	4	
(JADM)	Medical Illustration	2	
(JADU)	Industrial Design	7	
(JADW)	New Media Design and Imaging	2	
(JPHA)	Professional Photographic Illustration	2	
(JPHB)	Biomedical Photographic Communication	5	
(JPHD)	Professional Photo Illustration-Advertising BFA	7	
(JPHQ)	Film and Video	4	
(JPHR)	Professional Photo Illustration-Journal	5	
(JPHU)	Visual Media	9	
(JPRV)	Graphic Media	6	
(JPRW)	New Media-Publishing	5	
(JSCM)	Metal Crafts and Jewelry	1	
(JSCU)	Undeclared Crafts	2	
(JSCW)	Woodworking and Furniture Design	2	
Subtotal		91	6.3%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2008	
		Number of Students	Percentage of Total
College of Liberal Arts			
(GCJC)	Criminal Justice	10	
(GLAT)	RIT Exploration Program	15	
(GPPD)	Public Policy	1	
(GPSY)	Psychology	42	
(GPTA)	Advertising and Public Relations	7	
(GPTC)	Professional and Technical Communication	9	
(GSSI)	International Studies	5	
(GUCS)	Urban and Community Studies	1	
Subtotal		90	6.2%
(TCRP)	College Restoration Program	1	0.0%
College of Science			
(SBIB)	Biology	8	
(SBIT)	Biotechnology	3	
(SBIV)	Environmental Science	4	
(SCHB)	Biochemistry	1	
(SCHC)	Chemistry	1	
(SMAM)	Applied Mathematics	5	
(SPSP)	Physics	1	
(SSBS)	Biomedical Sciences (BS)	4	
(SSEG)	General Science Exploration (ND)	1	
Subtotal		28	1.9%
College of Computing and Information Sciences			
(VCSG)	Computer Science	12	
(VKSF)	Information Technology	18	
(VKSG)	Game Design Development (BS)	1	
(VKSM)	Medical Informatics	2	
(VKSW)	New Media Information Technology	1	
(VKSZ)	Information Tech (Even Option)	1	
(VNSA)	Applied Networking and System AD	2	
(VNSF)	Information Security and Forensics	2	
(VSEN)	Software Engineering	1	
Subtotal		40	2.8%
Subtotal Baccalaureate Students in Other Colleges		451	31.1%
GRADUATE STUDENTS IN OTHER RIT COLLEGES			
College of Applied Science and Technology			
(IMDM)	Cross/Disciplinary Professional Studies	9	
(IPKG)	Packaging Science	3	
(ISMC)	Human Resources Development	4	
(ISMM)	Hospitality – Tourism Management	1	
(ITFO)	Telecommunications Engineering Technology (MS)	1	
Subtotal		18	1.2%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2008	
		Number of Students	Percentage of Total
College of Business			
(BBUB)	Business Administration	3	
(BBUO)	Business Administration (MBA)	1	
Subtotal		4	.3%
College of Engineering			
(EEEE)	Electrical Engineering	1	
(EIEU)	Sustainable Engineering (MS)	1	
(EMEN)	Mechanical Engineering-Dual Degree	1	
Subtotal		3	.2%
College of Imaging Arts and Sciences			
(JADG)	Computer Graphics Design	3	
(JADU)	Industrial Design	1	
(JPRG)	Graphic Arts Publishing	1	
(JSCM)	Metal Crafts and Jewelry	1	
Subtotal		6	.4%
College of Liberal Arts			
(GPPD)	Public Policy	1	
(GPPE)	Public Policy BS/MS Dual Degree	1	
(GPTM)	Communication and Media Technologies	2	
Subtotal		4	.3%
College of Science			
(SCHC)	Chemistry	1	
(SIMG)	Imaging Science	1	
Subtotal		2	.1%
College of Computing and Information Sciences			
(VCSG)	Computer Science	2	
(VKSD)	Software Development and Management	2	
(VKSF)	Information Technology	3	
(VNSM)	Networking and System Administration (MS)	4	
Subtotal		11	.8%
Subtotal Graduate Students in Other Colleges		48	3.3%
Total		1,450	100%

AVERAGE CLASS SIZE BY DISCIPLINE

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 who can reasonably be accommodated in a class.

	2007-2008		
	Fall 2007	Winter 2007	Spring 2008
Accounting Technology	9.0	10.6	9.1
American Sign Language	9.8	5.0	4.0
Applied Computer Technology	8.5	7.2	7.2
Arts Imaging Studies	7.8	6.3	7.6
Art and Computer Design*	5.3	0.0	6.0
ASL-English Interpretation	9.8	8.7	10.0
Automation Technologies	2.8	4.8	4.4
Business Technology	8.5	8.3	7.6
Communication Studies and Humanities	9.1	10.1	9.6
Computer Aided Drafting Technology	9.0	8.4	8.3
Computer Integrated Machining Technology	7.6	6.1	8.4
Deaf Studies	12.0	13.0	12.3
Digital Imaging and Publishing Technology*	6.7	0.0	0.0
English	11.1	11.2	11.3
Freshman Seminar / Career Exploration	11.1	9.8	6.7
Interdisciplinary Studies	11.9	14.5	6.3
Laboratory Science Technology	8.1	8.0	8.0
Master of Science in Secondary Education	11.8	9.5	13.4
Mathematics	9.8	10.2	9.0
Performing Arts	7.2	8.8	8.8
Pre-Baccalaureate	9.0	0.0	0.0
Science	11.7	10.0	9.6
Social Sciences	14.6	14.6	11.8
Overall Average	9.2	9.3	8.5

* These programs are being merged into Arts and Imaging Studies. Current students in these two programs are completing required coursework in the two areas.

EDUCATIONAL SUPPORT: TEACHING

In addition to providing academic advisement, tutoring, and notetaking services for deaf and hard-of-hearing students enrolled in the other colleges of RIT, NTID faculty also teach some RIT courses with deaf students enrolled. By providing direct

instruction in these courses as well as advisement and tutoring, faculty members help maximize the benefit students receive to ensure their success in RIT's highly competitive academic environment.

	Number of Sections	Number of Students	
		Deaf and Hard-of-Hearing	Hearing
College of Applied Science and Technology			
Management Process	1	4	34
Management Process II	1	3	24
Subtotal	2	7	58
E. Philip Saunders College of Business			
Business Software Applications	1	22	0
Cost Accounting	1	3	16
Strategy and Policy	2	11	53
Subtotal	4	36	69
B. Thomas Golisano College of Computing and Information Sciences			
Computer Science I Laboratory	1	4	8
Computer Science II Laboratory	1	2	6
OS Scripting	1	2	22
Programming for Information Technology	1	5	27
Subtotal	4	13	63
College of Imaging Arts and Sciences			
Architectural Drawing	1	3	19
Art History Independent Study	1	1	0
Building Codes and Regulations	1	1	17
CADD Applications	1	3	18
Interior Design Business Practice	1	1	17
Interior Design Elective	1	5	11
Survey of Western Art & Architecture	3	49	0
Textile Elective	1	4	5
Textile Independent Study	1	1	0
Subtotal	11	68	87
College of Liberal Arts			
American Sign Language I	6	1	120
American Sign Language II	7	21	73
American Sign Language III	3	11	46
American Sign Language Literature	2	2	5
Arts of Expression: Creative Writing Non-Fiction	1	14	0
Arts of Expression: Writing About ASL Literature	1	14	0
Beginning Spanish I	1	21	0
Beginning Spanish II	1	12	0
Beginning Spanish III	1	9	0
Concepts in Criminal Law	2	6	59
Criminal Justice Independent Study	1	1	0
Deaf Culture in America	2	38	26
Deaf Literature	1	15	17

(continued)

EDUCATIONAL SUPPORT: TEACHING (continued)

	Number of Sections	Number of Students	
		Deaf and Hard-of-Hearing	Hearing
College of Liberal Arts (continued)			
Evidence	1	2	30
Fine Arts: Visual Arts	3	57	0
Foundations of Sociology	6	96	2
Fundamentals in Legal Research and Writing	1	1	10
History of Deaf Educational Thought	1	11	11
History: Modern America	2	39	0
Introduction to Psychology	5	93	0
Literary and Cultural Studies	1	9	0
MI: Cyber law	1	9	23
Public Policy Thesis Research	1	1	0
Senior Project in Psychology	1	1	0
Scientific Writing	1	10	0
Writing About the Disciplines	1	9	0
Written Communication I	15	184	0
Written Communication II	12	176	0
Writing Seminar	12	167	2
Subtotal	93	1030	424
College of Science			
Human Diseases	1	6	47
Introduction to Organic Chemistry	1	6	0
Solar System Astronomy Lab	3	1	53
Stellar Astronomy Lab	3	3	46
Subtotal	8	16	146
Center for Intercollegiate Athletics and Recreation			
Country Line Dancing	3	8	38
Dance Ballet	1	1	2
Introduction to Weight Training	1	4	7
Kundalini Yoga	3	5	99
Eating, Body Image and Food	1	3	13
First Year Enrichment I	2	5	27
First Year Enrichment II	2	4	26
Soccer	1	1	12
Spinning	5	29	117
Spirituality and Health	1	2	16
Ultimate Frisbee	2	4	48
Volleyball	1	2	8
Walking for Fitness	3	3	22
Wellness for Life	2	15	0
Subtotal	28	86	435
Total	150	1256	1282

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 29 students in 2007-2008, 21 BS and eight AAS degrees. Thirty-six new students matriculated into the program this fall. Currently nine percent of total enrollment are students from ethnic minority backgrounds. Since its inception,

the Department of ASL-English and Interpreting Education has graduated 560 students. Of that number, 512 have graduated with an AAS degree, 42 with a BS, and six with a certificate.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Applicants	N/A	N/A	182	170	198
Accepted	N/A	N/A	55	48	52
Registrations	50	56	41	34	36
Enrollment					
AAS	87	94	98	5	1
BS	13	21	29	121	134
Deaf Studies*	0	1	1	2	0
Non-Matriculated	0	0	2	2	0
Total	100	116	130	130	135
Graduates	16	24	29	37	29
Placement Rate	95%	96%	96%	100%	96%
Summer Institute on ASL and Interpreting Education	19	4	21	16	0

* 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 catalog rate.

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

The MSSE program is now in its 14th year. To date, 198 students have graduated from the program. Ninety-three percent of the FY 2008 graduates have accepted teaching jobs throughout New York state and in Maryland, Michigan, Virginia and Pennsylvania.

To complete the program, each student must successfully complete 94 credit hours, including 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 was granted a no-cost extension for the grant from the U.S. Department of Education "Meeting 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 extension made it possible to continue to provide tuition assistance for the students as well as honoraria for supervising teachers during the fall and winter quarter field observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Forty-nine applications for admission for fall 2008 were received. Thirty-seven were offered admission. Of those, 24 matriculated into the program. For the 2008-2009 academic year the MSSE program has a total enrollment of 55 students; 31 second-year or returning students, and 24 first-year students. Of the 55 matriculated students, 44 percent are deaf or hard-of-hearing, and 13 percent are minority.

MSSE Student Data

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Applications	50	47	44	46	49
Acceptances	46	39	38	33	37
New Registrations	34	28	28	27*	24**
Deaf and Hard-of-Hearing Enrollment	49	38	31	31	24
Total Enrollment	84***	74***	56	59	55
Graduates	12	25	25	24	29
Placement Rate	100%	100%	96%	83%****	93%

* For 2007, included are four non-matriculated students taking courses offered by the Master of Science program in Secondary Education, 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.

** For 2008, included are four non-matriculated students taking courses offered by the program between NTID and Nazareth College.

*** For 2003 – 2005, included are 9-15 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, 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.

**** One additional graduate is a full-time student pursuing a graduate degree.

COOPERATIVE 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 many students and their supervisors at their workplaces to assess progress and resolve any workplace issues. Most academic programs require from one to three cooperative assignments, which generally add another year to the program length

(three years total for associate degree programs and five years total for BS degree programs).

During FY 2008:

- 255 students were enrolled in cooperative work experiences;
- 60 academic programs had students on cooperative;
- 16 faculty and staff visited 53 students at their job sites during the summer.



	Number of Students Involved in Cooperative* Work Experiences				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Sub-baccalaureate					
NTID Career-Focused and Transfer Associate Degrees	104	89	86	92	109
Percent of Total	40%	39%	37%	34%	43%
Baccalaureate / Master's					
College of Applied Science and Technology	35	24	39	46	48
College of Business	18	18	19	30	25
College of Computing and Information Sciences	41	33	27	27	26
College of Engineering	8	9	14	15	15
College of Imaging Arts and Sciences	9	14	10	17	10
College of Liberal Arts	34	39	35	40	16
College of Science	9	5	3	5	6
Subtotal	154	142	147	180	146
Percent of Total	60%	61%	63%	66%	57%
Total	258	231	233	272	255

* 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 program in Secondary Education. Specific data on these students is reported elsewhere in this section.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) ACTIVITIES

The National Technical Institute for the Deaf conducts a wide variety of science, technology, engineering and mathematics (STEM) activities, including academic majors offered within NTID

and those supported by NTID in the other colleges of RIT as well as pre-college outreach activities and research activities.

STEM Majors Offered at NTID

- All programs within the Engineering Studies Department
- All programs within the Information and Computing Studies Department
- All programs within the Science and Mathematics Department
- Master of Science Program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE) offers special scholarships for students interested in math/science disciplines

Other RIT Colleges Offering STEM Majors

- College of Applied Science and Technology
- B. Thomas Golisano College of Computing and Information Sciences
- Kate Gleason College of Engineering
- College of Science
- College of Imaging Arts and Sciences

STEM-Related Pre-College Outreach Activities Offered by NTID

- Explore Your Future – Six-day career awareness program for high school sophomores and juniors, offering exposure to careers in computing, engineering, science and other areas
- MATHCOUNTS – Competition for middle school Mathletes™
- National Science Fair – For 6th to 12th grade students interested in science
- Steps to Success – Weekend camp at which 7th, 8th and 9th grade African-American, Latino-American and Native-American (AALANA) students explore career options
- TechGirlZ – Week-long camp for 7th, 8th and 9th grade girls interested in careers in science, technology, engineering and math
- Project Fast Forward – Supported by the National Science Foundation (NSF), provides a pathway for deaf and hard-of-hearing students to transition from high school to college by offering computer-related courses that provide both high school and college credit

Post-College STEM Outreach Activity Offered by NTID

- Deaf Initiative in Technology (DiiT) – Series of workshops providing computer and other training to deaf and hard-of-hearing adults. More than 560 deaf and hard-of-hearing professionals have attended 76 DiiT workshops over the past eight years.

A Sampling of Research Support for NTID STEM Activities

- *Supporting Women and Underrepresented Deaf Students in Laboratory Science Technology.* Supported by the NYS Education Department.
- *Science of Learning Center on Visual Language and Visual Learning.* Supported by the National Science Foundation, as a sub award to Gallaudet University.
- *Reorganization of Visual Functions after Early Deafness.* Supported by the National Institutes of Health, as a sub award to the University of Rochester.
- *Speech to Text Systems: Comparative Analysis of Text Generation and Display Methods.* Supported by the National Science Foundation.

(continued)

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) ACTIVITIES (continued)

- *Cognitive and Metacognitive Foundations of STEM Learning by Deaf Students*. Supported by the National Science Foundation.
- *Psychological Foundations of Mathematics Performance by Deaf and Hearing Students*. Supported by the National Institutes of Health.
- *Improving Access to STEM Education for Deaf and Hard-of-Hearing Students*. Supported by the National Science Foundation.
- *Survive and Thrive in College*. Supported by the NYS Education Department.
- *Project Fast Forward: Pathway to an IT Education for Deaf and Hard-of-Hearing Students*. Supported by the National Science Foundation.
- *Deaf Children and Young Adults: Predicting School, College and Labor Success*. Supported by the National Science Foundation.
- *C-Print™ Pro Tablet*. Supported by the NEC Foundation.
- *Increasing Access to STEM Instruction Through Specially Produced Notes using Tablet PC Technology and Speech-to-Text Services*. Supported by the National Science Foundation.
- *Evaluation of Use of Tablet PCs and C-Print to Support Deaf and Hard-of-Hearing Students*. Supported by the U.S. Department of Education.
- *Supporting Deaf and Hard-of-Hearing Students in STEM Nontraditional Learning Settings with Remote Speech-to-Text Services*. Supported by the National Science Foundation.

A Sampling of STEM-Related Events and Presentations

- *NTID Center for Education Research Partnerships Roundtable seminar series*. This international series, focusing on STEM learning by deaf and hard-of-hearing students, was funded by a grant from the National Science Foundation. A total of 10 Roundtables were held involving investigators from the United States, Canada and United Kingdom.
- *The Summit to Create a Cyber-Community to Advance Deaf and Hard-of-Hearing Individuals in Science, Technology, Engineering and Mathematics (STEM)*: June 2008 on the RIT campus. Led by RIT and University of Washington, the summit was supported by the National Science Foundation under Award No. OCI-0749253. The goal was to conduct a three-day conference with approximately 50 leaders in the field of support service provision for postsecondary deaf students in STEM programs. The primary outcome was to report on the current state of online remote interpreting and captioning, and identify the benefits and challenges associated with creating a multimedia cyber infrastructure that would provide remote communication support for deaf and hard-of-hearing students in mainstream STEM classrooms.
- *Grade Expectations: Educating Deaf Students in Mainstream Classrooms*. Canadian Association of Educators of the Deaf and Hard-of-Hearing. Vancouver, BC., October 2007.
- *Deaf Children's Literacy: Why Can't We Do Better?* Canadian Association of Educators of the Deaf and Hard of Hearing. Vancouver, BC., October 2007.
- *Optimizing Education of Deaf Students in Mainstream Classrooms*. University of Arizona teacher of the deaf training program and Department of Special Education. November 2007.
- *Understanding Education of Deaf Students in Mainstream Classrooms*. University of Arizona interpreter training program and Department of School Psychology. November 2007.
- *Cochlear Implants and Academic Achievement: What They Tell Us and What They Don't*. Invited address, American School for the Deaf Outreach Conference. November 2007.
- *Deaf Children's Literacy: What We Know, What We Don't Know, and What We Think We Know (But Really Don't)*. Keynote address, American School for the Deaf Outreach Conference. November 2007.
- *Grade Expectations: Educating Deaf Students in Mainstream Classrooms*. Workshop presented for teachers of the deaf in Massachusetts, Springfield, MA, January 2008.

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SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) ACTIVITIES (continued)

- *Deaf People Are Not Hearing People Who Can't Hear: On Language, Cognition, and Learning.* Presentation to School of Psychology and Moray House School of Education, University of Edinburgh, Scotland, February 2008.
- *Grade Expectations: Educating Deaf Students in Mainstream Classrooms.* Presentation to Heriot Watt University, Donaldson's College School for the Deaf, and Deaf community group, Edinburgh, Scotland, February 2008.
- *Language and Learning by Deaf Students.* Two-day online keynote address to Supporting Deaf People 2008 Conference, February 2008.
- *Sign Language and the Education of Deaf Students.* Presentation to Coalition of Private Schools for Deaf Children, St. Augustine, FL, February 2008.
- *Deaf Children Are Not Hearing Children Who Can't Hear.* Presentation to Coalition of Private Schools for Deaf Children, St. Augustine, FL, February 2008.
- *Difference Does Not Mean Deficiency.* Invited presentation for University of Oslo and University of Trondheim, Norway, March 2008.
- *Deaf Children Are Not Hearing Children Who Can't Hear: On Language, Cognition, and Learning.* State Coordinators of the Deaf, June 2008.

A Sampling of STEM-Related Research Publications

- Education without barriers? The roles of attitude and technology. In C. Schlenker-Schulte (Ed.), Proceedings of the symposium. *Barrier free communication for young and old?! Springer Verlag: Heidelberg.* (in press)
- Economy in the acquisition of English universal quantifier knowledge: Sentence interpretation by deaf and hearing students and L2 learners at the college level. *Applied Psycholinguistics.* (in press)
- Visual attention in deaf children and adults: Implications for learning environments. In *Deaf cognition: Foundations and outcomes* (pp. 250-263). New York: Oxford University Press. (2008)
- What we know and what we don't know about cognition and deaf learners. In *Deaf cognition: Foundations and outcomes* (pp. 439-457). New York: Oxford University Press. (2008)
- Development of deaf and hard of hearing students' executive function. In *Deaf cognition: Foundations and outcomes* (pp. 286-308). New York: Oxford University Press. (2008)
- Deaf learners and mathematical problem solving. In *Deaf cognition: Foundations and Outcomes* (pp. 226-249). New York: Oxford University Press. (2008)
- Technology for individuals with vision or hearing challenges. In *Technology and exceptional individuals*, Fourth Edition (Chapter 12, pp. 445-479). Austin, TX: PRO.ED. (2008)
- Access to Communication for Deaf, Hard-of-Hearing, and ESL Students in Blended Learning Courses, *International Review of Research in Open and Distance learning*, Vol.8, #3, (pp. 1-13). (2007)
- Cognitive underpinnings of learning by deaf and hard-of-hearing students: Differences, diversity, and directions. In *Deaf cognition: Foundations and outcomes* (pp. 3-23). New York: Oxford University Press. (2008)
- *Deaf cognition: Foundations and outcomes.* New York: Oxford University Press. (2008)
- Deaf and hard of hearing students memory of lectures with speech-to-text and interpreting/note taking services. *Journal of Special Education.* (in press, 2008)

STUDENT SUPPORT SERVICES



NTID provides a variety of services to support deaf and hard-of-hearing students, including audiological services, speech and language services, mental health counseling and psychotherapy, and other special services.

STUDENT SUPPORT SERVICES HIGHLIGHTS

NTID provides a variety of services to support deaf and hard-of-hearing students.

- Audiological services, which include hearing evaluations, hearing aid trials, fittings, cochlear implant mapping and individual listening therapy that focuses on the development of receptive communication skills.
- 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 deaf, hard-of-hearing and hearing students on campus at the RIT Counseling Center. Mental health counselors, two full-time and one part-time, provide services for deaf and hard-of-hearing students. A staff psychiatrist at the Student Health Center is available for consultation or direct student intervention when needed. Mental health crisis intervention is available 24 hours a day. In addition to individual counseling and psychotherapy, students can participate in support groups and skill-building groups with counseling center staff throughout the year. Last year, 181 deaf and hard-of-students were seen for these services.
- Personal and career counseling, and academic advising. Upon entry, every NTID-supported 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 11,400 hours of career and personal counseling as well as academic advising for students, in addition to teaching 23 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career assessment tools and resources, including DISCOVER, an interactive, computer-based career information system that helps students assess their interests, learning styles and values, and explore a wide range of educational and career options. Counselors also work in collaboration with other service providers on campus to assess student learning competencies and develop educational interventions where appropriate.
- Student Life Team (SLT). In FY 2008, NTID's Student Life Team continued its tradition of both advocating for and challenging the students within our community, offering developmental growth opportunities in preparation for their success in the world of work. Collaborations with NTID's Center on Employment, Substance and Alcohol Intervention Services for the Deaf, Counseling Department, and several offices across RIT's Division of Student Affairs ensured that students were provided the most current information delivered in a manner to allow for maximum access and understanding in our diverse deaf and hard-of-hearing community.

Late night social/educational events, afternoon informational workshops, and club/organization advising provide the SLT multiple ways of outreaching and networking with students.

Averaging 300 students for the late night programs and 35 for the more intimate smaller scale programs, the SLT serviced more than 800 different students in FY 2008, and looks forward to increasing that number in 2009 as we maintain current efforts and develop and implement new initiatives, all remaining responsive and current to the student community.

- NTID Center for Intercollegiate Athletics and Recreation Support offered 800 hours of tutoring/advising and taught 9 sections of wellness and activity courses.

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STUDENT SUPPORT SERVICES HIGHLIGHTS (continued)

- Financial aid (domestic students). In FY 2008, NTID students received a total of \$15,951,497 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 domestic student, not including loans, was \$9,496. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.
- Substance and Alcohol Intervention Services for the Deaf (SAISD) provides culturally sensitive, linguistically accessible information on alcohol, tobacco and other drugs, prevention, intervention and case management 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 treatment programs for alcohol and other drugs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation and training for professionals. For services from October 2007 to September 2008, SAISD screened 93 students, provided ongoing counseling to 43 students and made 1,087 student contacts in our prevention presentations. Wherever possible, SAISD promotes its successful model to other communities across the state.
- NTID Learning Center. The NTID Learning Center (NLC) supports teaching and learning partnerships both through tutorial support in a variety of content areas and computer/multimedia resources (both PC- and Mac-based). The NLC offers individual and small group tutoring in mathematics and physics, information and computing studies, English, accounting and interpreting education. In AY 2007-2008, math and physics tutors worked a total of 1,702 hours in the NLC, English tutors worked a total of 3,655 hours and all tutors in other content areas worked a total of 950 hours. Individual students signed up to use NLC computers 56,691 times in AY 2007-2008, for a total of approximately 70,150 hours. During AY 2007-2008, the NLC scheduled its classroom/lab facilities for a total of 767 hours.

SUPPORT SERVICES

NTID faculty provide academic assistance in the form of tutoring and academic advising for all deaf and hard-of-hearing students registered at NTID and the other colleges of RIT.

	Hours of Service* Tutoring/Advising	Class Sections Served	Total Student Registrations
College of Applied Science and Technology (CAST)	**	486	1,049
College of Imaging Arts and Sciences (CIAS)	2,784	420	946
Saunders College of Business (COB)	1,862**	183	506
Kate Gleason College of Engineering (KGCOE)	1,275**	135	172
College of Liberal Arts (COLA)	2,560	559	1,659
College of Science (COS)	4,928**	449	1,301
Golisano College of Computing and Information Sciences (GCCIS)	1,862**	233	501
Total	15,271	2,465	6,134

* Hours of service are estimates.

** Hours for CAST are reported under the COB, COE, COS & GCCIS.

STUDENT ACCESS SERVICES



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 provides sign language interpreting, C-Print™, and notetaking.

STUDENT ACCESS SERVICES HIGHLIGHTS

NTID provides an access services system to meet the needs of a large number of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges as well as students enrolled in NTID programs who take courses in the other colleges of RIT.

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

- **Sign language interpreting** provided by 116 full-time-equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students may also request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **Real-time captioning** provided as a real-time access service for students who benefit from English text more than sign language interpreting. A growing staff, now numbering 55 captionists, has trained here in C-Print™, a computer-assisted system developed at NTID for transcribing in real-time what teachers and students say in class. Real-time captioning is also provided for special events and out-of-class needs.
- **Classroom notetaking services** provided by trained student notetakers whose classroom notes are uploaded onto a website for easy access by deaf and hard-of-hearing students.

Other special access services available to NTID students include:

- **Captioned classroom video materials.** NTID, in conjunction with RIT, provides captioned video materials for use in classrooms.
- **Assistive Listening Systems.** NTID loans FM systems to students who benefit from such systems in classrooms.

NTID 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 other groups address the needs of deaf and hard-of-hearing 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 institutional position on accessibility for deaf and hard-of-hearing people includes strategies like the following, for which NTID provides support:

- 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, computer terminal or other written interaction) to communicate effectively with deaf students, and providing needed training.
- Ensuring that all audio and visual media produced at RIT are captioned, and existing materials used in classrooms are captioned whenever possible.
- Encouraging RIT to advocate for the captioning of audio and visual materials, teleconferences and other educational media produced externally to RIT.

Because NTID has a long history of training and employing professional interpreters, and a commitment to maintain outstanding access services, the large staff has extraordinary experience levels. For the current staff, average years interpreting at RIT is more than 12; 22% of the staff (25 individuals) have more than 20 years interpreting experience. The experience level of our staff means they have developed the content expertise to support effective interpreting in the wide array of complex courses taught at RIT. Our real-time captioning staff, composed mostly of recently hired and trained individuals, is gaining experience. Managers of access services average 24 years among the six individuals with management responsibility.

A substantial multiyear investment is being made beginning in FY 2008 to improve the pay rates of NTID interpreters in response to a national salary survey commissioned and conducted for NTID.

ACCESS SERVICES: 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 in student government, other organizations,

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

FY 2008	In-Class			Non-Class Activity	Administrative Activity	Overall Total
	Hours	%	Sections			
Fall	26,642	77%	597	6,197 18%	1,672 5%	34,511 100%
Winter	27,015	79%	608	5,984 17%	1,302 4%	34,301 100%
Spring	26,014	76%	578	6,485 19%	1,718 5%	34,217 100%
Summer	4,540	41%	86	4,954 44%	1,710 15%	11,204 100%
FY 2008 Total	84,211	74%	1,869	23,620 21%	6,402 5%	114,233 100%
FY 2007 Total*	80,417	73%	1,617	23,757 21%	6,666 6%	110,840 100%
FY 2006 Total*	89,748	84%		12,049 11%	5,460 5%	107,257 100%
FY 2005 Total	82,265	83%		11,349 11%	5,561 6%	99,175 100%
FY 2004 Total	80,407	82%		12,813 13%	5,300 5%	98,520 100%

* The separation of hours between the "In-Class" and "Non-Class Activity" categories were revised from 2006 to 2007, meaning a comparison between the two years is not meaningful.

ACCESS SERVICES: INTERPRETING, NOTETAKING AND REAL-TIME CAPTIONING

Interpreting, notetaking and real-time captioning services are provided to allow deaf and hard-of-hearing students equal access to information in classes offered by other RIT colleges.

RIT College	Interpreting	Notetaking	Real-Time Captioning	Class Sections Served
College of Applied Science and Technology (CAST)	11,793	8,549	966	356
Saunders College of Business (COB)	7,850	5,389	1,759	173
Golisano College of Computing and Information Sciences (GCCIS)	7,077	5,744	849	189
Kate Gleason College of Engineering (KGCOE)	2,761	3,514	870	114
College of Imaging Arts and Sciences (CIAS)	15,211	12,327	3,636	373
College of Liberal Arts (COLA)	21,886	13,922	5,170	486
NTID Students with Approved Accommodations*	327	2,875	50	110
College of Science (COS)	13,727	13,396	2,792	409
Other Courses**	3,580	136	94	194
Total Hours	84,211	65,851	16,186	2,400

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

** Courses taught outside listed colleges: First Year Experience, English Learning Center, Physical Education, etc.

ACCESS SERVICES: REAL-TIME CAPTIONING (C-PRINT™) SERVICES

In keeping with the NTID Strategic Vision 2010, an increasing supply of real-time captioning is being made available for those students taking courses in the other RIT colleges. Students who believe they would benefit more from a text-based service may request it instead of sign language as their means of access. Real-time captioning is provided

via C-Print in classroom situations; other services are provided on occasion for out-of-class activities such as graduation ceremonies.

The growth in the provision of real-time captioning from FY 2004 to FY 2008 below is reflective of our strategic planning to increase this service.

FY 2008	In-Class			Non-Class		Administrative		Overall Total	
	Hours	%	Sections	Activity		Activity			
Fall	5,275	97%	164	88	2%	49	1%	5,412	100%
Winter	5,330	99%	165	38	1%	-	0%	5,368	100%
Spring	4,582	98%	145	105	2%	8	0%	4,695	100%
Summer	999	80%	22	124	10%	124	10%	1,247	100%
FY 2008 Total	16,186	97%	496	355	2%	181	1%	16,722	100%
FY 2007 Total	15,074	98%	426	288	2%	78	0%	15,440	100%
FY 2006 Total	9,198	98%	231	150	2%	2	0%	9,350	100%
FY 2005 Total	7,325	98%	186	160	2%	0	0%	7,485	100%
FY 2004 Total	3,140	100%	82	6	0%	0	0%	3,146	100%

ACCESS SERVICES: STAFF TRAINING

NTID Access Services offers interpreter, notetaker and C-Print™ training to its staff and student employees. Captionists are trained when hired and interpreters have in-service training available. Notetaker training is provided to hearing RIT students hired to take classroom notes for deaf and hard-of-hearing students taking classes in the other colleges of RIT.

Programs	Number Enrolled				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
In-Service Training for Interpreters	130	104	93	97	92
Notetaker Training	236	216	201	261	318
C-Print Training	8	14	31	7	14
Total	374	334	325	365	424

GRADUATION AND PERSISTENCE



NTID provides educational programs to prepare graduates to live and work in a changing global community and to enhance their lifelong learning.

GRADUATION AND PERSISTENCE HIGHLIGHTS

Preparing deaf and hard-of-hearing students to live and work in the mainstream of society is the primary reason NTID was established in 1965. Prior to 1965, there were few postsecondary educational opportunities for deaf and hard-of-hearing 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 are leading graduates to successful careers in a broad range of fields. Over the past five years, 94 percent of graduates who chose to enter the labor force found employment that is commensurate with the level of their education and training. Figures for 2007 graduates show that 95 percent, or 112 of the 118 students who chose to enter the work force, found employment upon graduation.

These statistics reflect the quality of an NTID education and its value. According to a study conducted by NTID with the Social Security Administration (SSA) in 2004, and updated in 2007, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates and associate degrees) earn 43 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 and hard-of-hearing students in baccalaureate and graduate degrees in other colleges of RIT increase, so too does their potential earning power. 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. This fact needs to be tempered by the differing career choices made by males and females. For example, in the BS cohorts studied, 69 percent of male graduates have degrees in Business, Science, Applied Science and Technology, and Engineering, while only 40 percent of females graduated in these higher-paying fields. Conversely, 60 percent of females received their BS degrees in Imaging Arts and Liberal Arts, while only 31 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 persistence. Persistence 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 (57%) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Notwithstanding these positive comparisons, NTID continues to work at improving its graduation rate.

This year, RIT/NTID awarded 286 associate, bachelor's, and master's degrees as well as diplomas and certificates to students. Of those graduates, three percent earned certificates and diplomas, 35 percent earned associate degrees, 47 percent earned bachelor's degrees and 15 percent earned master's degrees. Of the U.S. students, 16 percent of all degrees were granted to minority students.

Most of our graduates who choose to enter the labor market, successfully find jobs upon graduation, and most are in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (63%). The 2004 SSA research also showed that our deaf and hard-of-hearing graduates with bachelor's degrees earn 79 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. 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.

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

DEGREES GRANTED: FY 2004 to FY 2008

During the past five years, NTID has awarded an average of 259 degrees annually. The number for FY 2008 was 286. 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 and hard-of-hearing 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 286 graduate and undergraduate degrees, diplomas and certificates granted in FY 2008, 46, or 16 percent, were granted to students from minority backgrounds.*

Five different degree levels are awarded to deaf and hard-of-hearing graduates of RIT.

Sub-baccalaureate Certification

1. An *Associate in Occupational Studies (AOS)* degree requires 57-69 credit hours of technical instruction and permits students to enter their careers directly upon graduation. In addition to completing technical courses satisfactorily, students must complete a specific number of credit hours in English, communication, general education, and mathematics.
2. An *Associate in Applied Science (AAS)* degree permits students to enter their careers directly upon graduation, or, in many cases, to 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.
3. The *Associate in Science (AS)* degree is a transfer associate 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

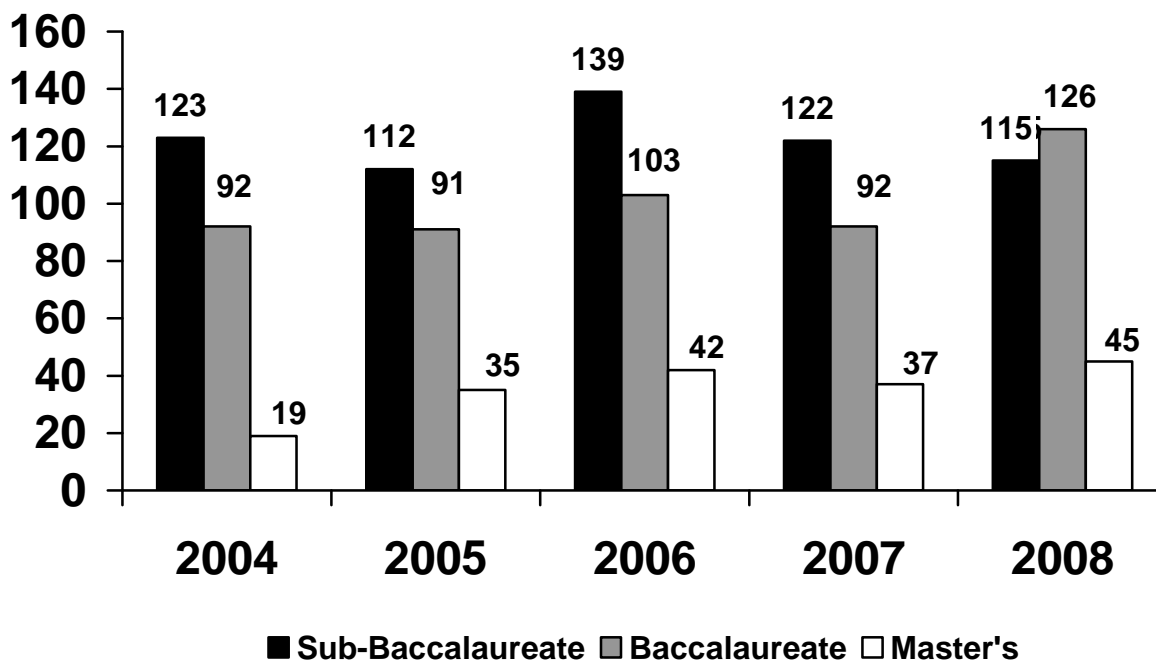
4. A *bachelor's* degree is awarded to students who complete all required courses to graduate from a four- or five-year program in one of the RIT colleges. A bachelor's degree requires completion of 180-200 credit hours.
5. A *master's* degree indicates that a student has completed a minimum of 45 credit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

(continued)

* Minority status is unknown for 45 of these 286 graduates.

DEGREES GRANTED: FY 2004 to FY 2008 (continued)

Degrees Granted



	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Sub-baccalaureate	123	112	139	122*	115**
Baccalaureate	92	91	103	92***	126****
Master's	19	35	42	37*****	45*****
TOTAL	234	238	284	251	286

* This number includes 27 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

** This number includes 10 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

*** This number includes 10 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

**** This number includes 18 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

***** This number includes 23 graduates from the MSSE program (6 hearing, 17 deaf or hard-of-hearing).

***** This number includes 33 graduates from the MSSE program (18 hearing, 15 deaf or hard-of-hearing).

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID students on the RIT campus in FY 2008, 56 percent were through programs offered by NTID and 44 percent through the other seven colleges of RIT. Historically, 70 percent of the degrees have been awarded from NTID and 30 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 and expanded access/support services.

Data on minority status of these graduates appear in the Diversity and Pluralism section.

	FY 2008		CUMULATIVE (FY 1970 – FY 2008)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
NTID				
Career-Focused and Transfer Associate Degrees	100	35%	3,851	59%
ASL-English Interpretation	28	10%	551	8%
Master of Science in Secondary Education	33	11%	182	3%
Subtotal	161	56%	4,584	70%
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	39	14%	467	7%
College of Business	19	7%	295	4%
College of Computing and Information Sciences	14	5%	227	3%
College of Engineering	3	1%	70	1%
College of Imaging Arts and Sciences	21	7%	477	7%
College of Liberal Arts	24	8%	364	6%
College of Science	5	2%	115	2%
Subtotal	125	44%	2,015	30%
Total	286	100%	6,599	100%

* 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 from year to year 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 1999. Thus, the most recent three-year average is reported for the 986 students who entered degree programs

in the years 2005, 2006 and 2007. Data in the table below indicate that for the most recent three-year period, 79 percent of new students persisted to the second year. This represents the highest percentage of the values reported below (an increase of two percentage points over last year), resulting from the implementation of persistence strategies. Starting this year, we removed ASLIE students from these figures.

First-Year Persistence Rates*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1999, 2000, 2001	963	738	77%
2000, 2001, 2002	982	743	76%
2001, 2002, 2003	1,009	759	75%
2002, 2003, 2004	1,019	763	75%
2003, 2004, 2005	1,061	798	75%
2004, 2005, 2006	1,046	809	77%
2005, 2006, 2007	986	777	79%

* Three-year averages for students registering in degree programs for fall quarter. ASLIE and MSSE students are not included.

PERSISTENCE TO GRADUATION FOR DEAF AND HARD-OF-HEARING STUDENTS

Nationally, four-year public and private colleges' admission policies have first-year persistence rates of 68 to 70 percent. This compares to a 79 percent persistence rate for first-year NTID students in a major, across two-year and four-year degrees (74% for two-year; 86% for four-year). Students admitted to NTID have ACT composite scores that are comparable to students in two-year 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 graduate rates (52% for students admitted into sub-bachelor-level programs and 75% for those in bachelor-level programs) are comparable to public colleges with traditional or selective admission standards. The NTID graduation rate of 75 percent for those in bachelor level programs is greater than the 66 percent rate for hearing RIT students in those programs.

National and NTID Persistence Rates*

Colleges	Mid-Range ACT Composite**	First-Year Persistence Rate	Graduation Rate
Two-Year			
Public (National)	17-20***	54%	29%
NTID Sub-baccalaureate****	14-18	74%	52%
Four-Year			
Public (National)	20-23***	68%	40%
Private (National)	22-27***	70%	56%
Other RIT Colleges (Hearing Students)	23-28	88%	66%
Other RIT Colleges (NTID baccalaureate)	17-23	86%	75%

* Source of National Estimates: Collegiate Retention and Persistence to Degree Rates, ACT, 2007. Retrieved from http://www.ACT.org/research/policymakers/pdf/retain_2008.pdf on 11/03/08.

** Middle 50 percent of ACT Composite scores.

*** "Open" selectivity level, typical for two-year public colleges. "Traditional" selectivity level, typical for four-year public colleges.

"Selective" level, typical for four-year private colleges.

**** 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 RIT peers. NTID students directly admitted to one of RIT's colleges have a mean ACT score of 24, which is lower than the mean score of 26 for their hearing peers. This group represents 22 percent of NTID's entering class of 2008. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 20 for the transfer associate degree program is well below the average of entering RIT freshmen. The average ACT score of 16 of

students entering NTID's career-focused associate degree programs is in the range achieved by students entering four-year 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 deaf and hard-of-hearing students graduating from baccalaureate/master's 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.

Degree Level	Percentage of Deaf and Hard-of-Hearing Students by Degree Level	ACT Composite Mean
Bachelor in Other Colleges of RIT	22%	24
NTID		
Career Focused Associate Programs	42%	16
Transfer Associate Programs	14%	20
Career Exploration	22%	15
Average Score of All Entering Students	100%	18

TIME REQUIRED TO COMPLETE A DEGREE

With the exception of deaf and hard-of-hearing students directly admitted to an RIT college other than NTID, students who are deaf or hard-of-hearing take a longer time to complete a degree than hearing students. There are many reasons for this, not the least of which is academic preparedness. Deaf and hard-of-hearing students admitted to NTID are generally 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 is devoted to 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), while some programs require more than three-quarters of cooperative education. This extends normal program length by approximately one year; typically, associate degree programs require three years and BS 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 and hard-of-hearing students take more than the ideal program length to achieve a degree.

Deaf and hard-of-hearing students who transfer to an RIT baccalaureate program after completing an associate degree take more than seven years total on average, to attain a BS degree. Students who start at NTID, primarily because they were initially inadmissible to RIT, who later satisfy the RIT requirements before finishing an NTID associate degree and then transfer, take six years, on average, to attain a BS degree. Deaf and hard-of-hearing students who directly enter RIT baccalaureate programs graduate in less than five years, on average. What is remarkable about the three BS cohorts of students is that all deaf and hard-of-hearing students have lower entry-level academic skills than do their hearing peers, yet with preparation and support and access services provided by NTID, they 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 Academic Year 2005, 2006, 2007			
First Degree Category	Number of Students	Median Active Quarters*	Median Calendar Years**
BS degree (transfer after NTID associate degree)	59	21.8	7.8
BS degree (transfer from NTID without associate degree)	123	17.4	6.0
BS degree (direct entry)	90	14.9	4.5
AAS degree	127	14.7	5.1
AOS degree	135	13.7	5.6

* 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 AND HARD-OF-HEARING STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

Historically, 25 percent of deaf and hard-of-hearing students who begin their studies within 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 and hard-of-hearing graduates from RIT baccalaureate programs began their college careers within NTID.

The table below provides baccalaureate graduation rates by point of entry to NTID and RIT. The overall graduation rate of hearing RIT students is 65%*. It is clear that deaf and hard-of-hearing students, regardless of entry point, graduate at rates equal to or greater than their better-prepared hearing peers.

Graduation Rates for Deaf and Hard-of-Hearing Students Cross Registered in the Other Colleges of RIT (Cohort Entering 1999 – 2001)				
	Withdrawn	Bachelor's Degree	Total	Graduation Rate
Direct Admit to RIT (deaf and hard-of-hearing)	39	99	138	72%
Transfer from NTID Pre-Baccalaureate	6	47	53	89%
Transfer from NTID Associate Degree Programs	15	93	108	86%
Deaf and Hard-of-Hearing Students (overall)	60	239	299	80%

* Overall RIT rates use IPEDS methodology; NTID rates report three year moving averages.

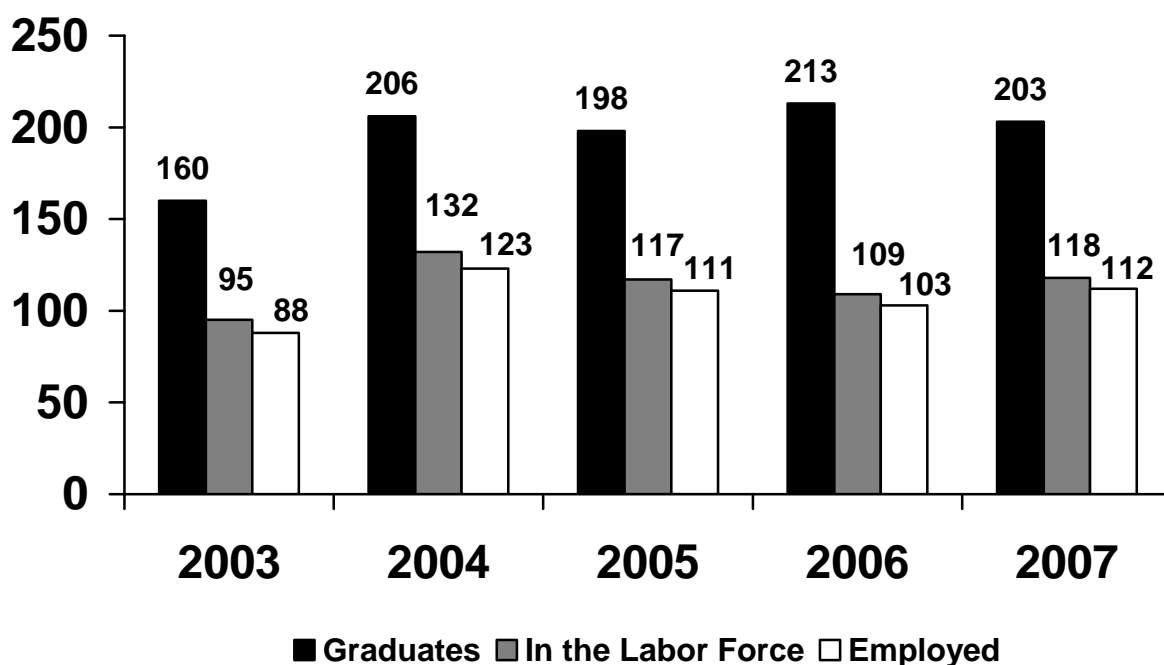
GRADUATION AND EMPLOYMENT FOR RECENT GRADUATES

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 RIT 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 FY 2007*, 203** deaf and hard-of-hearing students graduated and 118 chose to enter the labor force. One hundred twelve were employed, while six were unable to find employment. Therefore, 95 percent (112/118) found employment. NTID's employment rate over the past five years as calculated above is 94 percent. Of the 85 remaining graduates from 2007, 57 are continuing their education toward advanced degrees either at RIT or elsewhere, 13 are not looking for employment, and 15 have an unknown status.

Degrees Granted***



* As of the writing of this report, the employment information for 2008 is incomplete; therefore, we report employment rates of 2007 graduates.

** Students are only counted once in the case of multiple degrees.

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

EMPLOYMENT SERVICES FOR DEAF AND HARD-OF-HEARING STUDENTS AND GRADUATES

Prior to cooperative work experience, NTID's Center on Employment (NCE) offers students a "Job Search Process" course designed to teach them how to organize and conduct their job search activities. Students utilize the extensive NCE website and print resources to research prospective employers, identify appropriate employment opportunities and obtain information about applying for a job and working.

During the academic year, employment advisors meet with students at different locations on campus, and reach out to students at different NTID events. They also provide job-seeking advice to students and graduates through e-mail, instant messaging and videophone.

During FY 2008:

- One-hundred forty-nine NTID students were enrolled in 10 sections of "Job Search Process."
- NCE personnel provided more than 3,000 hours of student and graduate employment advising.
- Students sought individualized job search assistance on 210 occasions at various campus locations.
- Five resume review sessions were offered to 64 students.
- NCE participated in several interactive events each quarter for students, along with other NTID departments and student groups, to inform students about NCE services.
- Employment advisors, faculty and students traveled to Pittsburgh, Pennsylvania, to visit Highmark facilities to participate in the National Disability Mentoring Day.
- NCE developed a video that advertised the services it provides.
- NCE developed a short video of a recruiter from a federal agency providing job search tips to students.

WHERE RECENT GRADUATES ARE WORKING

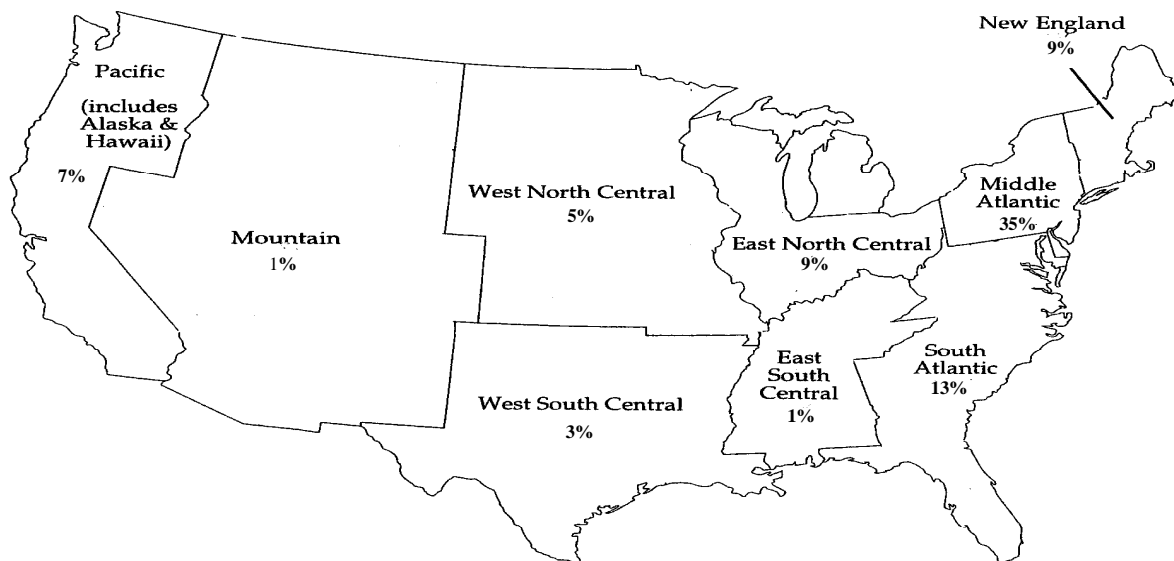
Over the past five years, more than half of U.S. NTID graduates accepted jobs in areas near their hometowns in their first jobs after graduation. Fourteen percent found employment in the Rochester area and 55 percent in other areas

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 PLACED GRADUATES

Area	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007*
Rochester	6%	14%	14%	22%	16%
Hometown	31%	33%	31%	29%	33%
Other	63%	53%	55%	49%	51%
Total	100%	100%	100%	100%	100%
Number of Graduates Placed	88	123	111	103	112

FY 2007 GRADUATE PLACEMENT BY REGION**



* Placement numbers for FY 2008 graduates are incomplete and will be reported next year.

** In addition, three percent are working in Canada, three percent are working internationally, and 11 percent are working with location unknown.

PLACEMENTS BY SECTOR OF THE ECONOMY

Of the last cohort of graduates tracked for placement, 63 percent have acquired jobs in business and industry, 29 percent in education and 8 percent in government.

Sector	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007*
Business/Industry	66%	64%	69%	60%	63%
Education/Non-profit	22%	24%	22%	30%	29%
Government	12%	12%	9%	10%	8%
Total	100%	100%	100%	100%	100%

A Computer-Aided Drafting associate degree student from New Jersey landed his first job this summer with the Architectural Division of the City of Los Angeles.



* Placement numbers for FY 2008 graduates are incomplete and will be reported next year.

OCCUPATIONS OF RECENT GRADUATES: ENTRY STATUS BY LABOR CATEGORY

FY 2007 deaf and hard-of-hearing graduates entered a wide variety of jobs. The following table reports on the occupations of employed alumni using the Standard Occupational Coding system (SOC) also used by the U.S. Bureau of Labor. Occupations are grouped into 22 categories, plus military.

Occupations of Working Alumni*	2007	Sample Job Titles Held by Alumni within Category
Management	1.0%	Business Owner
Business & Financial Operations	2.1%	Bank Worker, Budget Analyst
Computer & Mathematical	5.2%	Computer Specialist, IT Technician, PC Technician, Information Technology Intern
Architecture & Engineering	13.4%	AutoCAD Drafter/Engineer, Mechanical Engineer I, Design Engineer, Image Technician, Packaging Engineer, Scanning Operator
Life, Physical, & Social Science	3.1%	Lab Prep Technician, Spectral Analyst, Research Assistant
Community & Social Services	17.5%	Admissions Counselor, Behavior Specialist, Client Assistant, Coordinator Deaf and Hard-of-Hearing Services, Health Specialist, House Coordinator, Relief Staff, Social Work Intern, Youth Specialist
Education, Training, & Library	6.2%	ASL Teacher, Teacher, Teacher Assistant
Arts, Design, Entertainment, Sports & Media	15.5%	Design Assistant, Digital Media Specialist, Freelance Artist, Freelance Designer, Graphic Artist, Screen Printer, VRS Trainer
Healthcare Support	1.0%	Lab Technician
Food Preparation & Serving Related	2.1%	Food Preparer, Shift Manager
Building & Grounds Cleaning and Maintenance	1.0%	Custodian
Personal Care & Service	1.0%	Child Care Worker

(continued)

* There are six additional categories for which no jobs were reported: Construction & Extraction; Legal; Healthcare Practitioners & Technical; Protective Service; Installation, Maintenance & Repair; Transportation & Material Moving; and Military Specific.

OCCUPATIONS OF RECENT GRADUATES: ENTRY STATUS (continued)

Occupations of Working Alumni	2007	Sample Job Titles Held by Alumni within Category
Sales & Related Occupations	7.2%	Contractor, Advertising Assistant, Bookseller, Marketing Assistant, Media Sales Clerk, Sales Representative, Trades Processing Specialist
Office & Administrative Support	11.4%	Administrative Technical Assistant, Bookkeeper, Database Clerk, Customer Service, Inventory Specialist, Office Assistant
Farming, Fishing, & Forestry	1.0%	Customs Agricultural Specialist
Production Occupations	11.3%	Optical Lab Technician, Machinist Trainee, CNC Machinist, Graphic Artist/Prepress Specialist, Inspector
Total	100%	

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY

NTID alumni from graduation years 1991 – 2006 were surveyed this year. The focus was on two distinct groups: those one to five years out, and 6 – 15 years out for different reporting purposes. Data provided in the following tables represent alumni of the past five years only, so that comparisons can be drawn with the 2004 alumni survey done with the same timeline cohort. Levels of satisfaction with their undergraduate learning experiences, their employment status, continuing educational activities and overall rating of RIT/NTID were queried. Responses to the 2007 survey of alumni one to five years out totaled 260.

The following table reports on the occupations of employed alumni using the Standard Occupational Coding system (SOC) also used by the U.S. Bureau

of Labor. Occupations are grouped into 22 major categories plus military.

Percentages of alumni reporting jobs in the first three occupational categories were double those reported in 2004. In contrast, approximately 40 percent fewer alumni this year reported jobs in Office and Administrative Support. There was also a larger relative percent of females in Architecture and Engineering jobs than reported previously. There appears to be some shifting toward more professional and technical placements; this will be monitored over time to determine whether or not it represents a trend.

Occupations of Working Alumni*	2004**	2007**	Sample Job Titles Held by Alumni within Category
Management			
All	2.2%	4.3%	Account Executive, Donor Relations Specialist,
Male	71.0%	62.5%	Manager/Co-Owner, President/Owner,
Female	29.0%	37.5%	Program Officer
Business & Financial Operations			
All	2.7%	5.3%	Accountant, Financial Institute Specialist,
Male	44.5%	70.0%	Financial Analyst
Female	55.5%	30.0%	
Computer & Mathematical			
All	8.0%	15.4%	Systems Analyst, Software Engineer, Network
Male	63.4%	69.0%	Administrator, Information Security Analyst,
Female	34.6%	31.0%	Economic Crimes Analyst, Programmer
Architecture & Engineering			
All	5.2%	4.8%	Process Engineer, Imaging Specialist, Mechanical
Male	94.1%	66.7%	Engineer, Industrial Engineer, Architectural
Female	5.9%	33.3%	Designer, Project Engineer
Life, Physical & Social Science			
All	4.0%	3.2%	Associate Scientist I, Research Intern,
Male	30.8%	16.7%	School Psychologist, Laboratory Technician,
Female	69.2%	83.3%	Research Assistant
Community & Social Services			
All	7.7%	7.4%	Medicaid Service Coordinator, Case Manager,
Male	24.0%	28.6%	Director/Trainer, Mental Health Team Leader,
Female	76.0%	71.4%	Vocational Outreach Specialist

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building & Grounds Cleaning & Maintenance; Farming, Fishing & Forestry; Construction & Extraction; Transportation & Material Moving and the Military.

** Because of rounding "All" column totals are not 100%.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY (continued)

Occupations of Working Alumni*	2004**	2007**	Sample Job Titles Held by Alumni within Category
Legal			
All	.3%	1.1%	Paralegal, Paralegal Coordinator
Male	.0%	.0%	
Female	100.0%	100.0%	
Education, Training & Library			
All	18.8%	18.1%	Mathematics Teacher, H.S. Science Teacher,
Male	31.1%	47.1%	Assistant Professor, Graduate Research Assistant,
Female	68.9%	52.9%	Special Education Teacher, Chemistry Tutor
Arts, Design, Entertainment, Sports & Media			
All	20.7%	18.6%	Graphic Designer, Digital Imaging Technician, Sign
Male	17.9%	17.1%	Language Interpreter, Photographer, Computer Artist,
Female	82.1%	82.9%	Video Interpreter
Healthcare Practitioners & Technical			
All	2.4%	1.6%	Lab Coordinator, Sonographer, Art Therapist
Male	37.5%	33.3%	
Female	62.5%	67.7%	
Healthcare Support			
All	.3%	.5%	Massage Therapist
Male	.0%	.0%	
Female	100.0%	100.0%	
Food Preparation & Serving Related			
All	.3%	1.1%	Cook, Dining Room Attendant
Male	.0%	50.0%	
Female	100.0%	50.0%	
Personal Care & Service			
All	3.1%	1.6%	Dormitory Supervisor, Food Service Supervisor,
Male	30.0%	33.3%	Residential Advisor
Female	70.0%	66.7%	
Sales & Related Occupations			
All	1.9%	.5%	Sales Associate
Male	50.0%	100.0%	
Female	50.0%	.0%	

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building & Grounds Cleaning & Maintenance; Farming, Fishing & Forestry; Construction & Extraction; Transportation & Material Moving and the Military.

** Because of rounding "All" column totals are not 100%.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY (continued)

Occupations of Working Alumni*	2004**	2007**	Sample Job Titles Held by Alumni within Category
Office & Administrative Support			
All	15.7%	9.6%	Senior Staff Assistant, Accounts Payable and Receivable Clerk, Claims Support Advisor, Guest Service Agent, Print Estimator, Project Assistant, Technical Media Aide, Data Entry Processor
Male	31.4%	33.3%	
Female	68.6%	66.7%	
Installation, Maintenance & Repair			
All	.6%	.5%	Computer Technician
Male	100.0%	100.0%	
Female	.0%	.0%	
Production Occupations			
All	4.9%	4.8%	Optical Lab Technician, Pre-Press Technician, Lab Technician, Machinist Set-Up, IT Specialist
Male	75.0%	33.3%	
Female	25.0%	66.7%	

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building & Grounds Cleaning & Maintenance; Farming, Fishing & Forestry; Construction & Extraction; Transportation & Material Moving and the Military.

** Because of rounding "All" column totals are not 100%.

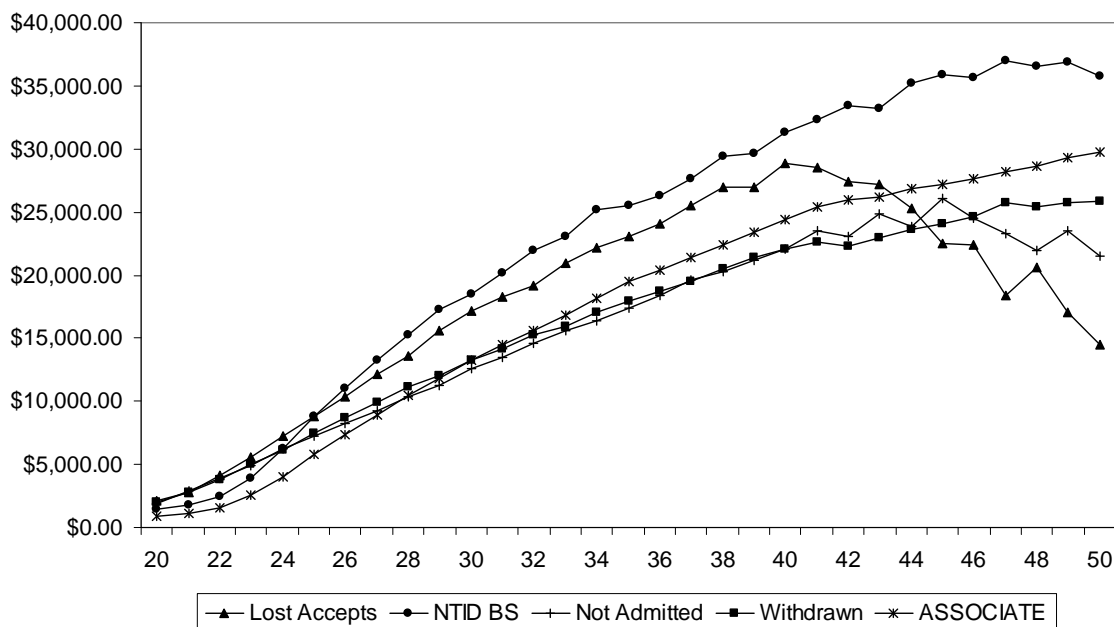
TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI

The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. Data represented in these figures are from a 2007 study with the Social Security Administration and Cornell University. Findings indicate that individual graduates benefit significantly from their education in terms of increased employability and wages over individuals who do not graduate, with the magnitude of the benefit depending in part upon

degree level attained. By age 50, deaf and hard-of-hearing bachelor's degree graduates earn on average \$6,021 more than those with sub-bachelor's degrees; who in turn earn \$3,996 more on average than those who withdraw; who earn close to \$4,329 more than those who are not admitted.

The increased earnings result in greater federal tax contributions.

Earnings of Alumni by Age



Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Seven study groups were defined by the degree attainment variable: (1) Deaf and hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) Hearing graduates who completed a bachelor's degree from RIT; (3) Deaf or hard-of-hearing AOS degree earners from NTID (AOS); (4) Deaf and hard-of-hearing AAS degree earners from NTID (AAS); (5) Deaf and hard-of-hearing individuals who attended NTID, but withdrew prior to receiving a degree; (6) Deaf and hard-of-hearing applicants who were accepted to NTID, but chose not to attend ("Lost Accepts"); and (7) Deaf and hard-of-hearing applicants to NTID who were denied admission.

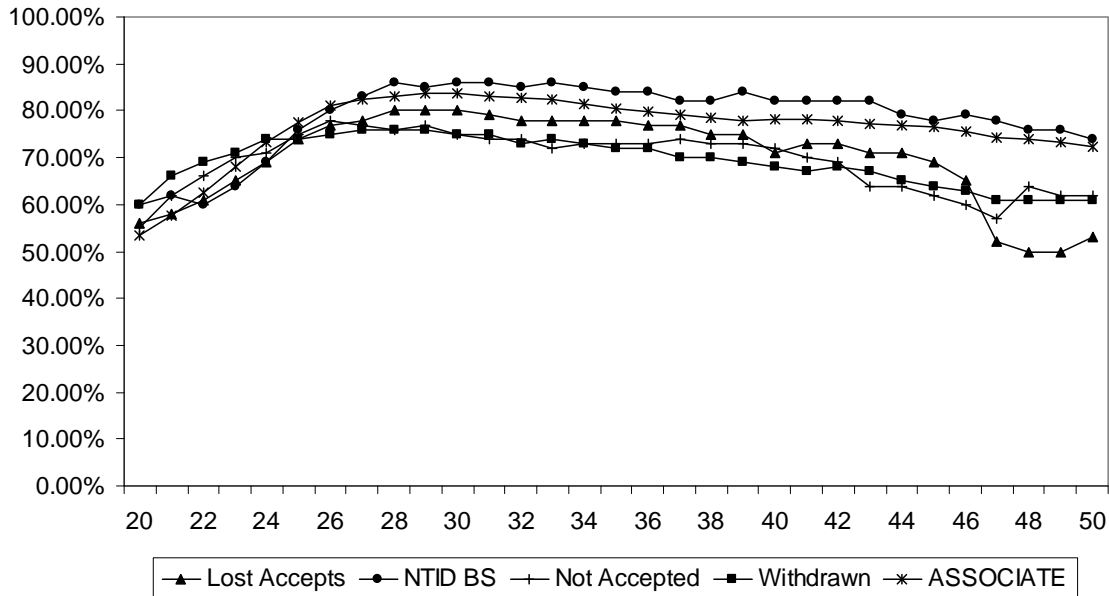
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TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI (continued)

Recent research in collaboration with the Social Security Administration and Cornell University provides the impact that an RIT/NTID education plays in producing income for various categories of individuals. Baccalaureate graduates show the highest percentage generating income at all ages,

followed by associate graduates. Withdrawn students and those not admitted have the lowest percentages, respectively, that are generating earnings.

Percent of Alumni Reporting Earnings by Age



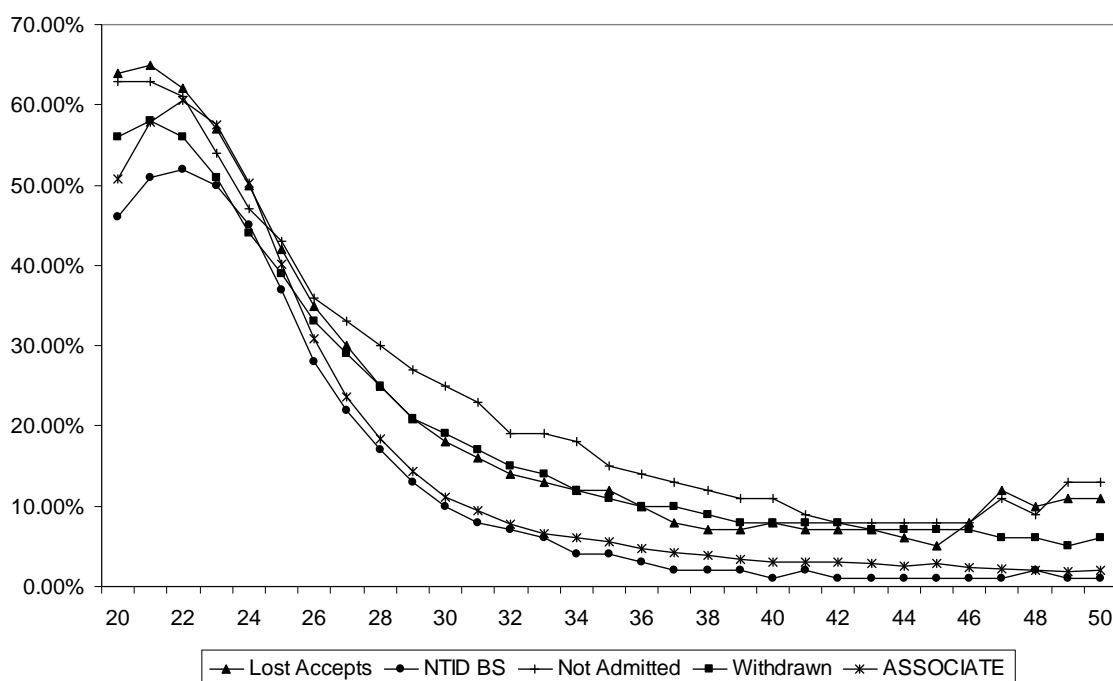
Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Seven study groups were defined by the degree attainment variable: (1) Deaf and hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) Hearing graduates who completed a bachelor's degree from RIT; (3) Deaf and hard-of-hearing AOS degree earners from NTID (AOS); (4) Deaf and hard-of-hearing AAS degree earners from NTID (AAS); (5) Deaf and hard-of-hearing individuals who attended NTID, but withdrew prior to receiving a degree; (6) Deaf and hard-of-hearing applicants who were accepted to NTID, but chose not to attend ("Lost Accepts"); and (7) Deaf and hard-of-hearing applicants to NTID who were denied admission.

EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

Recent research in collaboration with the Social Security Administration and Cornell University 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 RIT/NTID reduces the probability that a deaf or hard-of-hearing person will collect SSI or SSDI.

By age 50, one percent of graduates collected SSI, while on average 19 percent of individuals who withdrew or have been rejected for admission continue to participate in the program. This reduction is especially noteworthy when one considers that 77.6 percent of students were receiving SSI benefits at age 19.

Supplemental Security Income (SSI)



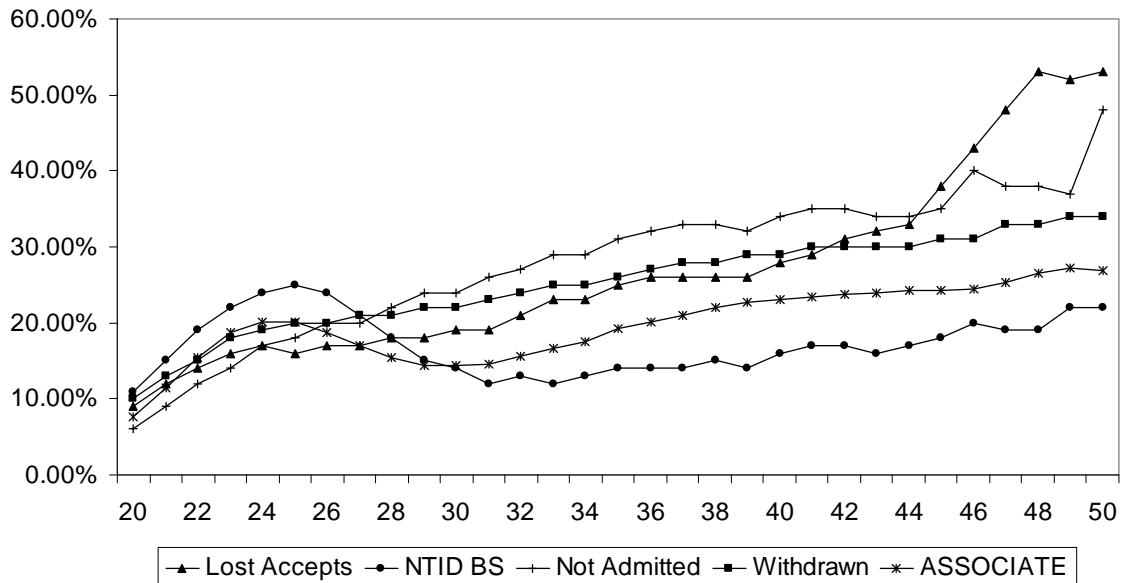
Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Seven study groups were defined by the degree attainment variable: (1) Deaf and hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) Hearing graduates who completed a bachelor's degree from RIT; (3) Deaf and hard-of-hearing AOS degree earners from NTID (AOS); (4) Deaf and hard-of-hearing AAS degree earners from NTID (AAS); (5) Deaf and hard-of-hearing individuals who attended NTID, but withdrew prior to receiving a degree; (6) Deaf and hard-of-hearing applicants who were accepted to NTID, but chose not to attend ("Lost Accepts"); and (7) Deaf and hard-of-hearing applicants to NTID who were denied admission.

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EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS (continued)

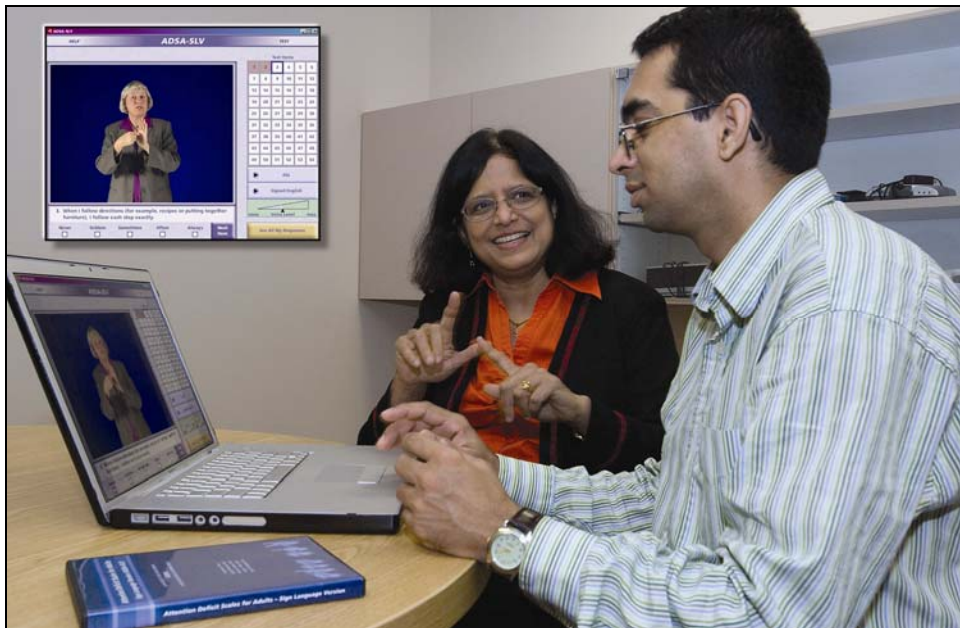
While virtually no one participated in the SSDI program when they were students, by age 50 about 22 percent of graduates with a bachelor's and 26.8 percent of grads with a sub-bachelor's degree were receiving SSDI benefits. These rates compare favorably to 34 percent for non-graduates.

Social Security Disability Insurance (SSDI)



Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Seven study groups were defined by the degree attainment variable: (1) Deaf and hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) Hearing graduates who completed a bachelor's degree from RIT; (3) Deaf or hard-of-hearing AOS degree earners from NTID (AOS); (4) Deaf or hard-of-hearing AAS degree earners from NTID (AAS); (5) Deaf and hard-of-hearing individuals who attended NTID, but withdrew prior to receiving a degree; (6) Deaf and hard-of-hearing applicants who were accepted to NTID, but chose not to attend ("Lost Accepts"); and (7) Deaf and hard-of-hearing applicants to NTID who were denied admission.

RESEARCH



NTID's integrated research program of national and international prominence focuses on admission and placement, diversity and minority issues, student persistence and success; alumni success and employment, development and learning, access technology, and institutional research.

RESEARCH HIGHLIGHTS

NTID determines topics for research on the basis of a research agenda with priorities derived from a variety of sources in the college and in the field, including the NTID National Advisory Group and the Department of Education. In addition to ongoing, programmatic research, NTID researchers conduct special institutional research projects as needed by the administrative team and to comply with performance indicators from the Department of Education. These research projects fall into categories:

1. Admission and placement
2. Diversity and minority issues
3. Student persistence and success
4. Alumni success and employment
5. Development and learning
6. Access technology
7. Institutional research

For example, in response to a need expressed by faculty and NTID's President, and RIT VP and dean, researchers have been investigating faculty/staff communication development and assessment for the past six years.

From January until November 2008, there were 41,594 visits made to research Web pages of the Department of Research and Teacher Education. These pages contain information about research faculty, their current projects, presentations and publications.

In FY 2008, research faculty published 37 articles and book chapters and five books. They delivered 46 external presentations and workshops and submitted 11 grant proposals. They prepared 16 internal reports and delivered 37 internal presentations.

As required by amendments to the Education of the Deaf Act (2008), NTID has sought public input on its deafness-related research priorities.

NTID regularly solicits public input on the institute's research priorities through the following activities.

- Visitors to NTID's Department of Research and Teacher Education Web page www.ntid.rit.edu/research are requested to comment on the NTID Research Agenda.
- Readers of the *NTID Research Bulletin* (published annually), the *NTID Papers and Publications* and *Implications of NTID Research* (each published biennially in alternating years) are similarly requested to provide feedback on the institute's research directions.
- Members of the RIT community are asked to evaluate and comment on research results at monthly research seminars.

Suggestions this past year included the following: more research on signs used in mathematics and science; more research on the executive functioning (cognitive processes while learning) of college students; implement results of itinerant teaching research in NTID's teacher training program; and study the impact of online instruction on learning.

SUMMARY OF RESEARCH ACTIVITIES

The effective use of new technologies to enhance access and support services for deaf and hard-of-hearing students is the focus of one of NTID's strategic research areas. For example, C-Print™ technology provides an alternative for communication access that benefits some of our mainstreamed students. This year, research was begun on ways to provide reliable remote speech-to-text service for these students on field trips. To infuse awareness and sensitivity to diversity on campus, an online community site for viewing and discussing materials related to race, ethnicity, gender and hearing status differences was piloted and evaluated. Additional key outcomes for this area of investigation are the following:

- Using Computer-Mediated Communication to Facilitate Learning In and Out of the Classroom—Pilot Trials. The purpose of this project is to adapt computer-mediated communication (CMC) technologies, develop instructional approaches for their effective use and evaluate the effectiveness of these technologies in classes. The project will (1) identify effective combinations of technologies and instructional procedures for group interaction activities, (2) investigate whether these approaches can promote achievement, participation and social integration in classes with deaf and hearing students and (3) examine the manner in which these technologies can facilitate interaction and learning outside the classroom, such as in blended and workplace situations. Activities this year focused on class observations of student workgroups, pilot studies of two strategies designed to increase group interaction, and discussions of results as well as possible future collaborations with RIT's Online Learning Department.
- Examination of Course Completion and Communication Ease in Online Learning Courses. The purpose of this project is to examine the interaction of deaf and hard-of-hearing students with their hearing peers and with their instructors in online learning courses. The project will also examine the extent to which having an online component in a course leads to course completion for deaf and hard-of-hearing students. Prior research has established a link between ease of communication and academic achievement for students. Students who can readily communicate with their teachers and peers in class are more engaged learners who invest more energy learning and consequently have greater achievement than do students who have very restricted or limited classroom communication. NTID researchers found that adult deaf learners often felt left behind and excluded from much of the peer and teacher interactions in typical lecture settings utilizing an interpreter. However, deaf and hard-of-hearing students enrolled in online classes were positive about the opportunity to have direct communication with the instructor and their classmates. Initial findings indicate that deaf and hard-of-hearing students are more positive about blended learning than are their hearing peers. Being able to communicate directly with hearing instructors and peers online is viewed by deaf and hard-of-hearing students as a real aid to communication.

Understanding how deaf and hard-of-hearing students learn and what instructional methods facilitate learning is the dual focus of another area of NTID research. Understanding how language proficiency interacts with cognitive ability is key and research is underway to assess receptive and productive proficiency in American Sign Language. The extent to which instructional materials for hearing learners of English as a second language may be used with deaf learners has long been questioned. A comparison of deaf or hard-of-hearing and hearing international students' knowledge of sentences containing English quantifiers (words like *each*, *every* and *all*) indicated similar knowledge of the fundamental meanings of the quantifiers, but different interpretations of the target sentences. Additional key outcomes for this area of investigation are the following:

- Survive and Thrive in College: Pilot, SVP 2007. The primary focus of this pilot study was to identify factors that influence persistence, academic success and attrition for students entering NTID in 2007. Data on personality, intelligence, academic maturity, mathematical maturity and study skills were collected and related to both academic skill data collected at entry and academic progress throughout the students' first year. Results indicated that 1) the sample (52% of the entering class) were representative of the whole class in terms of gender and academic abilities; 2) personal factors data were predictive of academic difficulties and risk of dropping out; and 3) nonverbal visual reasoning

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

data were significantly associated with English, reading comprehension and writing skill data. Replication of these results will allow us to determine the validity of these personal factors data in predicting academic performance. These data may also help us design appropriate and timely intervention for students experiencing difficulties.

- Language-Appropriate Testing of ADHD in Postsecondary Deaf Students: CD Production. Attention Deficit Hyperactivity Disorder (ADHD) produces distractibility, impulsivity and hyperactivity, which create an enormous challenge for students to learn in traditional classrooms and multimedia learning environments. To address the dire need for appropriate diagnosis and referral of deaf and hard-of-hearing college students with ADHD, the *Attention Deficit Scales for Adults (Triolo & Murphy, 1996)*, an English language diagnostic survey, has been translated into ASL and into English-based sign language with or without voice to produce the *Attention Deficit Scales for Adults: Sign Language Version (ADSA-SLV)*. The production of the ADSA-SLV prototype in a CD-ROM format was completed and was reviewed by two psychologists. The final version, soon ready to be marketed, includes captions for all translated items, a test manual, an interactive program for data collection and printable summaries and graphs of test scores.

Understanding the factors that contribute to the development of successful careers and upward mobility of NTID graduates is another important focus for NTID research. Proposals have been submitted to address longitudinal and job entry factors, and currently, the appropriate allocation of resources is being considered.

Unlike the other strategic research, the area of research outlined below focuses on skill development among professionals who work with deaf and hard-of-hearing students. Successful instruction requires that NTID faculty and staff have a repertoire of communication skills to interact effectively with a heterogeneous population of students. Two primary focuses of research in this area have been the learning of American Sign Language (creating reliable and valid measures of proficiency in the language) and the dynamics of simultaneous communication (how speech changes when produced with sign and how speech and sign together are perceived). Additional key outcomes for this area of investigation are the following:

- Sign Language Proficiency Interview (SLPI) Reliability and Validity. An analysis of SLPI ratings within teams of three raters for 159 SLPI interviews conducted at NTID from 2003 through 2005 indicates that the SLPI evaluation protocol successfully accomplishes its goal to converge toward increasingly reliable and valid ratings through the use of independent ratings and negotiated discussion in relation to a standardized scaled linguistic performance profile. This report has been accepted for publication in *Contemporary Issues in Communication Science and Disorders (CICSD)*. On-going monitoring of NTID SLPI Team members' ratings (within teams) will continue in order to help ensure the continued reliability and validity of the SLPI process at NTID and to help plan SLPI in-service training appropriate for NTID SLPI Team members.
- Effect of Sign Task on Speech Timing in Simultaneous Communication: Inexperienced Signers. Previous research with experienced signers has indicated that the complexity of the signing task during simultaneous communication has a moderate effect on some of the temporal aspects of speech. Thus, as the sign task becomes more complex in simultaneous communication, temporal modifications of speech can affect the overall intelligibility of the speech that accompanies the simultaneous communication. No data are available which address the issue of sign complexity during simultaneous communication produced by inexperienced signers. Such data would provide information regarding the speech model being presented to deaf and hard-of-hearing children by individuals who are not experienced signers, such as peers, siblings and parents. Data were collected on six (of the intended 12) subjects and measurement of the acoustic data begun.

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SUMMARY OF RESEARCH ACTIVITIES (continued)

Development and Learning

The Center for Education Research Partnerships CERP is charged with establishing and joining research partnerships concerning development and learning among deaf and hard-of-hearing students across the lifespan and in various educational settings. Primary activities include promotion of related collaboration among individuals, educational institutions, and organizations, both nationally and internationally. These and other activities, such as the hosting of workshops and discussion groups, collaborations in seeking extramural funding, and dissemination, focus on bridging research and practice to optimize educational opportunities and success for students who are deaf and hard of hearing. This notion of serving as a "collaboratory" and an "incubator" for new ideas lies at the heart of the center.

The unique features of the center include: emphasis on research partnerships, consideration of learning in a variety of settings, incubator for research ideas and grant proposals, provides seed funding for collaborative activities, and is supported by external funding.

Access Technology

The NTID Center on Access Technology (CAT) For Students Who Are Deaf or Hard-of-Hearing is charged to investigate, evaluate, and report on the most effective and efficient use of access technologies and train individuals in their use in order to accelerate the widespread implementation of best practices within deaf education at the postsecondary level. The center is focusing its efforts on technologies that have a high likelihood of improving access to postsecondary educational opportunities for deaf students within the next several years. The time frame for the center's projects – from launch to completion – will be 18-36 months. Upon project completion, the center will report and disseminate project findings, developments and any resulting instruction and training issues to appropriate organizations and individuals.

Institutional Research

Institutional research is conducted within higher education to support institutional planning, policy information, decision making and outcomes reporting. This function at NTID occurs within the Office of the President, in collaboration with the Department of Research and Teacher Education. The following are some key outcomes in this area of investigation:

- Deaf Children and Their Families: Educational and Labor Outcomes for the National Longitudinal Survey of Youth (NLSY). A longitudinal study of deaf and hard-of-hearing children and young adults in the National Survey of Youth database is being conducted. This database has detailed information on mothers, their children, family and schooling factors, and college, labor and career patterns. The research focus is geared towards predicting patterns of schooling success (including postsecondary education) from family and environmental factors. Analyses were extended to the ages of 14-21, and growth curve modeling was conducted on the ages 0-14.
- Student Characteristics, First-Year Persistence and Graduation Rates. Analyses are conducted annually to report on the first-year persistence and graduation rates as required for reporting to the U.S. Department of Education regarding NTID's Performance Indicators. These have been updated for the current fiscal year.
- The NTID Annual Report. Each year institutional research coordinates the preparation of NTID's Annual Report (this document), which is due to the Secretary of Education. This lengthy document is a comprehensive report of NTID's yearly activities.

OUTREACH



Each summer, NTID conducts successful outreach activities, for deaf and hard-of-hearing students in grades 7-11. These programs provide opportunities for students to learn about themselves and their educational and life/career choices.

OUTREACH HIGHLIGHTS

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 and middle school students and parents of deaf and hard-of-hearing children. FY 2008 outreach program highlights include pre-college, college, post-college and other outreach activities.

Pre-college Outreach Programs

- The Admissions Office visited 421 schools during the FY 2008 admissions cycle. These visits covered 364 high schools, including 120 in the Midwest, 65 in the Southeast, 66 in the Northeast, 46 in New York State, 61 in the West Coast region and six in Canada; 46 community colleges, including seven in the Midwest, 10 in the Southeast, five in the Northeast, four in New York State and 20 in the West Coast region; and 11 college fairs, including seven in the Midwest, one in the Southeast, two in the Northeast and one in the West Coast region.
- NTID's Strategic Vision 2010 mandated an increase in outreach efforts aimed at deaf and hard-of-hearing middle school and high school students. The purpose was to provide educational experiences for these students that would enable them to envision a place for themselves in a college environment after their high school graduation. A special focus of this effort was young women and African-American, Latino-American and Native-American (AALANA) students. During FY 2008, NTID faculty and staff conducted seven outreach programs: the SpiRIT Writing Contest for students in grades 10–11; the RIT National Science Fair for students in grades 6–11; Explore Your Future, a summer program for students in grades 10–11; TechGirlZ, a summer camp for 7th–9th grade girls; Steps to Success, a weekend camp for AALANA students in grades 7–9; a MATHCOUNTS® competition for middle school students; and the Digital Arts, Film, and Animation Competition for students in grades 9–12.
- Explore Your Future (EYF), a week-long career exploration and evaluation program for deaf and hard-of-hearing students about to enter their junior or senior year of high school, is one of NTID's most successful outreach programs. EYF provides opportunities for high school students to learn about themselves and their educational and life/career choices, and is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). Students participate 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. More than 4,200 students have participated in EYF over the past 23 years. In summer 2008, 235 students participated in the program.



College Outreach Programs

- The Postsecondary Education Programs Network – Northeast (PEPNet-Northeast) is one of four regional centers funded by the U.S. Department of Education Office of Special Education Programs to provide resources and expertise that enhance postsecondary education and training opportunities for people who are deaf or hard-of-hearing. The project received funding for a five-year cycle in October 2006. Outreach activities provided by the project include: technical assistance and dissemination; linking state, regional and national educators, service providers, individuals and technologists in a cooperative network; personnel development activities that create and promote training opportunities for education and rehabilitation professionals on transition and secondary and postsecondary educational services; and demonstrating technology utilization that provides access to and accommodations within programs for individuals who are deaf or hard-of-hearing.



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OUTREACH HIGHLIGHTS (continued)

In its second year of operation, PEPNet-Northeast collaborated with the three other regional centers to produce an online transition training program, iTransition, a series of four online trainings designed to assist students who are deaf or hard-of-hearing in transitioning successfully from high school to postsecondary education or work. The series includes Teacher Guides and other support materials. Project staff have conducted onsite train-the-trainer workshops on the iTransition program for more than 200 school personnel and service providers throughout the Northeast region. Project staff also have collaborated with the three other centers in the production of an online, interactive PEPNet College and University Guide for Deaf and Hard-of-Hearing Students. The guide is designed to assist college-bound students in exploring postsecondary education opportunities. Additionally, in its second year, the project has produced the first of several planned webcasts. This first webcast on Accessible Distance Learning Technology presented information and solutions relevant to how states can plan for successful passage and sustainability of Section 508 legislation and standards to improve the accessibility of electronic and information technology. Workshop presenters included nationally and internationally recognized professionals in the field of distance education and technology accessibility. Other key project initiatives completed to date include an online Itinerant Teachers Tool Kit—a comprehensive resource for teachers and service providers working with deaf and hard-of-hearing students.

- NTID's Project Access is designed to help educators incorporate basic strategies to foster better learning for mainstreamed deaf and hard-of-hearing students. NTID faculty have led workshops for teachers and other professionals from across the country and have established a resource website for educators called Class Act, which includes ready-to-use classroom handouts, a place to network and share information, and videotaped faculty and student input. The site is organized into teaching, communication, support services and environment categories. Professors may use the site for strategies and tips to address the challenges they face, and ultimately foster better learning for deaf, hard-of-hearing and hearing students. Of particular interest are three new online interactive instructional modules: Working with Interpreters, Pace of Instruction and First Day of Class. Last year, a half-day orientation to the website and the project became a regular feature of the RIT teacher training program for graduate teaching assistants. In FY 2008, there were 30,109 hits to the Class Act website—nearly double the number from the previous year.

Post-college Outreach Programs

- The Deaf Initiative in Information Technology (DiiT) project was established with two continuing grants from the National Science Foundation. During the six years of NSF funding (2000-2006), DiiT focused on the area of information technology. Since the end of NSF funding two years ago, NTID has supported the project, expanding the DiiT model to other disciplines and changing the name of the project to Deaf Initiative in Technology (DiiT). Faculty members from the Information and Computing Studies, Arts and Imaging Studies and Business Studies Departments offered workshops on a wider range of topics during the 2007-2008 academic year. Outside funding also has been acquired to support the annual offerings of DiiT workshops in the Greater Los Angeles area.

During the 2007-2008 year, the DiiT project offered 10 workshops to 71 deaf and hard-of-hearing participants. These included:

- Eight workshops offered on the RIT/NTID campus, including one workshop designed for and offered to deaf and hard-of-hearing Sprint employees.
- Two workshops offered in the greater Los Angeles area supported by the Max Factor Family Foundation.

This brings the eight-year total for the DiiT project to 76 separate workshops offered to 568 deaf and hard-of-hearing professionals.

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OUTREACH HIGHLIGHTS (continued)

- NTID makes available on a national basis 61 sign language videotapes and two CD-ROMs in 26 technical/specialized content areas for technical communication. These videotapes and CDs are available from the NTID Marketing Communications Department. The videotapes also are available from Captioned Films for the Deaf. In addition, NTID-produced sign language books for technical communication are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the Barnes & Noble @ RIT bookstore.

Other Outreach Activities

- In 2007-2008, NTID's Center on Employment (NCE) served a total of 692 employer representatives through 32 training sessions and outreach workshops such as Working Together: Deaf and Hearing People. NCE staff attended and/or presented at 11 national conferences to promote the hiring of deaf and hard-of-hearing students. As part of the five-year Max Factor grant, NCE presented seven workshops in the greater Los Angeles area to educate employers about NTID students and NCE services.
- Workshops and follow-up related to the Sign Language Proficiency Interview (SLPI), previously known as the Sign Communication Proficiency Interview (SCPI), provide training for school personnel and other professionals to implement and conduct sign language communication skills assessment and skills development services for academic and Vocational Rehabilitation personnel and others who work with or who are preparing to work with deaf and hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents and annual reports to guide implementing SLPI use within the context of sign language communication skills assessment/development programs. During FY 2008, SLPI training and services included: (1) continued support for Florida and South Carolina Schools for the Deaf and the Blind in the development and refinement of their sign language program policies, procedures, databases and annual reports, and the use of these for monitoring appropriateness of sign language communication skill-level expectations and reliability of SLPI ratings; (2) training of SLPI interviewers/raters for the Western Pennsylvania School for the Deaf, the Florida School for the Deaf and Blind, the Atlanta Area School for the Deaf, and the Ohio School for the Deaf; (3) providing aggregate baseline SLPI rating levels for the Rhode Island School for the Deaf; (4) planning and providing SLPI services for Canisius College Department of Deaf Education graduate students; and (5) completion of updating and combining of three SLPI websites into a single site that provides up-to-date information under five SLPI website sections: (a) Frequently Asked Questions About the SLPI, (b) Establishing an SLPI Team, (c) Implementing and Monitoring SLPI Use, (d) SLPI Training Materials, and (e) The SLPI at NTID: Office of Communication Assessment and Services (OCAS).
- C-Print™ software, developed at NTID, is used by captionists to produce text of spoken content. C-Print is an access service option for deaf and hard-of-hearing students in educational environments. Inquiries about C-Print come via e-mail, phone calls and website visits. From October 2007 through September 2008, there were approximately 1,635 e-mail dialogues and 1,290 phone call discussions with the C-Print Development and Training Office. The C-Print main website received 18,158 visits from October 2007 to September 2008. In fall 2003, NTID transitioned C-Print captionist training from a workshop model to an online model. The online training is a distance-education program designed to give individuals the core preparation necessary to provide speech-to-text services, primarily in a classroom setting. Orders for online training totaled 153 from October 2007 through September 2008.
- During 2007-2008, NTID Performing Arts celebrated its 33rd season by presenting two guest artist, three mainstage and three laboratory productions that involved more than 500 deaf, hard-of-hearing and hearing students, faculty/staff and members of the Rochester community as actors, dancers,

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OUTREACH HIGHLIGHTS (continued)

theater technicians and front-of-house staff (box office and ushers). These performances were attended by 3,656 people from throughout New York State as well as schools and community groups from neighboring states and Canada.

On-campus performances included: *What the Butler Saw*, *Macbeth*, *A Raisin in the Sun*, *The Deaf Women Project* and *Bell in Hell*. Additional performances included *Theatre in the Sky* and *Signerella*, by NTID Drama Club students and members of NYC's Interborough Repertory Theatre. Of special note, two well-known Deaf artists, Bernard Bragg, appearing in his one-man show *Theatre in the Sky*, and Shanny Mow, the author of the play *Bell in Hell*, came to campus to view the NTID productions of their work and to provide workshops for students on theater and playwriting.

During the 2007-2008 academic year, 485 students registered for and attended Performing Arts classes and six students were awarded Performing Arts Certificates at graduation. Twelve students were awarded performing arts scholarships for the 2008-2009 school year. In total, 4,153 people were served by NTID Performing Arts activities during the 2007-2008 production season.

- The Office of the RIT Provost sponsors an annual Provost Summer Intensive American Sign Language and Deaf Culture Experience for selected RIT faculty/staff. The program is coordinated through NTID's Department of American Sign Language and Interpreting Education (ASLIE). The aim of the program is to enhance interactions among deaf and hearing members of the RIT community. Fifteen RIT faculty/staff (who are not employed within NTID and who represent the various academic and non-academic areas of RIT) are selected each year to participate in this intensive three-week program during the month of June. The focus of the program is to develop basic American Sign Language skills, an introduction to Deaf Culture and an introduction to the dynamics of deaf and hearing interactions.

EXPLORE YOUR FUTURE

Explore Your Future (EYF) is a week-long career exploration and evaluation program conducted at NTID each summer for deaf and hard-of-hearing students about to enter their junior or senior year of high school. It is one of the institute's most successful outreach programs. The program provides high school students with the opportunity to learn about themselves and their educational and life/career choices. It is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social,

Enterprising and Conventional (RIASEC). Students participate 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. A total of 4,268 students have participated in EYF over the past 23 years. Forty-four percent of the summer 2006 participants subsequently enrolled at NTID in fall 2007. Two sessions were offered in summer 2007. This year's participants came from 35 states, one foreign country and one U.S. territory.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Number of Participants	187	194	183	253	235
Percentage of Minorities	29%	24%	20%	15%	28.5%*
Percentage Enrolling at NTID	53%	52%	44%	59%	N/A**

* 25.5% of students enrolled in 2008 did not indicate their ethnicity on the registration form.

** Students from EYF 2008 are currently in the process of applying to NTID.

EXPLORE YOUR FUTURE ENROLLMENT BY STATE

Summer 2008 EYF students represented 36 states, one foreign country and one U.S. territory as shown below.

Home State or U.S. Territory	Number in EYF Summer 2008
Alabama	1
Arizona	1
Arkansas	1
California	19
Colorado	2
Connecticut	9
Delaware	2
Florida	10
Georgia	3
Illinois	29
Indiana	3
Kansas	2
Maine	1
Maryland	8
Massachusetts	16
Michigan	10
Missouri	2
Nebraska	1
New Hampshire	2
New Jersey	9
New York	39
North Carolina	5
Ohio	6
Oklahoma	1
Oregon	1
Pennsylvania	22
Rhode Island	1
South Carolina	1
South Dakota	2
Texas	9
Vermont	3
Virginia	3
Washington	2
West Virginia	1
Wisconsin	6
Canada	1
Other	1
Total	235

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 and hard-of-hearing people for employment and, in partnership with NTID, facilitate

graduates entering the workforce and continuing their career development. A total of 692 employer representatives received training through the NTID Center on Employment (NCE) in 2007-2008.

Employer Training and Educational Programs

Conducted, delivered and presented 32 programs for 692 human resources professionals, service providers and company representatives.

NTID Job Fair

The seventh annual NTID Job Fair was held in October 2007 with 43 employers attending and more than 300 students, alumni and members of the deaf community participating. During this fair, four employers participated on a panel attended by student job seekers, with each explaining the job search process from their company's perspective and answering questions from student attendees.

Trips and Conventions

NTID conducted 16 trips to visit students on cooperative education assignments and to expand and develop cooperative and permanent job opportunities with 32 employers. NCE personnel attended 11 conferences to develop employer contacts and job opportunities.

Outreach to Employers, Alumni and Other Deaf and Hard-of-Hearing Adults

- Accommodated 18 employers in recruitment visits and 11 on-campus orientations; there were 18 resume packages requested.
- Consulted with 122 alumni and other deaf and hard-of-hearing adults seeking job search assistance.
- Distributed more than 900 copies of printed NCE materials to employers, prospective employers and VR counselors.
- Presented seven workshops in the greater Los Angeles area as part of a five-year Max Factor grant to inform and educate prospective employers about NTID students and NCE support services.

NCE Marketing Highlights

- Completed major revisions to the NCE website, including the Job Seeker and Employer sections
- Completed DVD for students titled, *Take the Challenge: Do a Co-op*
- Revised Program Marketing Pieces (PMPs) describing NTID associate degree programs for employers
- Revised traveling panels for NCE tabletop exhibit used at employer conferences
- Produced cards to solicit employer leads from 2008 Job Fair employers
- Continued periodic newsletters to employers
- Supported media articles related to employment of co-op students and grads that appeared in: *Careers and the Disabled*, *Democrat and Chronicle*, *Diversity/Careers in Engineering and Info Technology*, City of Los Angeles Engineering Department Newsletter, Office of Disability Employment Programs (ODEP) newsletter, and NTID publications.

DEAF INITIATIVE IN TECHNOLOGY

The DiiT project (Deaf Initiative in Technology) was established with two continuing grants from the National Science Foundation (NSF) Advanced Technological Education (ATE). They funded the

project from July 2000 through September 2006 with a total of \$1,213,024. The project has now moved into a different phase and is funded by NTID.

The DiiT project is a unique educational model that:

- Addresses the continuing education needs of deaf and hard-of-hearing professionals across the country currently working in or preparing to enter various technical fields.
- Addresses the professional development needs of the faculty in a variety of NTID departments.
- Enhances the curriculum for the associate degree programs at NTID.

The primary goals of this national project have been to:

1. Develop and offer curriculum and educational materials to “upskill” deaf and hard-of-hearing professionals currently in the workforce or preparing to enter the workforce.
 2. Enhance the skill set and knowledge of the NTID faculty.
 3. Develop and offer cutting-edge curriculum and materials in courses for associate degree deaf and hard-of-hearing students at NTID.
- During the six years of the NSF funding, the DiiT project offered 58 workshops to a total of 409 deaf and hard-of-hearing participants. Attendees have come from 26 different states, with the majority from large corporations and government agencies. Others were unemployed and hoping to get skills helpful in their job search.
 - The model used for the DiiT project (faculty leaves of absence for training followed by the presentation of a workshop), has successfully contributed to the professional development of many faculty at NTID. As a direct result of the DiiT project, six faculty members received a total of 12 professional certifications.
 - Another goal of the project is to integrate into NTID’s undergraduate curriculum the material faculty develop while on DiiT-supported leaves. As a result of faculty development through the project, NTID’s associate degree curriculum has been significantly updated; for example there are three new concentration strands that include 15 new courses in the Information and Computing Studies Department (ICS).
 - A fall 2004 survey of DiiT workshop participants revealed that:
 - Fifty percent of respondents obtained a new position or had taken on more responsibilities at their place of employment following participation in DiiT training.
 - Ninety-three percent indicated that participation in the DiiT workshops improved their skills.
 - Seventy-six percent said they used workshop information on the job.
 - Eighty-six percent responded that they were more confident with their skills and with their ability to learn new skills. Through this increased confidence comes a willingness to participate in additional training that will allow these deaf and hard-of-hearing professionals to be competitive with their hearing peers and obtain and retain jobs in increasingly demanding fields.
 - Deaf adults attending DiiT workshops also participated in panel presentations for deaf and hard-of-hearing undergraduate students at RIT/NTID. This is the first time that many students had the opportunity to interact with successful deaf adults working in a technical field.

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DEAF INITIATIVE IN TECHNOLOGY (continued)

Max Factor Family Foundation Gift

In August 2005, NTID received a gift of \$100,000 from the Max Factor Family Foundation, allowing NTID to provide skill-building and career-development workshops for deaf and hard-of-hearing adults in the Greater Los Angeles area. The goal of this project is to combine NTID's expertise in education and technology with the Max Factor Family Foundation's strong presence and community influence in the Los Angeles area to improve the career preparation of deaf and hard-of-hearing Californians, with a special emphasis on the Hispanic/Latino population, and their subsequent successful integration into the workplace.

To accomplish this goal, NTID is offering annually, for five years, two groups of related workshops that bring to the greater Los Angeles community NTID's proven expertise in preparing deaf people for successful careers:

1. **Deaf Initiative in Technology (DiiT) Workshops** designed to strengthen and "upskill" the computer skills of deaf and hard-of-hearing adults.
2. **Employer Awareness Workshops** that train employers and education professionals such as teachers and counselors to prepare deaf people for successful careers in mainstream workplaces.

In March 2008, the third annual series of workshops were offered to the deaf and hard-of-hearing community in the Greater Los Angeles area. Nine separate workshops were offered to a total of 210 participants. This brings the three-year total for the Max Factor portion of the project to 24 workshops offered to 490 participants.

Continuation and Expansion of the DiiT Model

Starting fall 2006, the end of NSF funding for DiiT, the project was expanded to multiple disciplines at NTID. This expansion is being supported by NTID funds with the goal of becoming self-supporting in the future. The DiiT project was implemented in the Arts and Imaging Studies Department (AIS) during academic year 2006-2007.

Under NTID support, during the academic year 2007-2008, two AIS faculty took one-quarter leaves of absence to concentrate on professional development activities, and a total of eight workshops were offered by faculty from the AIS and ICS Departments, including one workshop designed for, and offered only to, deaf and hard-of-hearing Sprint employees. A total of 45 deaf adults, who traveled to NTID from all over the country, participated in this training.

In addition to these eight workshops at NTID, two workshops sponsored by the Max Factor Family Foundation gift were offered at the ABRAM Friedman Occupation Center in downtown Los Angeles and the Greater Los Angeles Agency on Deafness. Twenty-six deaf individuals attended these two workshops.

This brings the seven-year total for the DiiT project to 76 separate workshops offered to 568 deaf and hard-of-hearing professionals.

PEPNET-NORTHEAST

The Postsecondary Education Programs Network – Northeast (PEPNet-Northeast) is one of four regional centers funded in October 2006 by the U.S. Department of Education, Office of Special Education Programs. PEPNet-Northeast is dedicated to working with secondary and postsecondary schools, institutions, school personnel and service providers

to enhance education and training opportunities for students who are deaf or hard-of-hearing. The project successfully completed its second-year cycle in September 2008.

The PEPNet-Northeast central office is located at RIT/NTID, and through the coordination of designated state-based Outreach Specialists, serves the following states and territories:

Connecticut	Massachusetts	Puerto Rico
Delaware	New Hampshire	Rhode Island
District of Columbia	New Jersey	U.S. Virgin Islands
Maine	New York	Vermont
Maryland	Pennsylvania	

Through collaboration with the three other regional centers located in the Midwest, South and Western regions, PEPNet-Northeast serves a broad national audience, including secondary school personnel, public and private service agencies, consumer and professional organizations, state departments of education and various national professional organizations.

Outreach and training initiatives coordinated and led by PEPNet-Northeast during this reporting period include:

- **Advisory Board:** The PEPNet-Northeast Advisory Board membership includes parents, consumers, community-based service providers, Vocational Rehabilitation personnel, secondary and postsecondary education personnel, transition specialists and researchers with content expertise in the area of education of deaf and hard-of-hearing individuals. The Advisory Board meets annually for the purpose of providing guidance to the project relevant to implementing project goals and outcomes.
- **PEPNet Perspectives Newsletter:** This publication is a joint collaboration between the four regional centers. PEPNet-Northeast is the lead center for this project. Distribution of the newsletter to stakeholders around the country continues to grow with each issue. The third edition of this publication produced during this reporting period was distributed nationally to more than 27,000 contacts compared to the approximately 20,000 contacts in last year's distribution.
- **Online Notetaker Training Program:** The Online Notetaker Training Program is designed with the goal of improving the quality of notes provided for students who are deaf or hard-of-hearing in a variety of settings. The program is presented in three modules that focus on effective notetaking strategies. A toolkit for Disability Support Services Coordinators also is included. To date, the number of individuals completing the training program totals 5,881, an increase of 1,683 during this year.
- **New Products:** A collaborative initiative among the four regional centers has resulted in the development of an online transition training program: iTransition: It's all About Me! The program is a series of modules designed to assist students who are deaf or hard-of-hearing to transition successfully from high school to postsecondary education or work. The series includes activities that help students learn more about themselves, their career goals and the skills they need to be successful in the postsecondary setting. Teacher Guides for each training and support materials also are included.

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PEPNET-NORTHEAST (continued)

- New Product Beta Testing: In collaboration with Rochester School for the Deaf, PEPNet-Northeast completed Beta testing for the new online PEPNet College and University Guide. The guide, another collaborative initiative among the four regional centers, is a comprehensive online resource designed to assist college-bound students in exploring postsecondary education opportunities. In addition to general information regarding location, programs of study and costs, information regarding college and university programs include details of support services available to students who are deaf or hard-of-hearing.
- Training: More than 200 school personnel and service providers in the Northeast have participated in iTransition Train-the-Trainer workshops and/or promotional presentations.
- Workshops and Conference Presentations: PEPNet-Northeast staff has conducted numerous workshops, presentations and poster sessions at local, regional and national conferences. A sampling of topics include but are not limited to:
 - *Getting Ready for College*
 - *Critical Steps to Access Within a Mainstream Classroom*
 - *Demystifying ALD*
 - *Assistive Technology in the IEP*
 - *See What Others Hear*
 - *New Technologies and Video Conferencing*
 - *The Individual Employment Plan*
 - *New Trends in Technology and Deaf Education*
 - *Web Access on Your Campus, Being Proactive*
 - *Solving the Glitches to Accessible Distance Learning: People, People, People*
 - *An Itinerant Teacher Tool Kit*
 - *Achieving Goals: Career Stories of Individuals who are Deaf and Hard-of-Hearing*
 - *Financing Your Education*
- Webcast: PEPNet-Northeast presented the first of several planned webcasts: *Section 508 and Accessible Distance Technologies*. The webcast was broadcast live as part of a three-day conference held in Portland, Maine, in partnership between PEPNet-Northeast, Maine Consumer Information and Technology Training Exchange, and the National Assistive Technology Technical Assistance Partnership. All planned webcasts will be archived for future reference.

Other Regional/National Outreach and Training Activities

PEPNet-Northeast has participated in and/or co-sponsored a number of local, regional and national conferences. Co-sponsorship includes such activities as providing workshop presenters, keynote speakers, conference panels, exhibiting and poster sessions.

Conference Co-sponsorships:

- Working Together Conference
Manchester, New Hampshire
- Educational Support Service Personnel Conference
Rochester, New York
- Association of Higher Education and Disability (AHEAD), New Jersey Chapter; National Conference
Reno, Nevada

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PEPNET-NORTHEAST (continued)

- The Learning Center Conference, and Clarke School for the Deaf Annual Conference: Mainstreaming Students with Hearing Loss
Northampton, Massachusetts
- State VR Coordinators of the Deaf Conference
Rochester, New York
- PEPNet Biennial Conference
- Columbus, Ohio
- Pennsylvania Statewide Conference
State College, Pennsylvania
- NTID/PEN-International Technology Symposium
Rochester, New York
- Emerging Technology Conference, California State University
Northridge, California
- National Assistive Technology Technical Assistance Partnership
Portland, Maine
- PEPNet Testing Equity Summit
Denver, Colorado

National Collaboration Activities:

- National Association of State Directors of Special Education (NASDSE)
- National Dropout Prevention Center for Students with Disabilities
- Northeast Regional Resource Center and National Affiliates
- CITE – Consumer Information and Technology Training Exchange
- NICHCY – National Dissemination Center for Children with Disabilities
- Participating member and/or lead member of the following PEPNet National Work Groups established to implement the PEPNet Strategic Plan:
 - College and University Guide
 - Emerging Technology
 - Marketing
 - PEPNet National Conference
 - PEPNet *Perspectives* Newsletter (Third Edition)
 - Product Development
 - Technical Assistance
 - Training
 - Transition
 - Web Development
- PEPNet Evaluation Team

PRE-COLLEGE OUTREACH

NTID's Strategic Vision 2010 called for development of an educational outreach consortium that would allow NTID to share its expertise to improve the education and career development of individuals who are deaf or hard-of-hearing. An outgrowth of this decision was a series of new outreach initiatives designed to provide educational experiences for students in grades 6–12.

NTID's pre-college outreach focuses on empowering deaf and hard-of-hearing middle school and secondary students and their parents with information to help students' long-term career success. A special focus of this effort is young women and African-American, Latino-American and Native-American (AALANA) students.

In 2008, RIT/NTID welcomed more than 500 middle school and high school students and their parents from all over the country to seven pre-college outreach efforts—four were outreach competitions and three were summer camps. Participation is expected to grow annually as marketing and other promotional efforts continue.

Parents, students and teachers alike had high praise for the 2008 competitions and camps. With the success of these initiatives, RIT/NTID is well on the way to its 2010 goal of making outreach a central focus and sharing 40+ years of expertise in access services, program development and the application of technology to ensure that future students will possess the skills and knowledge necessary to be active participants in the 21st century American workforce.

Digital Arts, Film and Animation Competition

Deaf and hard-of-hearing students in grades 9–12 submitted 54 entries to the 2008 Digital Arts, Film and Animation Competition in seven different categories—Mixed Digital Media, Web Page Design, Graphic Media, 3-D Animation, Interactive Media, Photo Illustration and Film. Five winners were selected and invited, along with a parent, to attend the awards ceremony in March 2008 where they received cash prizes and plaques. Their winning artworks were displayed in NTID's Dyer Arts Center.

MATHCOUNTS®

This national math competition for middle school students challenges their math skills, develops their self-confidence and rewards them for their achievements. Seventeen middle schools participated in the competition at NTID in April 2008. Cash prizes were given to the top three teams and individual winners. NTID has been working in close cooperation with the national office of MATHCOUNTS, which operates a large successful national competition that has had only very limited participation from deaf and hard-of-hearing students. The intent of the competition is to foster interest in mathematics—a national priority.

National Science Fair for Deaf and Hard-of-Hearing Students

In 2008, budding scientists in grades 6–12 from all over the United States were invited to submit science project abstracts for review by the Science Fair committee. The students whose projects were selected were invited to submit a full report on their project to NTID science faculty members, who served as judges. This was the third year for the science fair, the purpose of which is to encourage students to pursue their interest in science. Winners in the middle school and high school divisions received cash prizes and plaques.



SpiRIT Writing Contest

RIT's third-annual SpiRIT Writing Contest for deaf and hard-of hearing students attracted 35 students from the 10th and 11th grades from around the United States in February 2008. Students and their teachers submitted portfolios of the students' best work. All of the winners received a full scholarship to NTID's Explore Your Future program.



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PRE-COLLEGE OUTREACH (continued)

Steps to Success

More than 30 deaf and hard-of-hearing African-American, Latino-American and Native-American (AALANA) students in 7th, 8th and 9th grades and their family members attended the Steps to Success career exploration mini-camp in August 2008. The students attended classes designed to expose them to possible career choices and enjoyed hands-on activities—using computers, working with robots, doing science experiments and more. Parents and guardians benefited from workshops that offered tips on how to support their students through the college decision-making and selection process.



TechGirlz Camp

Twenty-one deaf and hard-of-hearing girls in 7th–9th grade attended TechGirlz to explore their interests in science, technology, engineering and math. The week-long summer camp held in August 2008, gave girls the opportunity to learn more about careers in science- and technology-related fields. They built their own computers, analyzed a “crime scene,” worked with computer-aided drafting equipment to create a magnifying glass and enjoyed being commanders on a simulated mission to Mars. The program included a day-long workshop for parents that focused on what colleges expect from high school students, how parents should encourage their students to prepare for college and how to access financial aid.



FutureQuest Workshops

FutureQuest is a free weekend workshop designed to help deaf and hard-of-hearing high school students and their parents plan for the future—whether it be the transition from high school to college or from high school to work. Students participate in fun self-awareness activities to learn what they are good at, what they are interested in and how things they like to do could become their focus in college.

Parents participate in workshops to learn how to best prepare their children to have a successful future. They gather important information about financial aspects of college and the support and access services that will help their child succeed.

FutureQuest presenters are experienced education professionals who help parents and students focus on strengths and abilities as they consider options and make important decisions about the future.

In 2008, FutureQuest in Columbus, Ohio, was attended by 19 students and 23 parents. FutureQuest in St. Louis, Missouri, was attended by 27 students and 35 parents.

The chart on the next page summarizes participation in NTID outreach programs and lists the number of minority students participating in each event.



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PRE-COLLEGE OUTREACH (continued)

Pre-College Outreach 2007-2008			
	Total Participants	Minorities	
		Number	Percent
Explore Your Future	235	66	28%
National Science Fair	54	19	35%
SpiRIT Writing Contest	35	9	25%
Digital Arts, Film and Animation	54	14	26%
MATHCOUNTS Competition	55	15	28%
Steps to Success	14	14	100%
TechGirlz Camp	21	4	19%
FutureQuest Columbus, OH	19	6	32%
FutureQuest St. Louis, MO	27	3	11%

Raising Stars Workshops

Raising Stars workshops are designed for parents of 7th–10th grade deaf and hard-of-hearing students to help them better prepare their college-bound children for academic and career success. With support from the Bank of New York Mellon, in 2008 RIT/NTID offered 18 workshops for parents in the following states:

California (2)	Massachusetts	Pennsylvania
Colorado (2)	Missouri	Texas
Connecticut	New Jersey	Wisconsin
Florida	New York (3)	
Illinois	Ohio (2)	

The total attendance for the workshops was 302. The average attendance per workshop was 16 parents. Workshop attendees rated their satisfaction with the workshops an average of 8.9 on a 10-point scale.

Project Fast Forward

Project Fast Forward is a three-year project funded in July 2006 by the Advanced Technological Education program of the National Science Foundation. The project is housed in NTID's Information and Computing Studies Department. The goal of Project Fast Forward is to increase the number of deaf and hard-of-hearing students who pursue a postsecondary education in a computer-related field by creating a pathway for students to transition from high school to college in the area of information technology (IT).

To accomplish this, NTID is partnering with high schools across the country to offer dual-credit IT courses for deaf and hard-of-hearing students and professional development for teachers and guidance counselors.

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PRE-COLLEGE OUTREACH (continued)

Project Fast Forward started with five partner schools in the first year of the project and doubled the number to 10 partner schools during the second year.

Initial five partner schools:

1. Florida School for the Deaf and the Blind
St. Augustine, FL
2. Lexington School for the Deaf
Jackson Heights, NY
3. Plano Independent School District
Plano, TX
4. Rochester School for the Deaf
Rochester, NY
5. University High School
Irvine, CA

Partner schools recruited during year two:

6. Horace Mann School for the Deaf
Allston, MA
7. Maryland School for the Deaf
Frederick, MD
8. Texas School for the Deaf
Austin, TX
9. The Learning Center for the Deaf
Framingham, MA
10. W. T. Woodson High School
Fairfax, VA

Dual-credit courses. The first group of dual-credit courses was offered during the 2007-2008 academic year. All but one of the initial partner schools offered one or more of the following computer-related dual-credit courses at their schools:

- *Applications Software:* an introduction to word processing, spreadsheet, presentation and database applications
- *Web Development I:* an introduction to Internet basics, XHTML and Web graphics

A total of 40 students enrolled and successfully completed one or both of these dual-credit courses, earning both RIT and high school credit for their work. A total of 120 RIT credits were earned by these students.

The second round of dual-credit courses are currently being offered during the 2008-2009 academic year at all 10 partner schools. There are a total of 71 high school students registered in RIT/NTID dual-credit courses. These numbers are significant since project staff had originally predicted that only 65 to 85 students would have qualified for and completed a dual-credit course at their high school by the end of the project, and to date we have offered dual-credit courses to a total of 111 students over the past two years.

This year we have also added a third dual credit course, *Introduction to Desktop Publishing*. This course is offered by the NTID Arts and Imaging Studies Department and demonstrates the interest and potential for expanding Project Fast Forward to other technical programs.

Professional Development. Two summer professional development sessions (summer 2007 and 2008) have been offered to high school teachers and guidance counselors from our partner schools. During summer 2007, four counselors and eight teachers attended professional training at RIT/NTID from our four initial partner schools. During summer 2008, five counselors and 13 teachers attended the training. The teachers received technical training on course content and teaching methodologies and on improving access for deaf students in mainstream classrooms. Both teachers and counselors received training on IT career opportunities for deaf and hard-of-hearing individuals.

INNOVATION



NTID represents balance of the hard sciences and art and culture. It is truly a college where the left and right brain meet.

SCHOLARSHIP AND ACCOMPLISHMENTS

Faculty Scholarship

Tenured and tenure-track RIT/NTID faculty engage in scholarship as part of their plans of work. The product of faculty scholarship is most obviously seen in terms of conference presentations, scholarly publications, artistic exhibitions and performances.

During the 2007-2008 academic year, 133 faculty gave presentations at more than 20 professional conferences, including the Association of Higher Education & Disability, American Educational Research Association, Southern Conference on British Studies, Deaf Studies Today!, Southeast Regional Institute on Deafness, Teachers of English to Speakers of Other Languages (TESOL), College English Association Conference, Conference on College Composition and Communication, Association of College Educators-Deaf and Hard of Hearing Conference, Center for Academic Integrity International Conference, American Association of Community Colleges, California Educators of the Deaf, Convention of American Instructors of the Deaf (CAID), New York State Speech-Language-Hearing Association, American Academy of Audiology, PEN International Instructional Technology and Education of the Deaf Symposium, New York State Educational Support Service Personnel Conference, PA Association of the Registry of Interpreters for the Deaf, American Association of University Professors (AAUP), and Pacific Rim Conference on Disabilities.

Twenty-three faculty had books, book chapters and articles published in professional journals, such as: *Contemporary Issues in Communication Science and Disorders*, *American Annals of the Deaf*, *Journal of Basic Writing*, *Handbook of Research on Writing*, *Journal of Deaf Studies and Deaf Education*, *Feminist Teacher*, *JADARA*, *Sign Language Studies*, *International Review of Research in Open and Distance Learning*, *Enfance*, *Deafness and Education International*, *Brain and Cognition*, and *Seventeenth Mental Measurements Yearbook*.

In addition, RIT/NTID faculty, staff and students performed at the Third Annual Deaf Theater Festival in New York and at a poetry festival in Latvia. RIT/NTID faculty exhibited work throughout the Rochester region, including the Ramon Santiago Studio, The Italian American Community Center, Rochester Contemporary Art Center, Sonnenberg Gardens, Center at High Falls Fine Art Gallery, and at the Arts and Cultural Council.

Faculty/Student Scholarship

Increasingly, RIT/NTID faculty are collaborating with their students on scholarship projects. These projects frequently occur as part of courses, particularly capstone courses, required of students at every degree level. Faculty-student research may be the product of faculty working with small groups of students or of individual student-based projects.

Representative projects this year include: The Rain Garden Project, Digital Wall Art, Intermolecular Energy Transfer, Pluto DVD, Co-op for Deaf Engineering Technology Students: Experiences from the Field; Activism Classroom: Creating Global Citizens in the Writing Classroom, The Challenges and Strategies of Interpreting in a Foreign Language Class, Research on Specialized Training of K-12 Educational Interpreters in N.Y. State, Developing Skills and Networking in Isolated Areas, ASL Interpretation vs. English Transliteration in the College Setting, Technology Summer Camp Curriculum for Deaf High School Kids, Making Learning Accessible to Deaf Mainstream Students: A Collaboration Between Teachers and Interpreters, Benefits of Support Services in Mathematics, Needs Assessment: Learning Incorporating Tablet PC Technology, and Test-Preparation Practices.

In addition, seven students contributed to the development of assessment instruments for American Sign Language and studies of visual attention, reading and executive function development in individuals who are deaf or hard-of-hearing as part of the work of the Deaf Studies Laboratory.

INNOVATION AND CREATIVITY AT NTID

With the arrival of Dr. William W. Destler as the new President of RIT in 2007, RIT is increasing its emphasis on innovation and creativity both in the curriculum and in other activities across campus.

The sampling of projects below reflects the innovative and creative activity underway within the National Technical Institute for the Deaf.

NTID Electric Bike Club

NTID students work together to build alternative fuel vehicles and participate internationally in competitions designed to incorporate innovations that reduce carbon emissions while creating a quality, affordable vehicle.

Send Soil

This project is conducted in the Chemical Technology course in NTID's Laboratory Science Technology (LST) program. Students request soil samples from around the world, which they then analyze in NTID's state-of-the-art laboratory, using a variety of instrumental techniques. Students determine the analyte to be measured in the soil and the appropriate testing procedure and report the results. The project acts as a capstone to their analytical instrumentation coursework and motivates students to obtain a sense of the environmental health of a variety of locales—including their hometowns, for example—as well as to study the differences in soil from throughout the world.

Arson Experiment

Students in the Chemical Technology course in the Laboratory Science Technology program are given charred pieces of wood from a simulated crime scene. They use advanced gas chromatography-mass spectrometry (GC/MS) knowledge and instrumentation to determine if the simulated fire was an act of arson. Students design the testing methodology and present the results in the form of a mock trial.

Students from Ohio and California presented their undergraduate molecular energy transfer research at a national meeting of the American Chemical Society in New Orleans in April.



Work Environment Simulations

A simulated laboratory testing company is established by the students in Laboratory Science Technology Laboratory Applications I-VI courses, where the students assume roles within that company, such as safety officer, quality control analyst and technician. Open-ended and real-world examples of laboratory analysis are assigned. Students work in teams to complete the task, responding to the assignment with a properly prepared technical memo, and present the work in a mock department meeting. These simulations occur throughout the students' LST program. Students develop the company name and logo that they keep throughout their program, and obtain a sense of teamwork in a laboratory work environment.

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INNOVATION AND CREATIVITY AT NTID (continued)

Digitized Learning Lab for Interpreting Instruction

The NTID American Sign Language and Interpreting Education Department uses a state-of-the-art digital laboratory for sign language instruction. The multimedia lab provides 10 student computer stations, each equipped with a camera, headset and microphone; two robotic video cameras and a wireless microphone for live recording; a ceiling-mount video projector; a wall-mount projection screen; and a separate instructor's station with room controls. Interpreting students use digital technology to record their signing/interpreting, and can record video onto audio and audio onto video for interpreting between American Sign Language and English, which allows them to review their performance and improve their skills in both areas. When they are finished with an assignment, they save their work to their own digital folder on a central server, and can drop their file into their instructor's digital folder for assessment. The ability to digitally capture and store live video and audio of students in a central area on the network enables students and faculty to comprehensively manage student video recordings and provides anytime, anywhere access to securely view, edit and transfer files from any computer on the RIT/NTID network.

Deaf Initiative in Technology

The Deaf Initiative in Technology (DiiT) provides a series of workshops, typically one week in length, that provide computer, graphic communication and business-based training for deaf and hard-of-hearing adults. The DiiT project is supported by faculty in the Departments of Information and Computing Studies, Arts and Imaging Studies and Business Studies. Initially funded by the National Science Foundation for six years, totaling approximately \$1.3 million, the project is now completely NTID supported. In addition to providing training for adults, the project supports professional development for faculty and curriculum development for NTID students. To date 568 deaf and hard-of-hearing professionals have attended 76 different DiiT workshops.

Cochlear Implant Support

The number of students at RIT/NTID with cochlear implants has grown exponentially, from 29 students in 1999 to more than 255 students in 2008. To accommodate the needs of these students, NTID has added more individual sound-dampened therapy rooms to new space in the Cochlear Implant Center. The therapy rooms contain six new computer stations equipped with new aural educational software programs that students use to practice their listening and speechreading skills to help improve their spoken English language recognition.

Distance Learning Advances

Through a grant from The Sprint Foundation that was matched with internal funds, NTID has taken a major step in supporting distance learning for deaf and hard-of-hearing remote learners—those students who are not physically on campus. A classroom in NTID's Learning Center was converted to The Sprint Relay Experimental Distance Learning/Access Demonstration Lab in summer 2007, and the lab is being used as a beta testing site for adapting and evaluating alternative instructional and access technologies in support of remote learners who are deaf or hard-of-hearing. It also provides a forum for information exchange among RIT/NTID faculty, students, instructional designers, technologists, researchers and access service providers, and is used as a vendor display/consumer testing site for evaluating new products related to remote learning.

The lab features new desktop computers, wireless laptops, videoconferencing systems and a 3M Ideaboard—a wall-mounted, computer-based display, featuring network capabilities, supporting real-time interactions among remote and onsite learners. This distance-learning tool will allow deaf and hard-of-hearing students from anywhere around the world to be part of one classroom. This innovative adaptation of current and emerging technology will make tremendous contributions to expanding conventional notions of where, how and with whom learning can happen.

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INNOVATION AND CREATIVITY AT NTID (continued)

Engaging the Millennial Student

Today's students are technologically savvy because technology always has been a part of their lives—whether it's surfing the Internet, instant messaging, texting or video gaming. Because students are heavily influenced by interactive technology, NTID instructors are finding new ways to integrate it into the classroom using a Student Response System known as “clickers,” a small wireless unit much like a television remote control with a keypad of letters and numbers. Clickers allow students to respond in class by using the hand-held device that sends their information to a receiver attached to the instructor's computer. The computer records and displays student responses in real time. These wireless devices transform lectures into interactive learning experiences. Because the SRS gives the students a sense of anonymity, it can make them more eager to respond and promotes active participation and learning. Instructors see the use of clickers generating enthusiasm that leads to greater student engagement and improved learning.

Innovative Teacher Education

A Microteaching course was developed by faculty members in NTID's Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE), in cooperation and with the NTID Performing Arts program, and with NTID's Educational Design Resources Department and the NTID Learning Center providing technical support. The performing arts program provides five or six deaf actors who act out high school student behaviors in mock classroom settings. Two cameras capture both the MSSE teacher-candidate and the actors, and split screen videos are uploaded to the Web, so the teacher-candidates can study and critique their own efforts.

The actors model behavior that the teacher-candidates will likely face in a high school classroom setting: everything from dealing with medical issues, to handling students arguing or falling asleep in class, to boundary issues such as a student asking a teacher-candidate to the prom. The course helps teacher-candidates learn how to manage situations before they face them in the teaching world.

Another collaboration with the performing arts program involves the use of a “time machine” to bring back several characters from deaf education history to speak to the teacher-candidates about their lives and work, and implications for teaching deaf and hard-of-hearing students today. Teacher-candidates are able to spend time with the likes of Anne Sullivan Macy or Edward Miner Gallaudet and ask them about their experiences and perspectives.

The need to provide teacher-candidates the opportunity to observe best practices of current teachers in the field resulted in the creation of “VETFLIX”—an online library of videotapes featuring veteran teachers in their classrooms. The teacher-candidates are also required to observe veteran teachers in live classroom situations and videoconferences are scheduled between these seasoned professionals and teacher-candidates to allow the free flow of ideas and strategies.

Speech-to-Text Services

C-Print™ is a real-time captioning system developed at NTID with support from extensive external and internal funding. It is an access service for students who benefit from English text more than from sign language interpreting. A staff that has grown to approximately 55 captionists is employed at NTID to provide this computer-assisted service to students. The system allows captionists to transcribe to text what teachers and students say in class. Research continues, currently focusing on the use of Tablet-PCs, which will allow graphics, such as reproductions of drawings or formulas created by a faculty member on the board during a class, to be included along with the text transcription.

(continued)

INNOVATION AND CREATIVITY AT NTID (continued)

Online Access Services Request System

NTID has created a unique online Service Request and Assignment System for providing streamlined access to sign language interpreting and real-time captioning services for students and other requesters. NTID operates the largest sign language interpreting and speech-to-text service organization in the world, including more than 120 sign language interpreters and approximately 55 real-time captionists. In addition, technology is available that provides unique access services for vision-impaired students.

Deaf Student Eye -Tracking in Multimedia Classrooms

In collaboration with the College of Science, NTID is using specialized eye-tracking software and hardware to follow the focus of deaf students' visual attention in multimedia classrooms. Other collaborators include the Western Pennsylvania School for the Deaf and the New York School for the Deaf.

Teaching Writing with Manga Comics

This project involves presenting instruction visually with a manga series styled after the popular Japanese art form, framed in panels with concise English text and manga figures within a recognizably classroom/campus environment. The intention is to capture and hold the learner's attention, then deliver information, thereby allowing learners to focus on processing and learning the information.

Postsecondary Education Network-International (PEN-International)

PEN-International is a multinational partnership of colleges and universities worldwide, created in 2001 through grants funded by The Nippon Foundation of Japan. Its goal is to improve and expand postsecondary education for deaf and hard-of-hearing students around the world by sharing educational technology and conducting faculty development and training, particularly in developing countries.

Center for Education Research Partnerships

The Center for Education Research Partnerships works in research partnerships concerning development and learning among deaf and hard-of-hearing students across the lifespan and in various educational settings. Primary activities include the promotion of collaboration (both nationally and internationally), hosting workshops and building bridges from research to practice—all intended to optimize educational opportunities and success for students who are deaf or hard-of-hearing.

Center on Access Technology

The Center on Access Technology investigates, evaluates and reports on the most effective use of access technologies to accelerate the widespread implementation of best practices within deaf education at the postsecondary level. The center's four areas of focus include: classroom access technologies, mobile technologies, audio and sound technologies of interest to hard-of-hearing persons, and training and evaluation services.

Showcasing Deaf Artists

A team of NTID faculty and staff has developed a website that showcases and promotes the works of deaf and hard-of-hearing artists (www.rit.edu/deafartists). The site features art and biographical information on more than 60 professional deaf artists from around the world as well as streaming videos and articles related to deaf artists and deaf art. Also included on the site are the self portraits of a group of RIT/NTID students, along with video and/or written descriptions.

(continued)

INNOVATION AND CREATIVITY AT NTID (continued)

Preserving Deaf History

The experiences of deaf people during World War II are captured in a website developed by a team of NTID faculty and staff (www.rit.edu/deafww2). Designed for students, teachers, scholars, researchers and historians, the site features articles, scripts, video clips, testimonies, artwork, books and links to related sites. Also included is an award-winning NTID documentary, *Exodus: A Deaf Jewish Family Escapes the Holocaust*.

IMAGINE RIT: INNOVATION AND CREATIVITY FESTIVAL

Innovation and creativity reigned on the RIT campus in May 2008, when the university HELD ITS inaugural Imagine RIT: Innovation and Creativity Festival. The event showcased RIT's unique blend of technology and the arts.

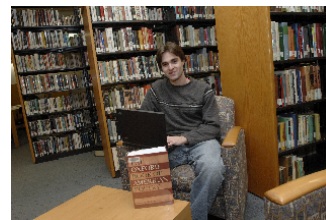
Thousands of visitors came to campus in May 2008, to explore hundreds of faculty, staff and student projects— faculty and student research, new product and services ideas, creative arts—all demonstrating the innovative thinking and creative spirit and energy that are uniquely RIT and that have shaped RIT President Bill Destler's vision of RIT as the nation's first "innovation university." Examples of NTID participation follow.



- NTID Laboratory Science Technology students demonstrated their forensic skills for festival goers while a team of Computer Integrated Machining Technology students exhibited their working steam locomotive.
- Visitors to the festival had the opportunity to try a vehicle built by NTID's Electric Bike Club as well as a remote-controlled blimp fitted with a Web-cam that transmitted images onto a video wall as the blimp circled NTID's CSD Student Development Center.
- Festival attendees toured NTID art exhibits and enjoyed dance and theater performances as well as American Sign Language poetry. Those new to sign language learned signs and explored Deaf culture. Festival goers also participated in a demonstration of "creation in the moment," in NTID's Panara Theatre, inventing a dance by manipulating everyday gestures into more abstract movement.
- During the festival, a group of NTID faculty and students participated in the creation of a digital wall art project with other artists in various locations at NTID, Washington, D.C., and in Mumbai, India. The artists used networked computer technology to design and draw together in real-time to create a unique collaborative artwork.

NTID provided sign language interpreting support for the festival to ensure that the event was accessible to deaf and hard-of-hearing attendees.

A baccalaureate computer science major from California displayed software he created at the Imagine RIT festival and landed on the cover of California's Orange County Register.



INTELLECTUAL PROPERTY: LICENSED PRODUCTS, PATENTS AND INVENTIONS

NTID products are categorized into two groups. First, those developed before the October 1997 RIT Intellectual Property Policy was implemented are unlicensed products. Second, those developed after RIT implemented the policy are licensed products, and the sales revenue is shared by the creator(s) of the products and NTID per the requirements of the policy.

All materials are copyrighted to Rochester Institute of Technology, and are available through a variety of vendors. Below is a summary of the products in both categories and distribution information.

We have no patents and none are in process. There are no invention disclosures at this time.

Unlicensed Products

- ASL Vocabulary CD
Distributed through Barnes & Noble @ RIT, ADCO Hearing Products, Butte Publications, Harris Communications and the National Association for the Deaf. NTID has a contract with ASLTA to distribute the CD as a fundraiser.
- Cumulative Trauma Disorder Manual and Training materials
Distributed through Barnes & Noble @ RIT
- *From Dream to Reality* (NTID's history book)
Distributed through Barnes & Noble @ RIT
- Technical Signs videos and manuals
Distributed through Barnes & Noble @ RIT, ADCO Hearing Products, Butte Publications and Harris Communications
- *Let's Communicate*
Distributed by NTID Marketing Communications
- *Tips for Communicating*
Distributed by NTID Marketing Communications
- Project Access Workshop Planner's Guide
Distributed by Barnes & Noble @ RIT

Licensed Products

- ASL Dictionary and Inflection Guide CD
Distributed by Barnes & Noble @ RIT, Harris Communications, HearMore, Captioned Media Program and various college bookstores
- ASL Dictionary and Inflection Guide online subscription
Order online at www.ntid.rit.edu/dig
- C-Print® Pro Software and C-Print® online training
Distributed by NTID College Operations
- Educational Interpreting DVDs and companion booklet distributed through Barnes & Noble @ RIT, Harris Communications, and Butte Publications
- Interpreter Discourse CD's
Distributed by Barnes & Noble @ RIT and DawnSignPress

(continued)

INTELLECTUAL PROPERTY (continued)

- Processing Skills CD's
Distributed by Barnes & Noble @ RIT
- Processing Skills Development, ASL Texts
Distributed by Barnes & Noble @ RIT

FACULTY AND STAFF



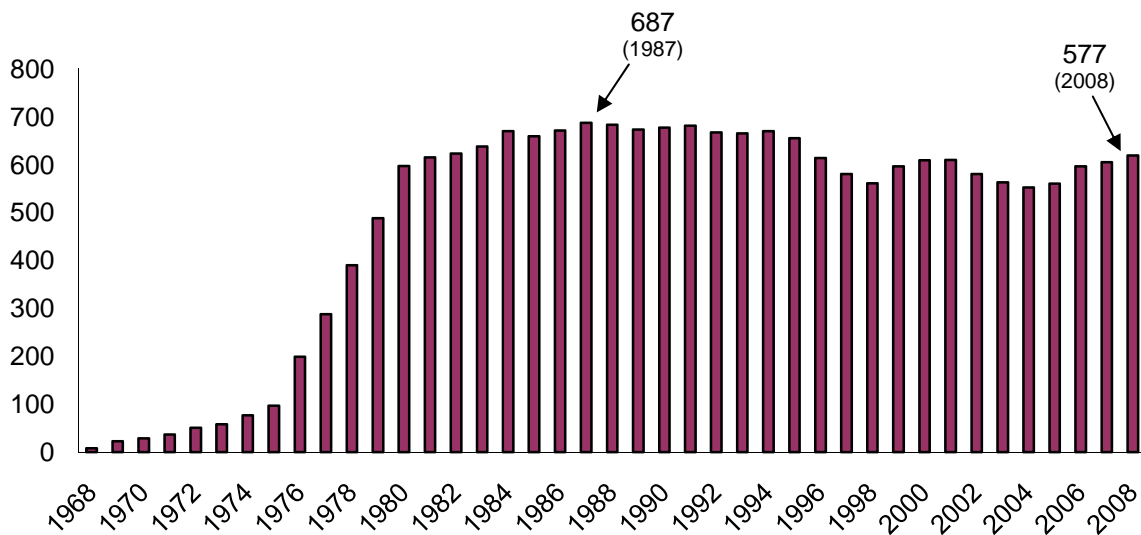
Faculty and staff members join NTID with a wide variety of backgrounds, including those with substantial experience in the private sector.

FACULTY AND STAFF HIGHLIGHTS

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 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. Among the latter group are alumni who, after gaining significant work experience away from NTID, have returned to their alma mater to share the expertise they have learned on the job with a new generation of students.

In 1987, NTID employed 687 faculty and staff, while today, with our largest number of students in our history, we employ 577.

Number of NTID Employees by Year



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 staff salaries that are competitive with other local and regional colleges and businesses. Annual pay

increments are established by RIT. For academic year 2007-2008 (October 1 to September 30), faculty and staff members received an average wage increase of 3.0 percent.



	Total Number in Position	FY 2007 Average Salary October 2007–September 2008
Faculty		
Professor*	35	\$96,429
Associate Professor*	61	\$77,993
Assistant Professor*	60	\$61,896
Instructor*	6	\$47,028
Lecturer	33	\$53,168
Subtotal Faculty	195	\$71,195
Exempt Staff**	122	\$61,625
Non-Exempt Staff***	260	\$39,254
Subtotal Staff	382	\$46,399
Total	577	\$54,779

* Faculty based on full-time, 9.5 month salaries; visiting faculty are included within their rank.

** Based on full-time twelve month salaries; includes all professional staff and Educational Development Faculty.

*** Technical, clerical and C-Print™ Captionists based on 35 hours per week/12 months per year Interpreters based on 40 hours per week/12 months per year.

TENURE-TRACK POSITIONS AND FACULTY RANK

In FY 2008, senior-level faculty members (professor and associate professor) comprised 67 percent of all ranked tenure-track faculty as compared to 47 percent in FY 1985. The percentage of full professors (24%) remains below the national average, which is in the 35 to

45 percent range. Of the 143 tenure-track positions, 81 percent are tenured. The number of tenure-track positions has decreased from 209 to 143 over the past 10 years.

Rank	Number of Tenure-Track Positions*					Faculty with Tenure	
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	Number	Percent
Professor	32	33	34	33	35	35	100%
Associate Professor	74	80	74	68	61	57	93%
Assistant Professor**	58	55	54	50	45	23	51%
Instructor/Lecturer	11	6	2	1	2	1	50%
Total Faculty	175	174	164	152	143	116	81%

* Includes ranked administrators.

** Excluded are assistant professors not in tenure-track positions.

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 FY 2008, 97 percent of full-time, tenure-track faculty members held graduate degrees.

**FY 2008
Highest Degree Level Achieved
Tenure and Tenure-Track Faculty***

	<u>Number</u>	<u>Percent</u>
Doctorate	51	36%
Master's	88	61%
Bachelor's	4	3%
Total	143	100%

* Includes ranked administrators.

AGE, LENGTH OF SERVICE AND RETIREMENT STATUS OF NTID FACULTY AND STAFF

NTID's faculty and staff average 48 years of age with 15 years of service at NTID. As of October 2008, 36 percent are eligible* for retirement.

	Percent Full Time	Average Age	Average Length of Service	Age of Faculty/Staff					Currently in Retirement Transition
				≤ 54	55-61	62-64	65-69	≥70	
Professor	100%	60.9	30.4	3	19	6	5	1	1
Associate Professor	100%	58.2	28.1	8	33	9	5	0	1
Assistant Professor	100%	52.1	18.0	9	13	5	0	0	1
Instructor	100%	41.5	7.9	0	0	0	0	0	0
Lecturer	100%	46.8	6.1	1	3	2	0	0	0
Exempt Staff	97%	48.2	14.6	16	16	4	2	0	2
Non-Exempt Staff	92%	49.4	11.7	5	14	3	3	0	1
Interpreter	90%	40.2	10.8	14	4	0	2	0	1
C-Print™	70%	40.7	3.2	0	0	0	0	0	0
Totals									
Number	--	48.4	14.6	58	107	28	17	1	7
Percent	93%	--	--	10%	17%	5%	3%	0%	1%

* To be eligible for retirement, an employee's age and years of service must be greater or equal to 70, and they must be at least 55 years of age if hired after 1995, and at least 50 years of age if hired before 1995.

FACULTY AND STAFF NEW HIRES

The distribution of new hires by category and for full-time and part-time positions is shown below.

	New Hires				
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Full-Time:					
Faculty	2	3	8	10	13
Exempt Staff*	12	16	29	8	8
Non-Exempt Staff**	10	14	3	19	28
Total Full-Time	24	33	40	37	49
Part-Time:					
Faculty	0	1	2	1	0
Exempt Staff*	0	1	5	0	1
Non-Exempt Staff**	0	3	26	10	9
Total Part-Time	0	5	33	11	10
Total	24	38	73	48	59

* Includes all professional staff and Educational Development Faculty.

** Includes technical, clerical, C-Print™ captionists and Interpreters.

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 9.5 percent, has increased in the past three years. Retirements of current faculty and staff have increased and will continue in the near future. Recruitment of individuals to serve our students will be a priority in the coming years.

Full-Time/Part-Time:	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	
					Percent	Number
Faculty	4.8%	7.8%	6.5%	5.9%	24.1%	13
Exempt Staff*	7.5%	5.8%	7.8%	14.8%	14.8%	8
Non-Exempt Staff**	3.5%	7.4%	6.3%	0.7%	6.1%	33
Total	5.2%	6.9%	7.0%	8.1%	9.5%	54

* Includes all professional staff and Educational Development and Research Faculty

** Includes technical, clerical, C-Print™ captionists and Interpreters

DIVERSITY AND PLURALISM



NTID welcomes students, faculty and staff representing all segments of our population.

DIVERSITY AND PLURALISM HIGHLIGHTS

Students

Minority students who are deaf or hard-of-hearing are a greater proportion of NTID's potential student pool than in the past. Students who are deaf or hard-of-hearing and from minority backgrounds 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 the NTID student body as evidenced by the growth in the percentage of minority students in our total student enrollment: 28 percent this year, as compared with an average of approximately 8 percent in the years prior to 1988.

The number of U.S. minority students at NTID is 363 for this year, the largest number in the past five years. This includes increases over past year in the numbers of African-American students (+28), Latino-American students (+11), Native-American students (+1) and others (+3), and an increase in Asian/Pacific Islander students (+11). NTID major accomplishments in this area in FY 2008 follow. A variety of special strategies are employed in support of these accomplishments.

- Thirty-four percent of the fall entering class are from minority groups. The percentage in the total student body is 28 percent, which is more than triple what it was 15 years ago.
- Graduation rates for the current cohort groups were higher than last year for African-Americans and Latino-Americans and lower for Asian-American students.
- First-year persistence rates for the current cohort groups were at or above the rates reported last year for African-American and Asian-American students, though the Latino-American students showed a decrease.

Faculty and Staff

In addition to seeking faculty and staff members who are experts in their field and well-versed in teaching techniques for deaf and hard-of-hearing students, NTID has undertaken recruitment and persistence 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.

Of 53 employees from ethnic minority populations, 32 are African-American, 10 are Latino-American and 11 are other minorities.

Of our employees with disabilities, 102 out of the 105 are deaf or hard-of-hearing.

Our record is even more impressive when one considers that of the 158 employees who have disabilities or are members of a minority group, 136 are in executive, faculty or exempt positions. Note that some individuals count in more than one category.

NTID continues to exercise a strong Affirmative Action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 27 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 these categories.

DIVERSITY AND PLURALISM PHILOSOPHY

We provide educational programs that prepare graduates to live and work in a changing global community and to enhance their lifelong learning. To succeed in the global workplace, students need to develop a solid understanding of the diversity of

the workplace and possess the knowledge, skills and attributes to thrive in such an environment. The composition of the student body and of the faculty and staff who students encounter at NTID needs to reflect that diversity.

DIVERSITY AND PLURALISM

Diversity has become a focus in higher education and, more significantly, in society at large. Diversity adds richness to our educational endeavors, particularly as the college strives to foster the reality of pluralism. Pluralism fosters a society in which members of diverse ethnic, racial, religious and other social groups are able to participate and develop individual traditions within the context of a community. It allows the contributions and unique assets of each group, and of each individual within any group, to become distinguishing features of the larger community.

We prepare young people who are deaf or hard-of-hearing to be ready to enter a global community. With the continuing shifts in national and international demographics, fulfilling this commitment requires that students be prepared to enter a progressively more diverse society and workplace. Students need to develop the willingness, the knowledge and the skills to live and work in such an environment. This is critical if they are to gain the understanding necessary to participate actively 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, our academic environment must respond to the needs of people who are both deaf or hard-of-hearing and from minority backgrounds. Our commitment to recognize, to celebrate and to value cultural diversity and individual differences is grounded in the continuing efforts of our country to forge a pluralistic society. It does not arise merely from political pressure nor rest solely on public law; instead, it is based on a composite of our mission, on a changing student body and on the changing nature of the world.

An educational institution has a moral responsibility not only to reflect society, but also to lead in promoting positive change within that society. We have taken to heart that the NTID community must 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 UNDERGRADUATE STUDENTS*

Forty percent (321) of this year's 943 U.S. deaf and hard-of-hearing undergraduate applicants were students from minority backgrounds.

The new class included 122 minority students, who represent 34 percent of the newly admitted students.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Total Applicants*	681	693	756	850	943
White	429	457	414	467	478
Percent of Applicants	63%	66%	63%	65%	60%
Minority	252	236	238	255	321
Percent of Applicants	37%	34%	37%	35%	40%
Unknown	N/A	N/A	104	128	144
Accepts and Acceptance Rates*	416	411	422	494	565
White	291	302	278	319	357
Percent of White Applicants	68%	66%	61%	68%	67%
Minority	125	109	124	148	178
Percent of Minority Applicants	32%	24%	39%	32%	33%
Unknown	N/A	N/A	20	27	30
Registrations and Yields*	314	314	337	413	396
White	226	225	226	270	237
Percent of White Accepts	72%	72%	72%	69%	66%
Minority	88	89	89	122	122
Percent of Minority Accepts	28%	28%	28%	31%	34%
Unknown	N/A	N/A	22	21	37
Breakdown of Minority Registrations:					
African-American	22	28	29	39	40
Latino-American	18	21	23	42	35
Native-American	2	3	1	2	3
Asian/Pacific Islander	31	29	30	30	33
Other	15	8	6	9	11
Total Minority	88	89	89	122	122
Percent of Total U.S. Registrations	28%	28%	28%	31%	34%

* U.S. undergraduate applicants only. Figures do not include admissions activity in the ASL-English Interpretation program or the Master of Science program in Secondary Education. All percentages are of individuals for whom we have data.

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf and hard-of-hearing U.S. undergraduate students has increased steadily from 8 percent in FY 1988 to 32 percent in FY 2008, four times what it was 20 years ago.

Until FY 2000 the number of international students was limited to 10 percent by a federally mandated 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, a significant decrease in support from Vocational Rehabilitation in Canada and limited resources of students from other countries have had a negative impact on international enrollment.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Graduate and Undergraduate U.S. Deaf and Hard-of-Hearing Students					
African-American	72	68	75	89	117
Percent	7.7%	7.5%	8.1%	8.6%	10.3%
Latino-American	45	52	59	81	92
Percent	4.7%	5.8%	6.4%	7.8%	8.1%
Native-American	7	8	4	7	8
Percent	0.7%	0.8%	0.3%	0.7%	0.7%
Asian/Pacific Islander	98	98	108	104	115
Percent	10.2%	10.7%	10.7%	10.1%	10.1%
Other*	23	26	25	28	31
Percent	2.3%	3.0%	2.5%	2.7%	2.7%
Subtotal U.S. Minority Students	245	252	271	309	363
Percent	26.0%	27.6%	28.8%	29.9%	32.0%
White Students	697	660	669	724	772
Percent	74.4%	72.2%	71.9%	70.1%	68.0%
Unknown Minority status	98	96	90	76	86
Subtotal U.S. Deaf and Hard-of-Hearing Students	1,040	1,008	1,030	1,109	1,221
Other Enrollments:					
ASL-English Interpretation	99	116	130	130	135
Percent Minority	9.0%	8.0%	5.4%	6.0%	9.1%
Master of Science in Secondary Education	84**	74**	56	59**	55**
Percent Minority	13.0%	8.0%	14.6%	14.3%	12.7%
International Students	69	63***	46***	49***	41***
Percent of Total NTID Enrollments	5.4%	5.0%	3.7%	3.6%	2.9%
Unknown Minority Status	41	38	23	16	17
TOTAL MINORITY ENROLLMENTS	254	263	275	325	381
TOTAL ENROLLMENTS	1,286	1,256	1,250	1,343	1,450
OVERALL PERCENT MINORITY	22.1%	23.4%	24.2%	25.0%	28.4%

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

** Includes four to 14 non-matriculated students in the MSSE program.

*** Includes several MSSE and/or ASLIE students. Since this is a double-count, they are not included in the total enrollments figure at the bottom.

FIRST-YEAR STUDENT 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 as summarized on the previous two pages of this report. However, there are noticeable differences among the various groups in terms of persistence and graduation rates.

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
2001, 2002, 2003	68%	80%	67%	84%	77%
2002, 2003, 2004	59%	89%	65%	81%	70%
2003, 2004, 2005	68%	86%	68%	84%	75%
2004, 2005, 2006	78%	88%	77%	83%	75%
2005, 2006, 2007	86%	88%	72%	88%	78%

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1995, 1996, 1997	51%	67%	44%	72%	53%
1996, 1997, 1998	37%	71%	33%	63%	50%
1997, 1998, 1999	46%	74%	47%	65%	55%
1998, 1999, 2000	53%	76%	43%	60%	57%
1999, 2000, 2001	57%	67%	50%	66%	56%

* Figures reported do not include students in the ASL-English Interpretation program or the Master of Science program in Secondary Education. Specific data for those two programs are included on separate pages for those programs.

** Degree cohort analysis.

GRADUATES BY PROGRAM AREAS: MINORITY STATUS

This table shows minority student graduates in the academic program areas.

	FY 2008 Number of Graduates				Percentage of Total Graduates
	Minority	Non- Minority	Un- known	Total	
NTID					
Career-Focused and Transfer Associate Degrees	17	69	14	100	35%
ASL-English Interpretation	*	24	*	28	10%
Master of Science in Secondary Education	5	22	6	33	11%
OTHER COLLEGES OF RIT**					
College of Applied Science and Technology	9	25	5	39	14%
College of Business	*	11	5	19	7%
College of Computing and Information Sciences	*	*	*	14	5%
College of Engineering	*	*	*	3	1%
College of Imaging Arts and Sciences	*	13	5	21	7%
College of Liberal Arts	*	18	4	24	8%
College of Science	*	*	*	5	2%
Total***	46	195	45	286	100%

* Frequency counts small and not reported for confidentiality.

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

*** Totals include small counts shown as asterisks (*) which are not displayed because of confidentiality.

AFFIRMATIVE ACTION REPORT: FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion and persistence of women, minorities and individuals with disabilities. Appropriate representation in each category remains a priority for NTID, given the students

we serve and the ever-increasing ethnic diversity we are experiencing in the student body. Individuals may appear in more than one category.

FY 2008							
	Total Employees*	Female	African-American	Latino-American	Other Minority	Deaf and Hard-of-Hearing	Other Disability
Faculty	195**	94 48.2%	12 6.7%	1 0.6%	4 2.2%	60 30.8%	0 0.0%
Exempt Staff							
Executive/ Administrative Manager	46***	18 39.1%	1 2.2%	0 0.0%	0 0.0%	13 28.3%	0 0.0%
Other	122****	66 54.1%	8 6.8%	3 2.6%	3 2.6%	30 24.6%	1 0.8%
Non-Exempt Staff							
C-Print™	50	48 96.0%	1 2.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Interpreter	116	101 87.1%	7 6.1%	4 3.5%	3 2.6%	1 0.9%	1 0.9%
Technical/ Clerical	94	87 92.6%	4 4.4%	2 2.2%	1 1.1%	11 11.7%	1 1.1%
Total	577	396 68.6%	32 5.9%	10 1.8%	11 2.0%	102 17.7%	3 0.5%

* Minority status unknown for 31 faculty and staff members.

** Includes 26 Executive/Administrative/Managers, most of whom are Department Chairs or Executive/NTID Administrative Team.

*** These individuals are not included in the total of this column since they are all included on the faculty or professional staff lines.

**** Includes 20 Executive/Administrative/Managers, most of whom are managers and Educational Development Faculty.

AFFIRMATIVE ACTION: FACULTY AND STAFF APPLICANTS

RIT/NTID tracks minority status and gender of applicants via voluntary self-identification. A summary of those data are provided below. RIT/NTID does not solicit, track or maintain disability status on its applicants. Individuals may be counted in more than one category.

NTID APPLICANTS FOR POSTED POSITIONS October 1, 2007 – September 30, 2008

	Number of Positions Posted	Total Applicants	Number of Applicants by Category					
			Female	African-American	Latino-American	Other Minority	Blank	White Male
Faculty	20	124	50	8	5	19	11	39
Exempt Staff*	13	102	50	13	3	6	20	21
Non-Exempt Staff**	46	433	360	54	25	20	27	33
Total	79	659	460	75	33	45	58	93

* Includes all professional staff and Educational Development Faculty.

** Includes technical, clerical, C-Print™ captionists and Interpreters.

AFFIRMATIVE ACTION: FACULTY AND STAFF HIRING RESULTS

During FY 2008, individuals from an ethnic minority totaled 15 percent of all new hires, disabled individuals totaled 12 percent and women 64 percent. Individuals may appear in more than one affirmative action category.

	Total New Employees	Female	African-American*	Latino-American*	Other Minority*	Deaf and Hard-of-Hearing	Other Disability
Faculty	13	7 54%	1 20%	0 0%	0 0%	4 31%	0 0%
Exempt Staff							
Executive/Managerial	2	1 50%	0 0%	0 0%	0 0%	0 0%	0 0%
Professional	9	5 56%	1 17%	0 0%	0 0%	2 22%	0 0%
Non-Exempt Staff							
Interpreter	18	15 83%	3 18%	1 6%	0 0%	0 0%	0 0%
C-Print™	8	6 75%	0 0%	0 0%	0 0%	0 0%	0 0%
Technical/Clerical	11	9 82%	0 0%	1 13%	0 0%	1 9%	0 0%
Total	59	38 64%	4 10%	2 5%	0 0%	7 12%	0 0%

* Those with undeclared ethnicity have not been included in calculations of percentages.

AFFIRMATIVE ACTION: FACULTY AND STAFF TERMINATION RESULTS

During FY 2008, 20 percent of terminations were individuals from ethnic minorities, 13 percent were disabled individuals and 78 percent were women. Individuals may appear in more than one affirmative action category.

	Total Terminated Employees	Female	African-American	Latino-American	Other Minority	Deaf and Hard-of-Hearing	Other Disability
Faculty	12	7 58%	3 25%	1 8%	0 0%	3 25%	0 0%
Exempt Staff*	9	5 56%	0 0%	0 0%	2 22%	3 33%	0 0%
Non-Exempt Staff**	33	30 91%	2 6%	0 0%	3 9%	0 0%	1 3%
Total	54	42 78%	5 9%	1 2%	5 9%	6 11%	1 2%

* Includes all professional staff and Educational Development Faculty.

** Includes technical, clerical, C-Print™ captionists and Interpreters.

RESULTS OF FINANCIAL OPERATIONS



The federal funds received by NTID establish a uniquely successful environment for deaf and hard-of-hearing students.

FINANCIAL OPERATIONS HIGHLIGHTS

In fiscal year 2008, NTID received \$58,020,400 in federal support to operations. This was a 3.3 percent increase over the appropriation received in 2007. In addition to this, NTID collected non-federal revenue of \$19,343,000 in the form of tuition, room, board and fees, a 16.5 percent increase over the previous year. This non-federal revenue increase resulted from the combination of significant enrollment increases as well as tuition rate increases. Combined revenues for operations totaled \$77,363,400 and represented a 6.3 percent increase over fiscal year 2007.

Total compensation grew by 2.2 percent in 2008. The increase in salaries and wages of 5.5 percent reflects additional resources being directed to access support services in the form of interpreting and C-Print™ transcription as well as wage rates being adjusted for inflation. This growth was offset by a 7.4 percent decline in benefit expenditures. Benefit expenditures are subject to fluctuation as rates paid in previous years are subject to adjustment for actual costs incurred. Compensation represents 51 percent of NTID expenditures for operations.

RIT Services that account for 34 percent of operations include payments to our host institution for physical plant services, residence halls and food services, tuition payments for our students taking courses in other RIT colleges, and indirect overhead payments for centralized services such as accounting, human resources, bursar functions and libraries.

Payment for baccalaureate tuition increased significantly as the number and cost of credit hours taken by NTID students in the other seven colleges of RIT grew. Residence hall and food service expenditure growth is a direct result of NTID's growing enrollment. Energy costs continue to place a burden on operational expenditures.

The Indirect Costs or Overhead is levied based on an allocation that is reviewed and approved annually by the Division of Cost Allocations in the Department of Health and Human Services. Overhead costs represent charges for services provided by RIT that benefit the entire campus, but are not specifically identifiable with a particular college or department. The RIT President's office and the Human Resources division would be representative of the types of costs that are allocated through the overhead. In general, NTID is allocated a proportion of these costs based on the size of NTID relative to the rest of RIT.

In 2008, NTID continued to direct additional funds for scholarships for incoming students. As the rate of tuition has increased, we have found this to be a very successful strategy for increasing our enrollments.

NTID Development efforts are greatly enhanced by the ability to assure donors that their contributions will be matched on a dollar-for-dollar basis. In 2008, NTID directed \$1.2 million of its operational resources to the Matching Endowment Program for that purpose.

These statements provide an overview of how NTID expenditures changed over the past year. They speak to the specifics of the expenditures, but fail to address their impact on the students. The reader will find that infused throughout the balance of this annual report.

FINANCIAL OPERATING RESULTS

In FY 2008, NTID received \$58,020,400 in federal support for operations; \$1,200,000 of that total was directed to the Matching Endowment Program. In addition to this, NTID collected \$19,343,000 in non-federal revenue in the form of tuition, room, board

and fees. Total revenue for operations, \$77,363,400, represented a 6.3 percent increase over fiscal year 2007.

	FY 2007	FY 2008	Variance \$	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries and Wages	\$29,188,600	\$30,700,800	\$1,512,200	5.2%
Benefits	9,189,200	8,511,700	(677,500)	-7.4%
Total Personnel Compensation	\$38,377,800	\$39,212,500	\$834,700	2.2%
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	\$5,811,300	\$6,707,500	\$896,200	15.4%
Baccalaureate Tuition	6,203,600	6,774,100	570,500	9.2%
Physical Plant Services	2,430,600	2,853,400	422,800	17.4%
Indirect:				
Overhead	9,761,100	10,086,000	324,900	3.3%
Total RIT Services	\$24,206,600	\$26,421,000	\$2,214,400	9.1%
Other Expenditures				
Support Expenditures	\$4,569,900	\$3,983,300	\$(586,600)	-12.8%
Grant Cost Shares	530,300	458,000	(72,300)	-13.6%
Financial Aid	1,724,200	1,913,600	189,400	11.0%
Capital	3,861,000	1,841,400	(2,019,600)	-52.3%
Matching Endowment	828,000	1,200,000	372,000	44.9%
Plant Fund	(1,349,400)	2,333,600	3,683,000	-272.9%
Total Other	\$10,164,000	\$11,729,900	\$1,565,900	15.4%
Total Expenses	\$72,748,400	\$77,363,400	\$4,615,000	6.3%
REVENUE				
Federal Appropriation	\$56,140,900	\$58,020,400	\$1,879,500	3.3%
Non-Federal Funds	16,607,500	19,343,000	2,735,500	16.5%
Total Revenue	\$72,748,400	\$77,363,400	\$4,615,000	6.3%

TUITION, ROOM, BOARD AND OTHER FEES

Tuition increased by 7.0 percent, while room, board, and other fees increased by 3.5 percent, for a total blended increase of 5.2 percent. The amount collected from students in FY 2008

increased by 16.5 percent over the previous year. These non-federal resources constitute 25 percent of NTID's total operating revenue.

Rates Charged Students					
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Tuition	\$6,981	\$ 7,470	7,992	8,559	9,153
Room	4,452	4,653	4,863	5,034	5,211
Board	3,381	3,483	3,588	3,714	3,843
Fees	579	588	618	642	669
Total	\$15,393	\$16,194	\$17,061	\$17,949	\$18,876
Collections	\$13,755,400	\$14,854,400	\$15,382,500	\$16,607,500	\$19,343,000
Enrollment (Fall)	1,270	1,281	1,256	1,250	1,343
Collections Per Student	\$10,831	\$11,596	\$12,247	\$13,286	\$14,403

FINANCIAL AID



The average student receives significant financial aid to apply against tuition, room, board, fees, books, transportation and other expenses.

FINANCIAL AID (Domestic Students)

A 10.5% decrease in Grant-in-Aid support was offset by a 13.6% increase in scholarship awards, resulting in an overall 2.3% increase in institutionally sponsored aid. Additionally, there was a 16.8% increase in federal and state support. On

average, students received \$9,496 (5% increase from 2007) in financial aid, excluding loans, to apply against a total undergraduate student budget for tuition, room board, fees, books, transportation, etc., of \$20,676.

SOURCE OF AID	2007		2008		DIFF %
	Awards*	Amount	Awards*	Amount	
<u>INSTITUTIONALLY SPONSORED SUPPORT</u>					
Grant-in-Aid:					
NTID Grant-in-Aid	311	\$1,206,197	307	\$1,073,748	-11.0%
RIT Grant-in-Aid	33	100,053	26	95,365	-4.7%
Subtotal Grant-in-Aid	344	\$1,306,250	333	\$1,169,113	-10.5%
Scholarships:					
NTID Merit	265	\$583,535	424	\$901,809	54.5%
NTID Endowments	529	758,669	412	564,052	-25.7%
External Groups	86	146,493	98	225,493	53.9%
Subtotal Scholarships	880	\$1,488,697	934	\$1,691,354	13.6%
SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT	1,224	\$2,794,947	1,267	\$2,860,467	2.3%
<u>STATE AND FEDERAL SUPPORT</u>					
Grants:					
Pell Grants	442	\$1,241,903	489	\$1,450,715	16.8%
State Grants	223	536,811	231	547,755	2.0%
Subtotal Grants	665	\$1,778,714	720	\$1,998,470	12.4%
Other Federal Support:					
Vocational Rehabilitation	732	\$6,257,424	812	\$7,383,519	18.0%
Federal Work Study	26	34,726	31	45,527	31.1%
Subtotal Other Support	758	\$6,292,150	843	\$7,429,046	18.1%
SUBTOTAL FEDERAL AND STATE SUPPORT	1,423	\$8,070,864	1,563	\$9,427,516	16.8%
<u>LOANS</u>					
Federal Student Loans:					
Subsidized	459	\$1,611,743	473	\$1,804,558	12.0%
Unsubsidized	369	1,256,375	375	1,507,767	20.0%
Parent PLUS Loans	50	406,182	49	351,189	-13.5%
Subtotal Loans	878	\$3,274,300	897	\$3,663,514	11.9%
TOTAL FINANCIAL AID	3,525	\$14,140,111	3,727	\$15,951,497	12.8%
Domestic Student Enrollment		1,202		1,294	7.7%
Average Financial Aid per Student		\$11,764		\$12,327	4.8%
Average Financial Aid per Student (Excluding Loans)		\$9,040		\$9,496	5.0%

* Students receive more than one form of aid; therefore the number of awards (grants, loans, scholarships, etc.) outnumber the student body.

EXTERNAL FUNDING SOURCES



The substantial sums that NTID has raised in just the past eight years demonstrate the college's commitment to seeking alternate sources of support.

THE NTID FOUNDATION

NTID received \$3,690,128 in gift income and deferred bequest intentions for FY 2008. These dollars were designated to support our endowed scholarship funds, equipment upgrades to classrooms and laboratories, artwork, the

performing arts program, the CSD Student Development Center, the Joseph F. and Helen C. Dyer Arts Center, the D. Robert Frisina Quad and the PEN-International project.

Contributions of \$1,000 and above received during FY 2008 include:

\$1,000,000 and Above Level:	The Nippon Foundation
\$200,000 - \$999,999 Level:	CSD The Estate of Joseph F. Dyer Johnson Scholarship Foundation Warren R. Goldman
\$100,000 - \$199,999 Level:	William Randolph Hearst Foundation Curt R. and Jean H. Feuer
\$50,000 - \$99,999 Level:	Quite Software, LTD Sprint Foundation WSDC Foundation
\$40,000 - \$49,999 Level:	The Estate of Albert O. Fenyvessy NEC Foundation of America Sorenson Communications, Inc. Markzware, Inc.
\$20,000 - \$39,999 Level:	Anonymous # 12 Bank of America Citi Foundation Margaret S. Dye Max Factor Family Foundation Interpretek Lynne Lovejoy Donald W. and Jane R. Pulver Morris S. Smith Foundation Roger D. and Marilyn Smith Martin L. and Suzanne S. Suter
\$10,000 - \$19,999 Level:	Brite Computers, Inc. CSDVRS, LLC Multi-Ad Services, Inc. Jeremy S. Quiroga Sprint Relay The Estate of Dorothy B. Wadsworth
\$5,000 - \$9,999 Level:	David Ankrum Saul and Joyce Brandman Robert R. and Donna E. Davila Joseph Feury Quark, Inc. New York Relay Service

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THE NTID FOUNDATION (continued)

**\$5,000 - \$9,999 Level
(continued):**

Ronald and Iva Rifkin
Martin F. Roper
Paul L. and Sally A. Taylor
Xante Corporation

\$2,500 - \$4,999 Level:

Andrew N. and Mary E. Brenneman
T. Alan and Vicki T. Hurwitz
Hewlett Packard Co.
Stefano La Sala Foundation, Inc.
Robert J. and Susan Mather
Judy D. Pureka
Bonnie W. Sandy
Solon E. Summerfield Foundation, Inc.
TechSmith Corporation

\$1,000 - \$2,499 Level:

Action Electric Sales, Inc.
Advanced Bionics Corporation
Antibodies Inc.
John A. Austin
Donald H. and Marian H. Beil
Alan J. and Terry L. Blumenfeld
Laurie C. Brewer
Deaf Rochester Film Festival
Rodney and Vicki Danco
Danco Precision, Inc.
James J. and Patricia A. DeCaro
Eastman Kodak Company
Terry and Gail Feigenbaum
D. Robert Frisina
Philip Garoon
Roger and Donna Gustina
Kenneth and Mary Jane Hellyar
Ronald R. and Lyn S. Kelly
John J. and Shelby Kubis
Martin G. Lichtenstein
Matthew A. Lynn
James C. Marsters, Sr.
Bruce A. and Kathleen M. Martin
J. David McCloskey
Steven M. and Kim Morse
Harold M. and Mary Mowl
Anthony J. and Annette L. Nitko
Charles B. Officer, Jr.
Thomas M. Otto-Bruc
Albert T. and Sally J. Pimentel
Lee and Myra Perlman
Rochester Area Community Foundation
M. Richard and Clarice Rose
Eleanor D. Rosenfield
Michael J. and Kathleen E. Rizzolo
Seefile Software, Inc.
Michael S. and Barbara N. Servé
Sign Language Connection

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THE NTID FOUNDATION (continued)

\$1,000 - \$2,499 Level (continued):

Stephen E. and Christa Slinger
SSOE, Inc
William and Theresa Ulrich

Bequest Intentions/Estate Planning

The following individuals made significant contributions through their estate and/or trusts in the past year:

Warren R. Goldmann
Stephen E. and Christa Slinger

Gifts in Kind

The following individuals and companies made significant contributions of equipment or artwork in the past year:

Antibodies Inc.
David Ankrum
Saul and Joyce Brandman
Brite Computers, Inc.
Eastman Kodak Company
Joseph Feury
Hewlett Packard Co.
Quark, Inc.
Jeremy S. Quiroga
Quite Software, LTD
Markzware, Inc.
Multi-Ad Services, Inc.
Ronald and Iva Rifkin
Bonnie W. Sandy
Seefile Software, Inc.
TechSmith Corporation
Xante Corporation

NTID Projects/Initiatives

The following individuals and organizations made significant contributions to restricted fund accounts in the past year:

CSD
The Estate of Joseph F. Dyer
Lynne Lovejoy
Max Factor Family Foundation
The Nippon Foundation
Sorenson Communications, Inc.
Sprint Foundation
Sprint Relay

NTID ANNUAL FUNDRAISING RESULTS

Through the ongoing support of The NTID Foundation, the institute's development program continues to be successful. The substantial sums raised on an annual basis demonstrate NTID's commitment to seeking alternative sources of

support. In FY 2008, NTID received cash of \$2,527,289 for endowment and restricted purposes. Of that amount, \$1,200,000 was deemed eligible for federal matching dollars.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Cash to Endowment and Restricted Funds	\$2,032,651	\$2,136,259	\$2,489,423	\$2,840,116	\$2,527,289
Equipment and Software	71,075	16,651	33,148	124,052	254,191
Total	\$2,103,726	\$2,152,910	\$2,522,571	\$2,964,168	\$2,781,480

NTID ENDOWMENT PROGRAMS

A total of \$2,411,074, including matching federal funds of \$1,200,000, was added to the Federal Matching Endowment Fund corpus in 2008. The market value of NTID's Federal Matching Endowment portfolio stands at \$33,436,105. The market value of NTID's total endowments, which include privately raised funds prior to the

establishment of the Federal Matching Endowment Program is \$38,436,105. This is a 7.2 percent decline from the \$41,295,906 portfolio value a year ago. The market value decline would have been 20 to 25 percent without the \$2.4 million added to the endowment during 2008.

Value as of September 30, 2008

FEDERAL MATCHING ENDOWMENT FUND:

Funds Subject to Federal Investment and Spending Guidelines

	Contributed Value	Market Value
Private	\$7,234,313	\$ 8,836,999
Federal	\$7,168,005	\$8,095,716
Subtotal	\$14,402,318	\$16,932,715

Funds No Longer Subject to Federal Investment and Spending Guidelines

Subtotal	\$8,117,643	\$16,503,390
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Total Federal Endowment

\$22,519,961 **\$33,436,105**

OTHER NTID ENDOWMENTS:

	Contributed Value	Market Value
Private	\$1,856,630	\$4,866,790

Total Endowments

\$24,376,592 **\$38,302,895**

SCHOLARSHIPS AND ENDOWED FUNDS

The generosity of a large number of friends of NTID has resulted in the following scholarships for our students.

Barlow Endowed Scholarship Fund
Alice Beardsley Memorial Endowed Scholarship Fund for Interpreting Students at NTID
Ned Behnke Memorial Endowed Scholarship Fund
Doris W. Blanchard Endowed Scholarship Fund
Farid Bozorgi Memorial Endowed Scholarship Fund
Bernard Bragg Deaf Theatre, Signed Arts, and Deaf Cinema Endowment Fund
Citicorp/Citibank Endowed Scholarship Fund at NTID
Continental Corporation Endowed Scholarship Fund at NTID
Lillian M. Cowin Memorial Endowed Scholarship Fund
Robert R. and Donna E. Davila Endowed Scholarship Fund
James J. DeCaro Endowed Scholarship Fund
Delta Sigma Phi Fraternity Endowed Scholarship Fund
Ronald Dodge Memorial Endowed Scholarship Fund
Ronald Dodge Faculty/Staff Grants Endowed Fund
Dorothy E. Ann Fund (D.E.A.F.) Endowed Scholarship Fund
Mr. and Mrs. Joseph F. Dyer Endowed Scholarship Fund
Max Factor Family Foundation Endowed Scholarship Fund
Barbara M. Fallon KPMG Memorial Endowed Scholarship Fund
Rose and George Feigenbaum Endowed Scholarship Fund
Ruth H. Fenyvessy Memorial Endowed Scholarship Fund
Maurice and Maxine Forman Endowed Scholarship Fund
Ann Wadsworth Frisina Memorial Endowed Scholarship Fund
Dr. Robert Frisina Award
Max and Helene Frumkes Memorial Endowed Scholarship Fund
Garlinghouse Endowed Scholarship Fund
Warren Goldmann Endowed Scholarship Fund
Allen and Gloria Gopen Endowed Scholarship Fund
Mildred F. Hall Endowed Scholarship Fund
William Randolph Hearst Endowed Scholarship Fund for Financially Disadvantaged Students
Mary Jane Hellyar Endowed Scholarship Fund
Frank Horton Endowed Scholarship Fund
T. Alan and Vicki T. Hurwitz Family Endowed Scholarship Fund
Ralph Hymes Endowed Scholarship Fund
Interpretek Endowed Scholarship Fund

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SCHOLARSHIPS AND ENDOWED FUNDS (continued)

Lucille Ritter Jennings Endowed Scholarship Fund
Jephson Educational Trust Endowed Scholarship Fund for the Performing Arts
JHB Anonymous Scholarship Fund
Johnson Scholarship Foundation Endowed Scholarship for Innovation and Entrepreneurship
David T. Kearns Endowed Scholarship Fund for Technical Excellence
Drew and Frances King Endowment Fund
Sara L. Kuhnert Endowed Scholarship Fund
La Sala Foundation Doctoral Fellowship Fund
Edward H. Lichtenstein Memorial Endowed Scholarship Fund
Dr. Frank W. Lovejoy Jr. Endowment for Deafness Research
Edmund Lyon Memorial Lectureship
Dr. James C. Marsters Endowed Scholarship Fund
Dr. Robert S. and Carol D. Menchel Endowed Scholarship Fund
Mageeda Murad Endowed Scholarship Fund
Dr. Genji Murai Endowed Scholarship Fund
Ruth G. Norton Endowed Scholarship Fund
NTID Alumni Association Endowed Scholarship Fund
NTID Anonymous #12 Endowed Scholarship Fund
NTID Architectural Technology Award Endowed Scholarship Fund
NTID Business Careers Endowed Scholarship Fund
NTID Emergency EYF Student Scholarship Fund
NTID Foundation Endowed Scholarship Fund
NTID Merit Scholarship Fund
NTID Performing Arts Endowed Scholarship Fund
NTID Science and Engineering Careers Endowed Scholarship Fund
NTID Student Leadership Endowed Fund
NTID President and Dean's Scholarship for Academic Excellence
NTID Visual Communications Endowed Scholarship Fund
NYS Federation of Home Bureaus, Inc. Endowed Scholarship Fund in Honor of Martha Perry
Milton H. and Ray B. Ohringer Endowed Scholarship Fund
Robert F. Panara Endowed Scholarship Fund
Shirley M. Panara Memorial Endowed Fund
Pulver Family Endowed Scholarship Fund
RIT Celebration of Community Endowed Fund
Mary Hope Robinson Endowment for the Performing Arts
Rothman Family Endowment Fund

(continued)

SCHOLARSHIPS AND ENDOWED FUNDS (continued)

Elizabeth Dunlap Sargent Memorial Endowed Scholarship Fund
SASAKAWA Endowed Scholarship Fund
Wilfrid and Isabel Searjeant Endowed Scholarship Fund
S. Richard Silverman Endowed Scholarship Fund for International Deaf Students
Carolie R. Simone Endowed Scholarship Fund
Edythe and Edward Sklar Endowed Scholarship Fund
David Smith Memorial Endowed Scholarship Fund
Benjamin J. Soukup Endowed Scholarship Fund
Sprint Endowed Scholarship Fund
Solon E. Summerfield Foundation Endowed Scholarship Fund
Michael A. Swartzman Memorial Endowed Scholarship Fund
Paul L. and Sally A. Taylor Endowed Scholarship Fund
Michael Thomas Endowed Scholarship Fund in the Performing Arts
Eloise Thornberry Endowed Scholarship Fund
W. Paul Urich Memorial Endowed Scholarship Fund
James Ventimiglia Memorial Printing Award Endowed Fund
Elizabeth W. Williams Endowed Fund for the Performing Arts
Joseph C. and Loretta F. Wolf Endowed Scholarship Fund
Louis S. and Molly B. Wolk Foundation Endowed Scholarship Fund for Deaf Students at RIT
The Woman's Club of Rochester Endowed Scholarship Fund for Deaf Students at RIT
Women's Council Endowed Scholarship Fund for Hearing-Impaired Students at RIT

GRANTS AND CONTRACTS

During FY 2008, 17 new grant proposals, totaling \$18,038,864, were submitted for funding. Eleven, totaling \$2,798,826, were funded; one is still pending; six were not funded. As of

September 30, 2008, the annual value of all grants and contracts at NTID totaled \$5,902,021, with a total value over the lives of the projects of \$24,673,366.

Project Title	Grant Provider	Year	Amount FY 2008	Total Value
PEN-International	Nippon Foundation of Japan	8 of 8	\$1,120,643	\$8,393,957
PEPNet-Northeast	U.S. Department of Education	3 of 5	\$1,000,000	\$5,000,000
Psychological Foundations of Mathematics Performance by Deaf and Hearing Students	National Institutes of Health	1 of 4	\$387,865	\$2,214,314
Center for Preparation of Educational Interpreters	NYS Education Department	2 of 2	\$600,000	\$1,200,000
Community Interpreter Training Program	NYS Education Department	1 of 1*	\$100,000	\$1,100,000
Cognitive and Metacognitive Foundations of STEM Learning by Deaf Students	National Science Foundation	1 of 3	\$321,332	\$996,430
Improving Access to STEM Education	National Science Foundation	3 of 3	\$660,931	\$996,004
Evaluation and Use of Tablet PCs and C-Print™	U.S. Department of Education	2 of 3	\$300,000	\$899,999
Project Fast Forward: Pathway to an IT Education	National Science Foundation	3 of 3	\$265,193	\$749,339
The Science of Learning Center on Visual Language and Visual Learning	National Science Foundation	2 of 5	\$161,639	\$559,591
Deaf Children and Young Adults: Predicting School, College and Labor Success	National Science Foundation	5 of 5	\$105,671	\$520,848
Rochester Prevention Research Center	Centers for Disease Control	4 of 5	\$151,477	\$493,063
Supporting Students in STEM Nontraditional Learning Settings with Remote Speech-to-Text Services	National Science Foundation	2 of 2	\$99,996	\$299,995
Speech-to-Text Systems: Comparative Analysis of Text Generation and Display Methods	National Science Foundation	3 of 3	\$105,608	\$269,542
Reorganization of Visual Functions After Early Deafness	National Institutes of Health	1 of 5	\$42,809	\$264,978
Aging Auditory System	National Institutes of Health	1 of 1	\$200,000	\$200,000
Increasing Access to STEM Instruction Through Specially Produced Notes Using Tablet PC Technology and Speech-to-Text Services	National Science Foundation	1 of 1.5	\$49,997	\$149,964
Web-Based, Interactive Vocabulary Building and Grammar Improvement Software	Pforzheimer Foundation	1 of 2	\$48,100	\$96,200
Specialty Personnel Preparation for Speech-Language Pathologists to Serve Children with Cochlear Implants	U.S. Department of Education	3 of 4	\$15,001	\$78,405

(continued)

GRANTS AND CONTRACTS (continued)

C-Print Pro Tablet	NEC Foundation of America	1 of 2	\$24,979	\$49,957
Survive and Thrive in College	NYS Education Department	1 of 1	\$34,357	\$34,357
TechGirlZ Camp at NTID	Motorola Foundation	1 of 1	\$30,000	\$30,000
Explore Your Future	U.S. Department of Labor	1 of 1	\$22,550	\$22,550
Project Fast Forward New York	NYS Education Department	1 of 1	\$20,423	\$20,423
Supporting Women and Underrepresented Deaf Students in Laboratory Science Technology	NYS Education Department	1 of 1	\$19,950	\$19,950
Redefining Deaf Narratives: Impact of the Digital Age	New York Council for the Humanities	1 of 1	\$13,500	\$13,500
Total			\$5,902,021	\$24,673,366

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