

December 31, 2002

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

Dear Secretary Paige:

We are pleased to present to you the 36th Annual Report (Fiscal Year 2002) on the activities and accomplishments of the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT), in accordance with the requirements of the Education of the Deaf Act. We also are pleased to announce that for the first time this report now is available on the web at www.ntidweb.rit.edu/newsroom/annual_report.php

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

We are pleased to report that NTID had another good recruitment year. A total of 410 new students were admitted to NTID in fiscal 2002. This is slightly higher than last year (405), and overall enrollment remained about the same at 1,231.

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

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

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

Sincerely,

Albert J. Simone
President, RIT

Robert R. Davila
Vice President for NTID

**FY2002 ANNUAL REPORT
CONTENTS**

Mission Statement	3
National Technical Institute for the Deaf at a Glance	4
Executive Summary	5
Note of Explanation	7
PERFORMANCE INDICATORS	8
ADMISSIONS AND ENROLLMENT HIGHLIGHTS	11
Comparative Admission Data	12
Entering Registered Students	13
Summer Vestibule Program	14
International Student Recruitment	15
Demographic Characteristics of All Entering Students	16
Demographic Characteristics of International Students Compared to U.S. Students	17
Assessment Information on Entering Class	18
Origin of Students	19
ACADEMIC PROGRAM HIGHLIGHTS	21
NTID Student Enrollment	23
Percent of Registered Students with Full Time Status	24
Degree Programs	25
Average Class Size by Discipline Within Division	28
Co-op Work Experiences	29
STUDENT SUPPORT SERVICES HIGHLIGHTS	30
Educational Support: Teaching	32
Interpreting Services	34
Access and Support Services	35
Financial Aid	36
RETENTION AND GRADUATION HIGHLIGHTS	37
Degrees Granted: FY1998 to FY2002	39
Graduates by Program Areas	40
First-Year Persistence Rates	41
Persistence to Graduation for Deaf RIT Students	42
Academic Skills of Entering Students	43
Time Required to Complete First Degree	44
Origin and Success of Deaf Students in Baccalaureate Programs	45
Graduation and Employment	46
Employment Services	47
Where Graduates Move After Graduation	48
Placements by Sector of the Economy	49
Occupations of Graduates by Area of Study	50
Occupations of Alumni by Labor Category	51
Ten Year Labor Force Status and Earnings of Graduates	52
"Payback" Data for NTID Graduates	53
Effect of College Graduation on Reduction in SSI and SSDI Payments	54
RESEARCH HIGHLIGHTS	55
Summary of Research Activities	56

(continued)

CONTENTS (continued)

OUTREACH HIGHLIGHTS	63
Master of Science in Secondary Education of Students Who Are Deaf or Hard of Hearing (MSSE)	65
American Sign Language-English Interpretation Program	66
Interpreter and Notetaker Training	67
Explore Your Future	68
Employer Outreach	69
FACULTY AND STAFF HIGHLIGHTS	70
Average Salary: Faculty and Staff	71
Tenure-Track Positions and Tenured Faculty by Rank	72
Rank of Tenured and Tenure-Track Faculty	73
Degree Levels of Faculty and Professional Staff	74
Average Age/Average Length of Stay of Faculty and Staff	75
Recruitment—Hires	76
Retirements/Voluntary Terminations	77
DIVERSITY AND PLURALISM HIGHLIGHTS	78
Diversity and Pluralism Philosophy	79
Ethnic Origin of Entering Students	80
Ethnicity of Enrolled Students	81
First-Year Persistence and Graduation Rates by Diversity Categories	82
NTID Affirmative Action Report—Faculty and Staff	83
Minority Faculty and Staff Turnover and Hiring Results	84
African-American Faculty and Staff Retirements/Voluntary Terminations and Hiring Results	85
Latino-American Faculty and Staff Retirements/Voluntary Terminations and Hiring Results	86
Faculty and Staff with Disabilities Retirements/Voluntary Terminations and Hiring Activity	87
Deaf and Hard-of-Hearing Faculty and Staff Retirements/Voluntary Terminations and Hiring Results	88
RESULTS OF FINANCIAL OPERATIONS	89
Financial Operating Results	90
Tuition, Room, Board, and Other Fees	91
EXTERNAL FUNDING SOURCES	92
NTID Annual Fundraising Results	95
NTID Endowment Programs	96
Grants and Contracts	97
NTID LEADERSHIP AND ADMINISTRATIVE TEAM	98
NTID National Advisory Group	99
RIT Officers	101
RIT Board of Trustees	102

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 (RIT), a privately endowed, coeducational university that is student centered and career focused.

MISSION:

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

FOUNDED:

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

LOCATION:

Western New York, in suburban Rochester, just a few hours from Niagara Falls and Toronto and home of Eastman Kodak Company.

RIT CAMPUS:

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

ENROLLMENT:

Undergraduate: 1,093 deaf and hard-of-hearing students, 65 hearing students (hearing students are enrolled in ASL-English Interpretation program). Graduate: 45 deaf and hard-of-hearing students, 28 hearing students (hearing students are enrolled in Master of Science in Secondary Education of Students Who Are Deaf program). These students study and reside on a campus that includes 14,081 hearing students studying at the baccalaureate, master's and doctoral levels.

MALE/FEMALE RATIO:

57 percent males, 43 percent females.

DIVERSITY:

Of the 1,231 students enrolled, 24 percent are minority students and 7 percent are international students representing 22 different countries.

RESIDENCE LIFE:

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

RIT CAMPUS ACTIVITIES:

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

RIT CAMPUS TECHNOLOGY:

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

RESEARCH:

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

CO-OP:

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

PLACEMENT:

Over the last five years, 94 percent of deaf graduates who chose to enter the labor market have obtained jobs in business, industry,

government, education, and other fields.

COMMUNICATION/SUPPORT:

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

ANNUAL EXPENSES 2003:

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

FINANCIAL AID:

A combination of grant-in-aid, Vocational Rehabilitation, Pell, federal and state grants are available to students in need. In addition, nearly \$20 million in 56 endowed funds generates scholarship support for students based on financial need and academic merit. Average aid per student: \$8,012.

ADMISSION REQUIREMENTS:

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

ACADEMIC YEAR:

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

DEGREE PROGRAMS:

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

EXECUTIVE SUMMARY

	FY1998	FY1999	FY2000	FY2001	FY2002
New Registrations					
Admissions (Deaf Students Only)					
Applications	696	691	740	728	776
Acceptances	501	496	513	472	461
Registrations	395	371	386	366	355
Other New Registrations					
ASL-English Interpretation	45	42	43	17	19
M.S. in Secondary Education	19	21	15	22	36
Total New Registrations	459	434	444	405	410
Enrollment					
Deaf Students Only					
Career Decision Making	104	105	91	107	94
Technical Programs (\leq AAS)	579	525	551	574	550
Professional Programs (BS)	450	452	445	440	449
Professional Programs (Master's)	22	25	26	30	29
Sub-Total – Deaf Students	1,155	1,107	1,113	1,151	1,122
Other Enrollments					
ASL-English Interpretation	93	77	75	49	65
M.S. in Secondary Education	30	36	31	34	44
Sub-Total – Other	123	113	106	83	109
Total Enrollment	1,278	1,220	1,219	1,234	1,231
Financial Aid					
Grant-in-Aid	\$1,081,163	\$991,945	\$893,832	\$927,744	\$864,544
Vocational Rehabilitation	4,971,248	4,223,705	4,686,329	4,566,571	4,939,544
Pell Grants	592,996	753,282	770,590	875,264	944,518
State Grants	419,676	420,170	465,421	342,740	411,898
Federal Loans	1,873,642	1,757,776	1,626,282	1,693,358	1,719,949
Scholarships & Other	512,751	696,459	888,640	979,376	1,006,463
Total Financial Aid	\$9,451,476	\$8,843,337	\$9,331,094	\$9,385,053	\$9,886,916
Average Aid per Student	\$7,976	\$6,920	\$7,648	\$7,699	\$8,012
Rates Charged Students					
(Domestic student rates)					
Tuition	\$5,211	\$5,211	\$5,418	\$5,700	\$6,099 ⁽¹⁾
Room	3,486	3,627	3,774	3,918	4,095
Board	2,931	3,018	3,078	3,078	3,171
Fees	459	480	498	513	537
Total	\$12,087	\$12,336	\$12,768	\$13,209	\$13,902

⁽¹⁾International students pay a 100% subcharge, or \$12,198, for tuition. Charges for room, board, and fees are the same as for domestic students.

EXECUTIVE SUMMARY (continued)

	FY1998	FY1999	FY2000	FY2001	FY2002
Fundraising Activity					
Cash to Endowment and Restricted Funds	\$1,270,691	\$1,545,087	\$3,205,304	\$2,397,888	\$2,442,873
Equipment and Software	453,953	540,998	709,388	322,860	120,288
Federal Funds Matched ⁽²⁾	\$1,000,000	\$390,984	\$590,000	\$0	\$492,000
Graduates					
Total Degrees Granted	170	215	241	199	207
<i>Degree Level</i>					
Certificate	2%	1%	2%	7%	6%
Diploma	10%	10%	7%	3%	4%
Associate (A.O.S.)	20%	23%	22%	16%	21%
Associate (A.A.S.)	15%	18%	13%	17%	19%
Associate (Interpreting)	15%	14%	11%	12%	10%
Bachelor's	33%	28%	34%	37%	30%
Master's	4%	3%	5%	3%	5%
Master's (MSSE)	1%	3%	6%	5%	5%
Placement					
Permanent Placement	93	105	107	97	N/A(3)
Placement Rate	95%	94%	90%	92%	N/A(3)
<i>By Sector of the Economy</i>					
Business and Industry	72%	60%	67%	52%	N/A(3)
Government	5%	10%	9%	9%	N/A(3)
Education	23%	30%	24%	39%	N/A(3)
Co-op Work Experiences	238	245	278	228	N/A(3)
Access/Support Services					
Notetaking Hours	41,912	43,469	43,896	43,636	55,439
Tutoring Hours	18,593	13,409	14,332	13,783	14,487
Interpreting Hours	82,289	84,590	85,584	91,765	94,134
Outreach					
Educational Interpreting	93	77	75	49	65
Interpreter Training	200	224	80	114	99
M.S. in Secondary Education	30	36	31	34	44
Explore Your Future	198	198	188	226	183
Notetaker Training	184	182	167	162	257
Certificate in Deaf Studies ⁽⁴⁾	N/A	N/A	N/A	52	37
National Center on Employment					
Workshops	21	27	17	12	14
Participants	547	491	524	173	297

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

⁽³⁾Placement numbers for May 2002 graduates are incomplete and will be reported next year.

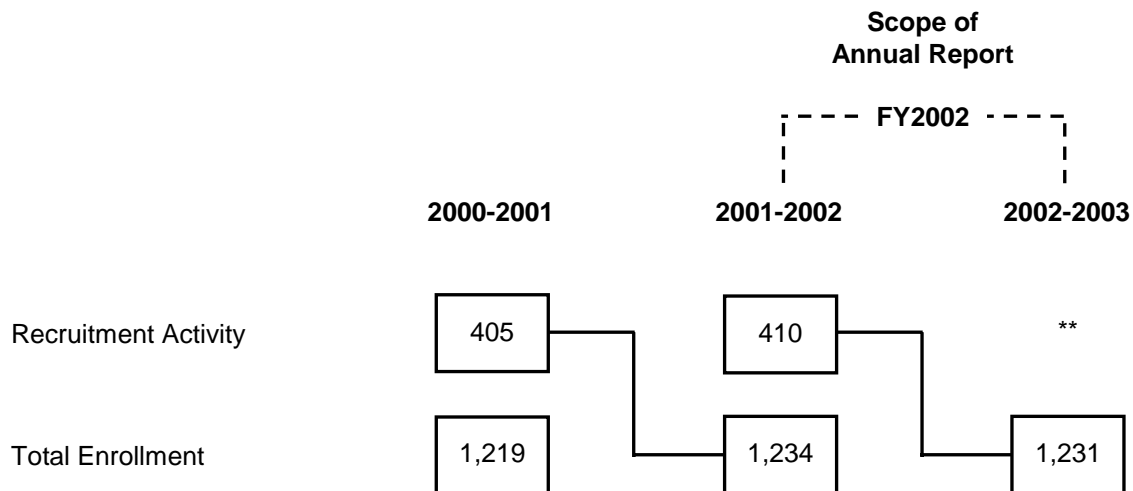
⁽⁴⁾New program transferred from RIT in 2001.

NOTE OF EXPLANATION

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

- Those newly recruited throughout the 2001-2002 academic year; that is, 410. These students will become part of the total student enrollment served in 2002-2003 and reported on in next year's Annual Report.
- The total enrollment served throughout 2001-2002; that is, 1,234, composed of 829 returning students and 405 new students recruited throughout 2000-2001. Demographic analysis of the 1,231 students enrolled in 2002-2003 is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,234 students enrolled throughout 2002-2003.

The chart below is provided to help clarify this distinction:



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

**Recruitment activity for FY2003 will be conducted throughout the 2002-2003 academic year and reported on next year.

PERFORMANCE INDICATORS

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

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

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

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

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

2. Maintain a diverse enrollment that fully utilizes current human and physical resources while enriching the students' collegiate experience.				
Indicators	Baseline	2002 Actual	2003	2004
2.1 Enrollment	1185	1231	1265	1285
2.2 Diversity (% Minority)	22%	24%	>National Demographic %'s	>National Demographic %'s

3. Maximize the number of students successfully completing a program of study.				
Indicators	Baseline	2002 Actual	2003	2004
3.1 Student Retention Rate: (1st Year)				
• Sub-baccalaureate	75%	72%	74%	74%
• Baccalaureate	84%	87%	84%	84%
• Overall	76%	77%	74%	74%
3.2 Graduation Rate:				
• Sub-baccalaureate	50%	54%	52%	52%
• Baccalaureate	51%	66%	61%	61%
• Overall	50%	57%	53%	53%

PERFORMANCE INDICATORS (continued)

4. Prepare graduates to find satisfying jobs in fields commensurate with their education.				
Indicators	Baseline	2002 Actual	2003	2004
4.1 Placement Rate	94%	92%	95%	95%
4.2 Earnings Parity with Hearing Peers	81%	81%	To be published in JADARA	Conduct another study in 2005 ≥81%
4.3 Earnings Growth Rate	6.7%/Year	6.7%/Year	To be published in JADARA	Conduct another study in 2005 ≥CPI
4.4 Value Added: Graduates earn substantially more than students who withdraw	<u>Sub-BS</u> 36% <u>BS</u> 76%	<u>Sub-BS</u> 36% <u>BS</u> 76%	To be published in JADARA	Conduct another study in 2005 ≥36%, 76%
4.5 Alumni Satisfaction	Satisfied with Education 98% Recommend NTID 94%	Satisfied with Education 98% Recommend NTID 94%	Goal: Maintain at least a 90% rate of alumni who are satisfied with their academic preparation and would recommend NTID to other prospective students	Conduct another study in 2003 ≥90%, 90%

5. Prepare professionals to work with deaf and hard-of-hearing persons.				
Indicators	Baseline	2002 Actual	2003	2004
5.1 Enrollment • Interpreting • MSSE	84 16	65 44	75 50	90 55
5.2 Diversity • Interpreting (% Minority) • MSSE (% Minority)	12% 12.5%	7% 11%	12% 12.5%	12% 12.5%
5.3 Employment rate	95%	95%	95%	95%
5.4 Professional Certification • Interpreting • MSSE (NYS Cert.)	TBD 71%	TBD 100%	TBD 90%	TBD 90%

6. Conducting a program of applied research to provide innovative support for the teaching and learning process for deaf and hard-of-hearing individuals.				
Indicators	Baseline	2002 Actual	2003	2004
6.1 Appropriate Public Assessment	TBD	8,000 Contacts 150 Web site hits 20 Comments	8,000 Contacts 150 Web site hits 20 Comments	8,000 Contacts 150 Web site hits 20 Comments
6.2 Effective Positive Change	Publications (25) Presentations / Workshops (52)	Publications (33) Presentations / Workshops (56)	Publications (25) Presentations / Workshops (50)	Publications (20) Presentations / Workshops (50)
6.3 Ensure Quality (% Peer Review)	90%	91%	90%	90%

PERFORMANCE INDICATORS (continued)

7. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.				
Indicators	Baseline	2002 Actual	2003	2004
7.1 Consumer Satisfaction	TBD	Above Average	Above Average	Above Average
7.2 Employers/ Career Counselors	358	297	300	300
7.3 Secondary Students				
• EYF	225	183	210	210
• CAP	50	187	200	200

8. Outside sources of revenue will result in NTID's ability to expand its resource base while simultaneously performing additional activities that support its mission.				
Indicators	Baseline	2002 Actual	2003	2004
8.1 Federal Matching Endowment Grant Program (Private funds raised & qualified for matching)	\$239,868	\$213,425	\$250,000	\$250,000
8.2 Other Private Funds Raised	\$705,235	\$2,229,448	\$800,000	\$800,000
8.3 Equipment Donations	\$671,077	\$120,288	\$700,000	\$700,000
8.4 Grants and Contracts	\$733,587	\$5,614,965	\$3,000,000	\$4,000,000

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

Because deafness is a low incidence disability and deaf and hard-of-hearing students are widely dispersed throughout the nation's some 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. NTID's expanded and innovative recruitment strategies allowed the institute to increase its applicant base by 7 percent over the previous year. One example of these strategies was the hosting of all-day open houses that attracted 131 potential students, most of whom attended with their parents.

The number of new students entering NTID during 2001-2002 was 410 compared to 405 last year. The total included 345 deaf and hard-of-hearing freshmen and transfers, 29 first-year graduate students (9 of whom are deaf or hard of hearing) in the Master of Science in Secondary Education (MSSE) and other RIT master's programs, and 36 first-year hearing students in the ASL-English Interpretation program. Total enrollment was 1,231 compared to 1,234 for last year, and approximates our planned number of 1,230. The breakdown of the 1,231 students is as follows:

Career Exploration Studies	94
Sub-baccalaureate Programs	550
Sub-baccalaureate Programs (ASL-English Interpretation – all are hearing)	65
Pre-baccalaureate Programs	41
Baccalaureate Programs at RIT	408
Graduate Programs at RIT	29
Graduate Programs at NTID (MSSE – 28 are hearing)	<u>44</u>
Total	1,231

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 27 percent of this year's freshmen class, while their representation in the total student body now stands at 24 percent. This percentage compares favorably to the national average for degree granting institutions, which is 27.1 percent.* In addition, NTID admitted 25 new international students, bringing the total number of international students to 90, or 7.3 percent of the total student population. This figure is down from last year's 8.3 percent.

In summary, NTID registered 410 new students and is serving a grand total of 1,231 students.

*SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys (prepared July 2001).

COMPARATIVE ADMISSION DATA

Total applications continue to trend upwards, increasing 7 percent over FY2001. However the acceptance rate was down by 6 percentage points, resulting in 11 fewer registrations than in the previous year. Registrations were 355, which is within the expected range of 350 to 400.

	FY1998	FY1999	FY2000	FY2001	FY 2002
Total Applicants	696	691	740	728	776
% Increase or Decrease	+1%	-1%	+7%	-2%	+7%
Accepted Applicants	501	496	513	472	461
% Increase or Decrease	+6%	-1%	+3%	-8%	-2%
Acceptance Rate (% of Total Applications)	72%	72%	69%	65%	59%
Registrations	395	371	386	366	355
Yield Rate (% of Accepted)	79%	75%	75%	76%	77%

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

ENTERING REGISTERED STUDENTS

Although NTID admits students during various quarters, each year the Summer Vestibule Program (SVP) accounts for approximately two-thirds of entering students. SVP 2002 started with 7 fewer students than 2001. The number registering during the year in winter and spring was up 4 percent, but the number of direct entry students for the fall was down by 18 percent.

	Number of Students				
	FY1998	FY1999	FY2000	FY2001	FY2002
Winter	27	20	28	20	24
Spring	20	14	16	15	22
Summer	1	1	3	1	2
SVP	236	256	256	241	234
Fall	111	80	83	89	73
Total	395	371	386	366	355

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

SUMMER VESTIBULE PROGRAM

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

designed to give participants an overview of SVP and familiarize them with NTID and its place on the RIT campus, provided informational seminars, awareness workshops, and in-depth orientation to facilitate student-parent separation and the students' transition to the college environment.

SVP 2002 continued the Student/Parent Orientation Weekend. The three-day program,

	Number of Students				
	FY1998	FY1999	FY2000	FY2001	FY2002
SVP Students Accepted	302	351	361	252	234
SVP Students Registered at Start of Program	236	256	256	241	234
SVP Students Completing Program	234	254	251	238	234
SVP Students Registered in Academic Programs for Fall Quarter (21 day report)	234	250	247	235	232

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

INTERNATIONAL STUDENT RECRUITMENT

International student applications were accepted for the first time during FY1990. At that time, a total of 32 applications were received from seven countries, and resulted in 17 international students registering at NTID.

The Education of the Deaf Act, reauthorized in 1998, raised the international cap from 10 to 15 percent.

This year applications numbered 90 and, of those, 40 were accepted, and 25 actually registered.

Given that we are now well below the cap, there obviously were other forces at work.

Many Canadian applicants continue to experience a lack of funding resources, which discouraged a number of prospective students from applying and/or prevented many of those accepted from being able to attend NTID. Students from third-world countries also encounter financial difficulties.

With increased efforts in other parts of the world, we are confident that we will improve international numbers this next recruitment year.

	FY1998	FY1999	FY2000	FY2001	FY2002
Continent of Origin					
Africa	19	13	16	20	21
Asia	19	21	7	18	14
Australia	1	0	0	0	0
Europe	1	3	4	7	9
North America	46	38	55	39	42
South America	0	4	4	1	4
Total Applicants	86	79	86	85	90
Total Applicants Accepted	47	42	48	46	40
Acceptance Rate (% of Applications)	55%	53%	56%	54%	44%
Total Applicants Registered	35	22	25	30	25
Yield Rate (% of Acceptances)	74%	52%	52%	65%	63%

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

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

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

	FY1998	FY1999	FY2000	FY2001	FY2002
CHARACTERISTICS					
Gender					
Male	57%	60%	56%	59%	60%
Female	43%	40%	44%	41%	40%
Marital Status					
Single	99%	99%	97%	98%	98%
Other	1%	1%	3%	2%	2%
Mean Age at Entry	20	20	21	21	21
Parents' Hearing Status					
Both Hearing	93%	91%	92%	93%	90%
Both Deaf	5%	7%	7%	6%	9%
One Hearing/One Deaf	2%	2%	1%	1%	1%
Origin of Students					
United States	91%	94%	94%	91%	94%
West	12%	11%	7%	10%	11%
North Central	24%	22%	20%	24%	23%
South	21%	22%	16%	18%	17%
Northeast	43%	45%	57%	48%	49%
International	9%	6%	6%	9%	6%
School Background					
First Time in College	68%	71%	64%	60%	67%
Transfer from Other Colleges	25%	20%	20%	24%	19%
Previously Enrolled at RIT	6%	8%	12%	13%	11%
Graduate Students	1%	1%	4%	3%	3%

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

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

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

	FY2002	
	INTERNATIONAL	U.S.
DEMOGRAPHICS		
Gender		
Male	73%	59%
Female	27%	41%
Entry Age	23	21
Age of Onset of Deafness		
Birth	74%	83%
1 - 3 Years of Age	13%	14%
More than 3 Years of Age	13%	3%
ENTRY SCORES		
Pure Tone Average	103 dB	96 dB
ACT Composite Score	18.1	17.2
PROGRAM AREA		
Career Exploration	32%	20%
Technical Studies	27%	49%
Pre-baccalaureate	5%	10%
Colleges of RIT	36%	21%
STATUS OF STUDENTS ENROLLED LAST FALL		
Still Registered	63%	66%
Withdrawn	11%	19%
Graduated	26%	15%

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

ASSESSMENT INFORMATION ON ENTERING CLASS (deaf students only)

Beginning in 1969, the Stanford Achievement Test (SAT) was used to evaluate educational achievement for admission to NTID. In 1996, the decision was made to replace the SAT with the American College Test (ACT). The 1997-1998 admission year was a year of transition in which applicants could submit either SAT or ACT scores as part of the application process. This year, 314 accepted applicants submitted such scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students have increased slightly since 2001.

Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz (cycles per second)]. The hearing level (HL) reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz, and 2000 Hz. Normal hearing is in the range of -10 dB to 20 dB. Moderate hearing loss is defined as having a pure tone average of 40-55 dB, with moderately severe at 55-70 dB, severe at 70-90 dB, and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 96.2 dB.

	FY1998	FY1999	FY2000	FY2001	FY2002
American College Test (ACT)					
ACT English	14.7	14.1	13.5	14.3	14.5
ACT Reading	17.6	16.3	15.7	16.6	17.2
ACT Mathematics	17.3	16.9	16.9	17.1	17.5
ACT Science Reasoning	18.2	18.0	18.2	18.0	18.2
ACT Composite	17.0	16.4	16.2	16.8	17.2
Average Hearing Level in Best Ear	94.1	95.1	93.5	96.7	96.2

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

ORIGIN OF STUDENTS AND GRADUATES

NTID students in the current enrollment come from all over the United States (49 states, Puerto Rico, Virgin Islands, and the District of Columbia). A total of 39 countries are represented among current students and graduates.

Home State or U.S. Territory	Number in Student Body Fall 2002	Number of Graduates As of Fall 2002
Alabama	10	14
Alaska	3	6
Arizona	6	20
Arkansas	2	26
California	67	249
Colorado	5	37
Connecticut	31	154
Delaware	1	23
District of Columbia	3	8
Florida	45	117
Georgia	19	43
Hawaii	3	16
Idaho	1	3
Illinois	75	292
Indiana	9	84
Iowa	10	40
Kansas	12	32
Kentucky	6	31
Louisiana	4	40
Maine	12	32
Maryland	31	107
Massachusetts	46	262
Michigan	54	203
Minnesota	21	78
Mississippi	4	3
Missouri	14	121
Montana	1	5
Nebraska	8	19
Nevada	2	4
New Hampshire	4	40
New Jersey	52	252
New Mexico	2	16
New York	319	1,432
North Carolina	8	43
North Dakota	6	13
Ohio	39	319
Oklahoma	3	12
Oregon	7	33
Pennsylvania	75	432
Puerto Rico	1	9
Rhode Island	9	30
South Carolina	2	17
South Dakota	4	7
Tennessee	4	32
Texas	27	131
Utah	2	7
Vermont	9	27
Virgin Islands	0	1

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2002	Number of Graduates As of Fall 2002
Virginia	25	85
Washington	7	41
Wisconsin	12	70
West Virginia	10	21
Wyoming	0	0
Sub-total	1,141	5,139

Country	Number in Student Body Fall 2002	Number of Graduates As of Fall 2002
Australia	0	2
Bermuda	0	1
Bolivia	1	1
Canada	64	117
China	2	1
Czechoslovakia	0	1
Estonia	0	1
Germany	1	0
Ghana	1	1
Greece	1	0
India	7	7
Ireland	0	1
Japan	1	3
Kenya	0	1
Malaysia	1	0
Mexico	0	1
Nepal	0	1
Nigeria	1	0
Pakistan	1	1
Philippines	1	1
Portugal	0	1
Russia	0	1
Saudi Arabia	0	2
Singapore	1	2
South Africa	0	2
Taiwan	1	2
Tanzania	0	1
Thailand	4	3
Trinidad & Tobago	0	1
Turkey	0	1
Uganda	1	0
United Kingdom	1	2
Venezuela	0	1
Yugoslavia	0	1
Zimbabwe	0	1
Sub-total	90	162

Totals	1,231	5,301
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ACADEMIC PROGRAM HIGHLIGHTS

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

The Center for Technical Studies (CTS) continues to develop new program options in technology-related careers that position NTID graduates to enter the workforce with skills that are in high demand. The New York State Education Department approved two new NTID programs—one in Automation Technologies, with options in Semiconductor Technology and Applied Robotics, and the other, an Associate of Science (A.S.) transfer program in Business. The first classes in both programs began in fall 2002.

Based on curriculum development work in 2001, NTID added coursework in the area of Geographical Information Systems (GIS) to our Computer Aided Drafting Technology program this year. Other curriculum efforts underway include: work by NTID's Applied Computer Technology program to complete a proposed A.S. transfer program in Information Technology; a preliminary proposal by the Computer Integrated Machining Technology program for an A.S. transfer program in Integrated Manufacturing; a preliminary proposal to be developed in the area of Precision Optics/Opto-electronics; and further exploration of a Photonics career option in partnership with the greater university.

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

At the beginning of academic year 2002, there were 41 deaf students enrolled in pre-baccalaureate studies. In addition, 437 deaf students were fully matriculated in RIT baccalaureate and graduate programs. Thus, 478 or 43 percent of NTID's deaf and hard-of-hearing students are fully or partially enrolled in baccalaureate and master's programs offered through the other colleges of RIT and supported by NTID faculty and staff who provide tutoring, interpreting, notetaking, academic advising, and counseling. In addition, approximately 160 students enrolled in NTID's Center for Technical Studies take some of their credit-bearing coursework in the other RIT colleges. Altogether, including both fully matriculated students and those taking one or more courses at RIT, more than 600 deaf students benefit from integrated instruction with hearing students.

At the beginning of fall quarter 2002, CBGS moved to a paperless, Web-based system for classroom notetaking by fully implementing the electronic distribution of classroom notes on a campus-wide basis. Using the latest Xerox technology, we scan handwritten classroom notes into a computer and then load them onto a Web page for easy access by all students who are deaf.

CBGS also has fully implemented a Management Information System for scheduling interpreting, notetaking and tutoring services. As a result, we have realized significant efficiencies and improvements from the former scheduling processes, which were done by hand.

The Center for Arts and Sciences (CAS) continued to refine First Year Experiences (FYE)/Career Exploration Studies programming, which is designed to maximize student retention by providing career sampling opportunities, advisement and a solid foundation of coursework for the beginning of a student's college experience. In addition, CAS adjusted the Summer Vestibule Program (SVP), NTID's two-week summer orientation program for incoming freshman, to articulate with RIT's new "Week of Welcome" fall orientation program.

ACADEMIC PROGRAM HIGHLIGHTS (continued)

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

The Faculty/Staff Sign Language Education program served 145 faculty and staff during the past academic year, including staff from the other colleges and service areas of RIT. The faculty continues to review feedback from class participants and the Steering Committee on Communication to improve this professional development program.

The Spoken Language Learning and Practice Lab serves students, faculty and staff in developing spoken language communication using modern technology. During the past academic year, the lab was open 960 hours and served 596 individuals on a walk-in basis. The Speech and Language faculty also provided 2,140 hours of non-credit speech and language services to 259 students.

CAS and CBGS continue to collaborate to ensure strong articulation between the developmental English courses offered at NTID and the writing and literature courses offered through RIT's College of Liberal Arts. The English Issues Advisory Committee conducted a student satisfaction survey, reviewed progress of the Peer Tutoring Program and assessed student progress in the English curriculum in RIT's College of Liberal Arts.

CAS faculty also have been successful in obtaining grants to support the development of instructional materials and outreach to professionals serving or preparing to serve persons who are deaf or hard of hearing. Three grants are continuing: two from New York State for training community and educational interpreters, and a federal FIPSE grant to complete the development and dissemination of an American Sign Language dictionary on CD-ROM. New this year, the Department of Education awarded NTID a five-year, \$1.2 million grant to train master's degree students in speech pathology to work with deaf and hard-of-hearing students. Led by the chairperson of our Speech-Language Department, NTID will complete the project in partnership with Nazareth College in Rochester, N.Y. The chairperson of NTID's American Sign Language – English Interpretation program, along with a faculty member, received an RIT Provost's Productivity Grant to prepare a course on "Learning to Learn American Sign Language" for online instruction.

The NTID Learning Center (NLC) recently completed its sixth year of operation. The center supports teaching and learning partnerships through tutorial support in a variety of discipline areas and by providing educational workshops that address the skills, knowledge, and attitudes important for success in college and beyond. In addition, the center houses a "Smart Classroom" that uses computer, multimedia, and videoconferencing technologies for in-house instruction and distance learning. During academic year 2001-2002, the NLC scheduled more than 140 class sessions in its state-of-the-art Smart Classroom for more than 200 scheduled class hours, and more than 70 workshop sessions for more than 130 workshop hours. The NLC has expanded areas for individual and small-group tutoring and studying and offers a variety of services in mathematics, science, English, accounting, and American Sign Language. This year, individual students signed up to use NLC computers 49,000 times for a total of approximately 42,000 hours.

The Self-Instruction Lab (SIL) comprises state-of-the-art equipment and materials to support development of signed and spoken language communication for faculty, staff, and students. It serves as an environment for both expressive and receptive practice, offering flexible scheduling to meet learner needs as well as supporting individual learning styles. During academic year 2001-2002, the number of individuals who signed up to use the SIL increased from the previous year, for a total of nearly 6,000 hours of usage. Two video production rooms added to the SIL last year generated more than 1,000 hours of use in 2001-2002.

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

The enrollment reported reflects only the deaf and hard-of-hearing students on the RIT campus. Not included are hearing students enrolled in the ASL-English Interpretation program or students enrolled in the Master of Science in Secondary Education program. In fall 2002, the ASL-English

Interpretation program accounted for 65 students, and the Master of Science in Secondary Education program accounted for 44 students. In addition, large numbers of hearing and deaf students access a variety of part-time and non-credit-bearing coursework at NTID throughout the year.

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

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

PERCENT OF REGISTERED STUDENTS WITH FULL TIME STATUS

On average, 94 percent of NTID-supported students are registered full time. At RIT, full-time status is defined as taking at least 12 credit hours per academic quarter. About one-fourth of the students enrolled in the Master of Secondary Education program are pursuing this degree on a part time basis.

	FY1998	FY1999	FY2000	FY2001	FY2002	Cumulative
Arts and Sciences	96%	99%	97%	98%	97%	97%
Technical Studies	95%	97%	97%	97%	96%	96%
Pre-baccalaureate	100%	100%	94%	98%	100%	98%
Baccalaureate	92%	93%	91%	93%	92%	92%
Interpreting	90%	91%	89%	79%	58%	81%
Master in Secondary Education	77%	78%	79%	71%	61%	73%
Overall	94%	95%	94%	93%	92%	94%

DEGREE PROGRAMS

In fall 2002, 65 percent of NTID-supported students were enrolled in a broad array of programs within the college of NTID. Thirty-five percent were enrolled in the other seven colleges of RIT. Looked at another way, of the 1,032 deaf students in traditional undergraduate and graduate programs (excluding MSSE), almost 43 percent

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

	Student Enrollment Fall 2002	
	Number of Students	Percentage of Total
COLLEGE OF NTID		
Career Decision Making		
Career Decision Sampling	94	
Subtotal	94	7.6%
Technical Programs		
Accounting Technology	46	
Administrative Support Technology	25	
Applied Computer Technology	134	
Art and Computer Design	79	
Automation Technologies	4	
Business Technology	68	
Business (Associate in Science transfer program)	6	
Computer Aided Drafting Technology	43	
Computer Integrated Machining Technology	28	
Digital Imaging & Publishing Technology	78	
Healthcare Billing and Coding Technology	8	
Laboratory Science Technology	11	
NTID—General	4	
Ophthalmic Optical Finishing Technology	16	
Subtotal	550	44.7%
Master of Science in Secondary Education (M.S.)		
Matriculated	35	
Non-Matriculated	9	
Subtotal	44	3.6%
ASL-English Interpretation		
Associate of Applied Science	40	
Bachelor of Science	14	
Deaf Studies	1	
Non-Matriculated	10	
Subtotal	65	5.3%
Pre-Baccalaureate	41	3.3%
COLLEGE OF NTID SUBTOTAL	794	64.5%

(continued)

DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2002	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Business		
Accounting	4	
Business Administration	1	
Finance	4	
Information Systems	5	
International	1	
Management	11	
Marketing	4	
Undeclared	5	
Subtotal	35	2.8%
College of Liberal Arts		
Criminal Justice	24	
Economics	1	
Professional & Technical Communication	13	
Psychology	24	
Public Policy	2	
Social Work	38	
Technical/Liberal Studies	14	
Subtotal	116	9.4%
College of Applied Science and Technology		
Applied Arts and Science	19	
Career & Human Resource	2	
Civil Engineering Technology	5	
Computer Engineering Technology	2	
Computer Integrated Manufacturing	2	
Cross-Disciplinary Professional Studies	6	
Electrical Engineering Technology	4	
Environmental Management	4	
Food, Hotel, and Resort Management	6	
Mechanical Engineering Technology	9	
Nutrition Management	1	
Packaging Science	4	
Safety Technology	1	
Telecommunication Technology	4	
Subtotal	69	5.6%
College of Computing and Information Sciences		
Computer Science	11	
Information Technology	54	
Software Development & Management	1	
Software Engineering	1	
Telecommunications	3	
Subtotal	70	5.7%

(continued)

DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2002	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Imaging Arts and Sciences		
Biomedical Photographic Communication	4	
Ceramics	1	
Film and Video	12	
Fine Arts	8	
Graphic Design	28	
Illustration	7	
Imaging Systems Management	1	
Industrial Design	3	
Interior Design	4	
New Media Design	2	
Printing	20	
Professional Photographic Illustration	5	
Subtotal	95	7.7%
College of Science		
Bio Medical Computing	2	
Biochemistry	1	
Biology	7	
Biotechnology	2	
Chemistry	4	
Environmental Science	4	
Imaging Science	1	
Mathematics	5	
Medical Technology	2	
Undeclared Science	6	
Subtotal	34	2.8%
College of Engineering		
Computer Engineering	1	
Electrical Engineering	4	
Industrial/Manufacturing	3	
Mechanical Engineering	4	
Undeclared	6	
Subtotal	18	1.5%
Colleges of RIT Subtotal	437	35.5%
Grand Total	1,231	100%

AVERAGE CLASS SIZE BY DISCIPLINE WITHIN DIVISION

The variability in average class size is influenced by the nature of instruction. For example, many of the programs are laboratory oriented and use specialized equipment, which requires limited numbers of students and therefore lower student-faculty ratios.

	FALL 2001	2001-2002 WINTER 2001	SPRING 2002
Center for Arts and Sciences			
American Sign Language	8.7	3.0	10.7
ASL-English Interpretation	7.0	6.5	5.6
Communication Studies and Humanities	7.5	11.3	9.5
Deaf Studies	13.0	12.5	10.3
English	11.1	10.0	9.4
Freshman Seminar / Career Exploration	12.0	11.5	9.5
Mathematics	10.7	7.7	8.7
Performing Arts	8.2	7.3	9.4
Science	11.7	10.5	10.5
Social Sciences	13.0	10.8	11.4
Speech	5.2	3.1	2.8
Center for Technical Studies			
Accounting Technology	7.7	7.9	7.9
Applied Computer Technology	8.5	8.1	8.8
Art and Computer Design	7.0	8.1	6.6
Business Technology	8.5	7.8	8.4
Computer Aided Drafting Technology	5.3	6.2	5.3
Computer Integrated Machining Technology	5.9	6.0	5.7
Digital Imaging and Publishing Technology	5.6	5.5	5.7
Healthcare Billing and Coding Technology	5.6	3.5	2.0
Laboratory Science Technology	10.0	12.0	8.0
Ophthalmic Optical Finishing Technology	6.2	3.7	3.9
Interdisciplinary Studies	11.4	11.7	9.6
Center for Baccalaureate and Graduate Studies			
Master of Science in Secondary Education	10.8	9.6	6.1
Pre-baccalaureate	11.0	6.5	7.0
Overall Average	8.8	7.9	7.6

CO-OP WORK EXPERIENCES

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

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

During FY2002:

- 230 students were enrolled in co-op work experiences.
- 41 academic programs had students on co-op.
- 70 students were visited at their job sites by faculty and staff.



Number of Students Involved in Co-op

	FY1998	FY1999	FY2000	FY2001	FY2002
SUBBACCALAUREATE					
Technical Programs	140	128	150	119	118
% of Total	59%	52%	54%	52%	51%
BACCALAUREATE / MASTER'S					
College of Applied Science and Technology	50	44	62	50	16
College of Business	9	16	15	8	8
College of Engineering	5	14	8	8	6
College of Imaging Arts and Sciences	7	12	8	7	14
College of Liberal Arts	22	28	35	35	32
College of Science	5	3	0	1	3
College of Computing & Information Sciences**	N/A	N/A	N/A	N/A	33
Subtotal	98	117	128	109	112
% of Total	41%	48%	46%	48%	49%
Total*	238	245	278	228	230

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

** New college of RIT established in FY2002.



STUDENT SUPPORT SERVICES HIGHLIGHTS

To meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges, NTID's Center for Baccalaureate and Graduate Studies provides a system of sign language interpreting, notetaking, tutoring, and advising services as well as other support. These services enable more than 600 deaf and hard-of-hearing students to access nearly 22,800 credit hours within RIT's more than 200 highly competitive academic programs.

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

- **Sign language transliteration** provided by 101 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students also may request interpreters for non-academic activities such as athletic events, religious services, student government meetings, and guest presentations.
- **Tutoring and academic advising assistance** from faculty in one of four support departments: Business and Computing Technologies, Imaging Arts and Sciences, Liberal Arts, and Science and Engineering. These faculty members help answer questions, clarify concepts and procedures, and provide background information on course content. Many of them also provide direct instruction in RIT courses.
- **Classroom notetaking services** provided by student notetakers and then loaded onto the Web for easy access by deaf and hard-of-hearing students.
- **C-Print™**, a computer-assisted system developed through research at NTID for transcribing in real time what teachers and students say in class. (This system is currently available on a limited basis as a support service for students with additional disabilities, e.g., vision impairments.)

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

Clinical services available to all students:

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

STUDENT SUPPORT SERVICES HIGHLIGHTS (continued)

Other special services available to NTID students include:

- **Personal and career counseling and academic advising:** Upon entry to NTID, every student has access to a professional counselor who plays an important role in helping students maximize their educational opportunities. Last year, the NTID Counseling Services Department provided more than 11,000 hours of career and personal counseling as well as academic advising to students, in addition to teaching 22 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career interest assessment tools and resources, including DISCOVER, an interactive, computer-based career and educational information system that helps students assess their interests, learning styles, values, and career options.
- **Student Life Team (SLT):** Recognizing that the critical need for students to feel connected to NTID goes beyond the classroom, the SLT provides opportunities to strengthen students' ties to the college, thereby improving student success and retention. Through a variety of outreach mechanisms, including programs and workshops, advising for student clubs and organizations, on- and off-campus retreat experiences, one-on-one academic and social support, and late-night weekend events, SLT professionals and student staff members serve as valuable resources and, oftentimes, mentors for NTID students. Areas of focus include multicultural student support and current issues as well as leadership, literacy, and general student development.
- **Financial aid:** In fiscal year 2002, NTID students received a total of \$9,886,916 in the form of vocational rehabilitation, grants-in-aid, federal and state grants, scholarships, and federal loans through RIT's Financial Aid Office. The average aid per enrolled student was \$8,012. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.
- **Technological assistance, such as captioned classroom films and videotapes:** NTID provides captioning to ensure full access to information and materials for students who are deaf. NTID provides real-time captioning services for special institute events. Real-time captioning allows audience members to see the presenter and an almost simultaneous transcription of the spoken lecture or presentation with a verbatim transcript available afterward for student use.
- **Substance and Alcohol Intervention Services for the Deaf (SAISD):** SAISD provides culturally sensitive, linguistically accessible alcohol and other drug information, education, prevention, intervention and referral services to the deaf and hard-of-hearing community at RIT and throughout Rochester and the Monroe County area. SAISD also advocates for and promotes development of a full range of accessible alcohol and other drug treatment programs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation, and training for professionals. Wherever possible, SAISD promotes its successful model to other communities across the nation.

EDUCATIONAL SUPPORT: TEACHING

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

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

	<u>Number of Sections</u>	<u>Number of Students</u>	
		Deaf	Hearing
Sections Taught by Liberal Arts Support Faculty			
Beginning French I	1	3	21
Beginning French II	1	3	19
Beginning French III	1	3	14
Beginning Spanish I	1	16	0
Beginning Spanish II	1	12	0
Beginning Spanish III	1	6	0
Criminology	3	28	105
Cultural Diversity in Education	1	8	5
Deaf Culture in America	1	27	6
Deafness: Fundamental Aspects	1	8	2
Fine Arts/Visual Arts	4	61	0
Foundations of Sociology	6	85	0
Foundations of Legal Research I	1	1	12
Introduction to Psychology	7	124	0
Modern American History	5	99	0
Modern American History (Taught by CLA Faculty)	1	20	0
Psychology of Teaching/Learning	1	1	17
Self Awareness in the Helping Role	1	17	9
Writing & Literature I	11	153	0
Writing & Literature II	7	79	0
Written Communication I	9	113	0
Written Communication II	13	181	0
Sub Total	78	1,048	210
Sections Taught by Science & Engineering Support Faculty			
Art & Civilization I	1	15	0
Art & Civilization II	1	17	0
Art & Civilization III	1	14	0
Bit-Map Graphics	1	6	0
Photo in Cuba	1	2	14
Time Based Design	1	2	11
Sub Total	6	56	25

EDUCATIONAL SUPPORT: TEACHING (continued)

	<u>Number of Sections</u>	<u>Number of Students</u>	
		Deaf	Hearing
NTID Sections Taught by Business and Computing Technologies Support Faculty			
Computing Fundamentals (NTID Course)	2	17	0
Internetworking Lab I	4	24	55
Internetworking Lab II	2	5	20
Intro to Programming for IT I	6	38	110
Intro to Programming for IT II	3	14	89
Management Process I	1	1	36
Management Process II	1	1	14
Management Process III	2	1	14
Sub Total	21	101	338
Sections Taught by Science & Engineering Support Faculty			
Applied Mechanics I	1	0	29
Applied Mechanics II	1	0	18
Biology Lab	1	5	19
Engineering Economics	2	3	69
Freshman Seminar	1	10	0
Hematology/Immunohematology	1	1	5
Learning Strategies	3	5	0
Sub Total	10	24	140
Sections Taught by Center for Human Performance Support Faculty			
Sub Total	15	202	1
TOTALS	130	1,431	714

INTERPRETING SERVICES

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

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

FY2002 HOURS OF INTERPRETING SERVICES

	In-Class	Non-Class Activity	Administrative Activity	Overall Total
Fall	22,443	2,799	1,737	26,979
Winter	23,151	2,890	1,456	27,497
Spring	23,811	2,823	2,099	28,733
Summer	6,305	2,299	2,321	10,925
FY2002 Total	75,710 81%	10,811 11%	7,613 8%	94,134 100%
FY2001 Total	74,061 (81%)	10,988 (12%)	6,716 (7%)	91,765 (100%)
FY2000 Total	70,145 (82%)	10,473 (12%)	4,966 (6%)	85,584 (100%)
FY1999 Total	67,927 (80%)	10,183 (12%)	6,480 (8%)	84,590 (100%)
FY1998 Total	67,262 (82%)	9,856 (12%)	5,171 (6%)	82,289 (100%)

ACCESS AND SUPPORT SERVICES

NTID support departments provide academic assistance in the form of tutoring and academic advising and coordinate the provision of notetaking services for deaf students registered in other colleges of RIT. Interpreting services are provided by the Department of Interpreting Services.

HOURS OF SERVICE

	Interpreting	Notetaking	Tutoring/ Advising	Class Sections Served
Imaging Arts & Sciences	14,560	7,490	2,170	329
Business & Computing Technologies	13,762	11,880	3,548	297
Science & Engineering	19,948	17,250	5,778	694
Liberal Arts & Criminal Justice	19,391	11,741	1,737	394
Social Work	2,314	1,408	774	32
Center for Human Performance	5,735	0	480	15
NTID Students with Approved Accommodations*		5,670	0	167
Totals	75,710	55,439	14,487	1,928

C-Print Captioning **

Number of classes captioned	65
Number of class hours	1,441
Miscellaneous hours	90
Total Hours	1,596

* NTID students in associate degree programs who were approved for notetaking services due to a secondary disability.

** C-Print services are currently limited to students with additional disabilities and new students in transition during first year.

FINANCIAL AID

In spite of modest cost increases, students' and their families' need for financial assistance has continued to be high.

Federal and state grant funding increased slightly after declining for the past few years, as did Vocational Rehabilitation (VR) support, which returned to levels experienced in 1998. Student and parent loans remained about the same.

The NTID endowed funds have continued to have a positive impact on students. Endowed scholarships are awarded to recognize academic excellence as well as financial need. In FY2002, 356 students received \$487,612 in endowment earnings. Additionally, 159 students received a total \$384,661 in merit scholarship awards, most of them through the newly established vice presidential and dean merit scholarships. Average aid per student increased from \$7,699 to \$8,012.

SOURCE OF AID	2001		2002		DIFF \$	DIFF %
	Awards*	Amount	Awards*	Amount		
State and Federal Grants:						
NTID Grant-in-Aid	322	\$ 873,147	292	\$719,993	(\$153,154)	-17.5%
RIT Grant-in-Aid	21	54,597	47	144,551	89,951	164.8%
Vocational Rehabilitation	792	4,566,571	833	4,939,544	372,973	8.2%
Pell Grants	404	875,264	404	944,518	69,254	7.9%
State Grants	243	342,740	231	411,898	69,158	20.2%
Sub-total Grants	1782	\$6,712,319	1807	\$7,160,504	\$448,182	6.7%
Average Grant		\$3,767		\$3,963		
Loans:						
Federal Student Loans:						
Subsidized	332	\$883,521	328	\$905,117	\$21,596	2.4%
Unsubsidized	224	648,381	251	688,275	39,894	6.2%
Parents PLUS Loans	32	161,456	28	126,557	(34,899)	-21.6%
Sub-total Loans	588	\$1,693,358	607	\$1,719,949	\$26,591	1.6%
Average Loan		\$2,880		\$2,834		
Scholarships:						
NTID Merit	140	\$338,789	159	\$384,661	\$45,872	13.5%
NTID Endowments	380	511,202	356	487,612	(23,590)	-4.6%
External Groups	82	120,875	80	127,057	6,182	5.1%
Sub-total Scholarships	602	\$970,866	595	\$999,330	\$28,464	2.9%
Average Scholarship		\$1,613		\$1,680		
Other:						
College Work Study (CWS)	13	\$8,994	5	\$7,133	(\$1,861)	-20.7%
Total Financial Aid	2,985	\$9,385,537	3,014	\$9,886,916	\$501,376	5.3%
Average Award		\$3,144		\$3,280		
Student Body		1,219		1,234		
Average Financial Aid per Student		\$7,699		\$8,012		

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

RETENTION AND GRADUATION HIGHLIGHTS

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

Today, NTID's highly successful academic programs and services for students who are deaf consistently result in, on average, nearly 94 percent of graduates over the past five years who chose to enter the labor force finding employment that is commensurate with the level of their education and training. Although statistics on the employment status of this year's deaf RIT graduates are not yet complete, figures for 2001 graduates show that 92 percent, or 97 of the 105 students who chose to enter the work force, found employment upon graduation.

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

We know that quality employment and high earnings accrue to college graduates. Generally, we also know that students who withdraw fare no better earnings-wise than their peers who never went to college. With this in mind, NTID employs a variety of innovative strategies to improve retention. It is important to note that retention is a continuing concern for colleges with "open" or "liberal" admissions policies like NTID. NTID fares quite well by comparison; its overall graduation rate for students entering degree programs (57 percent) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Favorable comparisons notwithstanding, NTID continues to work at improving its graduation rate.

This year NTID/RIT awarded associate, bachelor's, and master's degrees as well as diplomas and certificates to 207 students. Of those graduates, 12 percent earned certificates and diplomas, 48 percent earned associate degrees, 30 percent earned bachelor's degrees, and 10 percent earned master's degrees. Of the U.S. students, 21 percent of all degrees were granted to minority students. From the graduating class of 2001, 14 out of 16 minority students (88 percent) who chose to enter the workforce found employment.

Over the past 36 years, more than 95 percent of more than 5,000 NTID/RIT graduates who chose to enter the labor market successfully found jobs upon graduation, and most in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (65 percent). The 1998 SSA research also showed that our deaf graduates with bachelor's degrees

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

RETENTION AND GRADUATION HIGHLIGHTS (continued)

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

DEGREES GRANTED: FY1998 to FY2002

During the past five years, NTID has awarded, on average, approximately 200 degrees annually. The number for FY2002 was 207. During this same time frame, the number of students achieving bachelor's and master's degrees has increased. This change is indicative of the demands being made by deaf persons for access to higher level programs

and NTID's success in shifting its resources to accommodate the increased numbers of students seeking higher degrees. Of the 207 graduate and undergraduate degrees granted to deaf and hard-of-hearing students in FY2002, 47, or 28 percent, were granted to students from minority backgrounds.

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

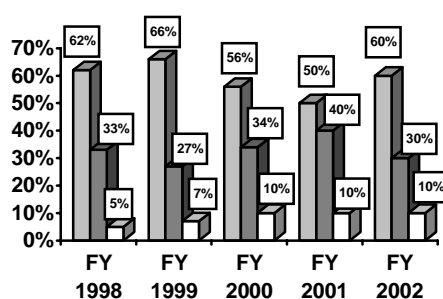
Sub-Baccalaureate Certification:

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

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

Bachelor's/Master's Degrees:

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



Sub-Baccalaureate
 Baccalaureate
 Master's

	FY1998	FY1999	FY2000	FY2001	FY2002
Sub-baccalaureate	106	143	134	100	124*
Baccalaureate	56	58	83	79	63
Master's	8	14	24	20	20**
TOTAL	170	215	241	199	207

* This total includes 21 hearing graduates from the ASL-English Interpretation Program at sub-baccalaureate level.

**This total includes 10 graduates from the MSSE program.

GRADUATES BY PROGRAM AREA

Of all the degrees awarded to NTID supported students on the RIT campus in FY2002, 61 percent were through programs offered by NTID and 39 percent through the other seven colleges of RIT. Historically, 71 percent of the degrees have been

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

	FY2002		CUMULATIVE (FY1970-FY2002)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
NTID				
Technical Programs	95	46%	3,301	62%
ASL-English Interpretation	21	10%	426	8%
Master of Science in Secondary Education	10	5%	57	1%
Subtotal	126	61%	3,784	71%
OTHER COLLEGES OF RIT*				
College of Applied Science & Technology	20	10%	301	6%
College of Business	3	1%	246	5%
College of Computing & Information Science	15	7%	167	3%
College of Engineering	2	1%	53	1%
College of Imaging Arts and Sciences	21	10%	374	7%
College of Liberal Arts	18	9%	278	5%
College of Science	2	1%	100	2%
Subtotal	81	39%	1,519	29%
Grand Total	207	100%	5,303	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 in terms of persistence rates for entering cohorts of students, NTID calculates 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 1995. Thus, the most recent three-year average is reported for the 913 students who entered degree programs in the years 1999, 2000 and 2001. Data in the table below indicate that for the most recent three-year period, 77 percent of new students persisted to the second year. In 1998, NTID

created the Office of Associate Dean for Student Affairs, which is responsible for coordinating programming to improve student persistence. Through counseling and student life services, the office is responsible for developing a variety of new strategies to help students better cope with college life. Likewise, First Year Experience, a program which focuses on issues facing students who are new to the college environment, was implemented in 1997 to improve persistence.

First-Year Persistence Rates*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1995, 1996, 1997	1,082	824	76%
1996, 1997, 1998	1,093	804	74%
1997, 1998, 1999	1,011	745	74%
1998, 1999, 2000	1,019	751	74%
1999, 2000, 2001	963	738	77%

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

PERSISTENCE TO GRADUATION FOR DEAF RIT STUDENTS

Nationally, colleges with liberal or open admission policies have first-year persistence rates of 64 percent and 54 percent respectively. This compares to a 77 percent persistence rate for first-year NTID students in a major. Students admitted to NTID have ACT scores that are comparable to students in colleges with open or liberal admissions policies; yet, first-year persistence rates at NTID are comparable

with those of institutions admitting students who are far better prepared academically. The table below also indicates that NTID's graduation rates (53 percent for students admitted into sub-bachelor level programs and 66 percent for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards.

National Persistence Rates

Selectivity Level	Mean ACT*	First-Year Persistence Rate (All Institutions)	Sub-Bachelor Degree Graduation Rate (Public Institutions)	Bachelor Degree Graduation Rate
Highly Selective	27-31	91%	NA	72%
Selective	22-27	81%	85%	62%
Traditional	20-23	72%	38%	45%
Liberal	18-21	64%	44%	40%
Open	17-20	54%	35%	30%
NTID	16-17	77%**	54%**	66%**

Source: National College Dropout and Graduation Rates, 1997.

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

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

ACADEMIC SKILLS OF ENTERING STUDENTS

The academic preparedness of most entering NTID-supported students is substantially below that of their hearing peers. The mean ACT score of 23 for deaf students directly admitted to one of the RIT colleges is lower than the average of 26 for hearing freshmen admitted to RIT. But this group represents only 17 percent of NTID's entering class of 2002. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 20 for the pre-baccalaureate group approximates the national average of 21 obtained by college bound

seniors, but is well below the average of entering RIT freshmen. The average ACT score of 16 achieved by students entering NTID's sub-baccalaureate degree programs is in the range achieved by students entering schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all students graduating from cross-registered programs at RIT came through NTID first.

	Percentage of Deaf Students by Degree Level	ACT Composite
Degree Level	Percent	Mean
Bachelor in Other Colleges of RIT	17%	23
NTID:		
Pre-bachelor	9%	20
Sub-bachelor	55%	16
Career Exploration	19%	15

TIME REQUIRED TO COMPLETE A DEGREE

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

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

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

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

Time Required to Complete a Degree Graduates 1999, 2000, 2001		
First Degree Category	Median Active Quarters	Median Calendar Years
B.S. degree (transfer after associate degree)	22.0	7.0
B.S. degree (transfer from NTID without degree)	17.0	5.5
B.S. degree (direct entry)	13.5	4.0
A.A.S. degree	13.0	4.5
A.O.S. degree	12.0	4.5

ORIGIN AND SUCCESS OF DEAF STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

History (entering cohorts 1993 to 1995) has shown that 25 percent of deaf students who begin their studies within the college of NTID eventually transfer to one of the other colleges of RIT. The net result of this transfer pattern is that 50 percent of deaf graduates from RIT baccalaureate programs started their college careers at NTID.

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

Graduation Rates for Deaf Students Cross Registered in the Other Colleges of RIT			
(1993-1995)			
	Withdrawn	Bachelor's Degree	Graduation Rate
Direct Admit to RIT (deaf)	68	102	60%
NTID Pre-baccalaureate	14	58	81%
Other NTID Programs	82	155	65%
NTID Overall	164	315	66%
Hearing Freshmen	2,532	3,496	58%
Hearing Transfers	760	1,505	66%

GRADUATION AND EMPLOYMENT

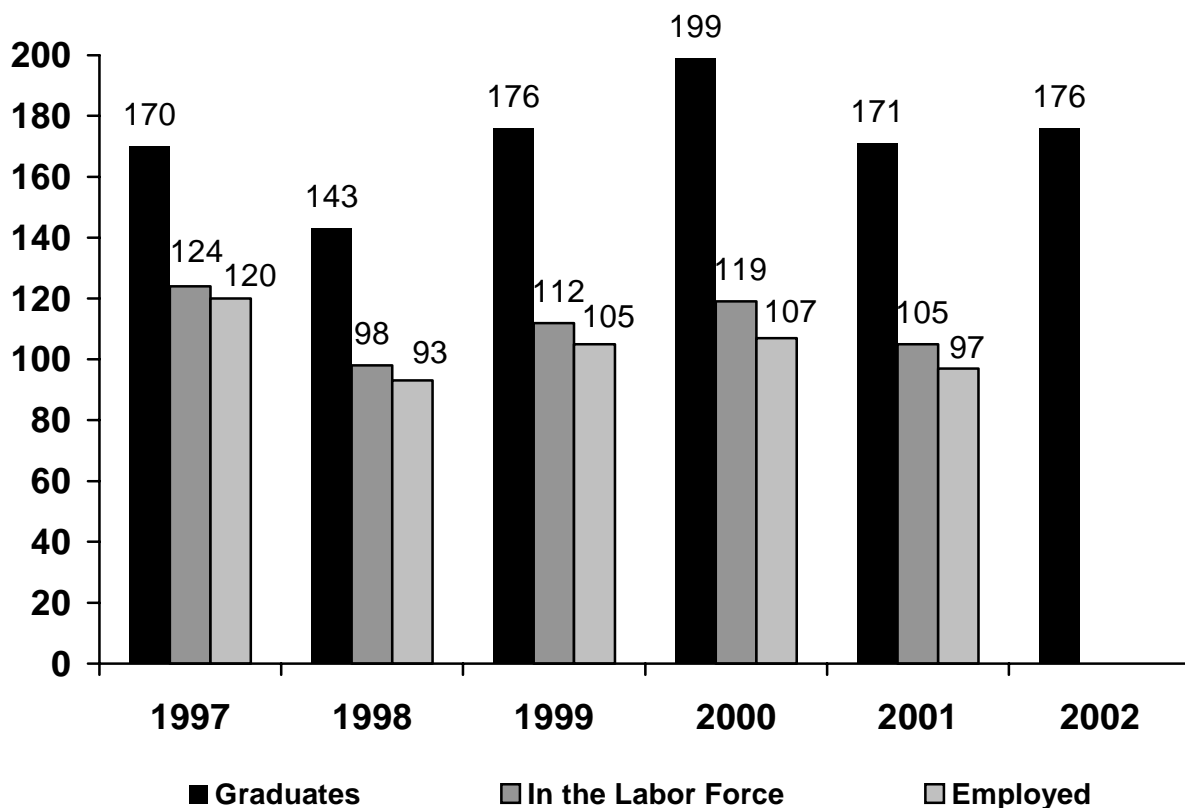
Employment rates are calculated using the same methodology as used by the Bureau of Labor Statistics (BLS) in its Current Population Survey (household survey), which provides information on the labor force, employment and unemployment. As the BLS defines it, "The *civilian labor force* is the sum of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

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

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

During FY2001*, 171 deaf students graduated and 105 chose to enter the *labor force*. Ninety-seven were employed, while eight were unable to find employment. Therefore, 61 percent (105/171) entered the *labor force* and 92 percent (97/105) found employment. NTID's employment rate over the last five years as calculated above is 94 percent. Of the 66 students who did not enter the labor force, 62 percent are continuing their education toward advanced degrees either at RIT (54 percent) or elsewhere.

Degrees Granted**



* As of the writing of this report, the employment information for 2002 is incomplete; therefore, we report on employment rates of 2001 graduates.

** Does not include degrees in ASL-English Interpreting program or the Master of Science in Secondary education program.

EMPLOYMENT SERVICES

Prior to co-op work experience, students participate in “Job Search Process”, and just before graduation students take “Employment Seminar.” These courses are designed to teach students how to organize and conduct their job search activities. Students also utilize the extensive resources in the NTID Learning Center to research prospective employers and identify appropriate employment opportunities

During FY2002:

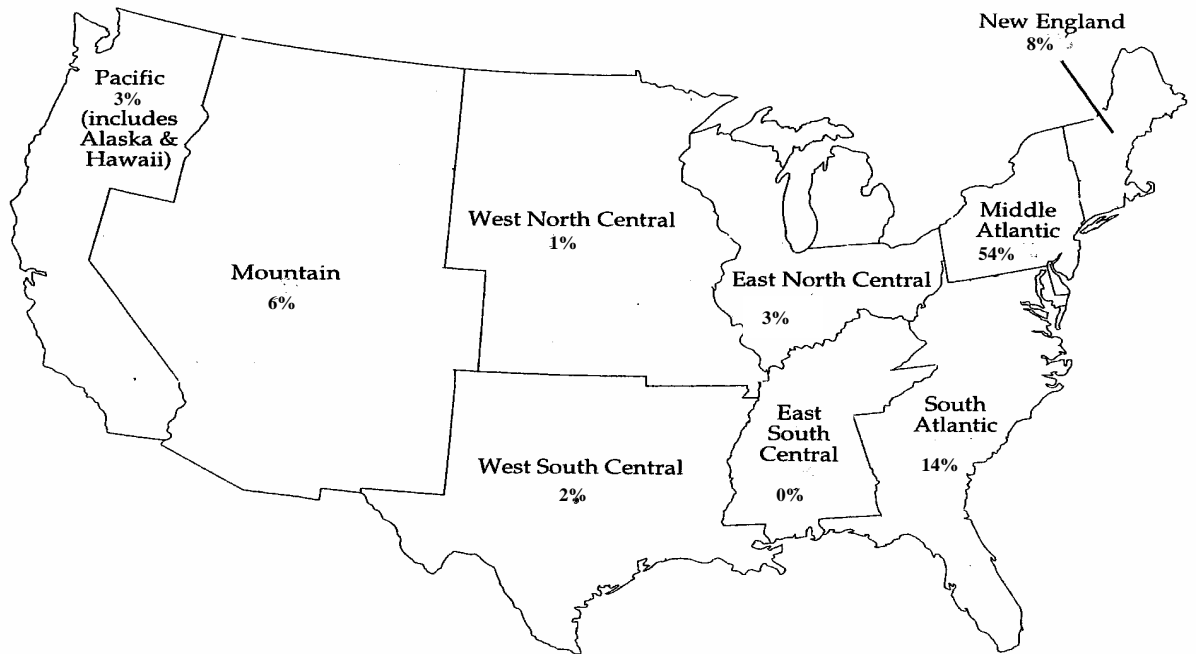
- 139 students were enrolled in 12 sections of “Job Search Process” and 82 students were enrolled in eight sections of “Employment Seminar.”
- 170 hours of job search assistance were offered in the Learning Center.
- Approximately 120 hours of job search assistance were offered in the other colleges of RIT.
- More than 3,000 hours of student employment counseling were provided by NCE personnel.
- Six career development workshops were offered to deaf students, during 16 different sessions, with a total of 130 students participating.
- A work preparation workshop jointly sponsored by the RIT Office of Cooperative Education and Career Services and NTID Center on Employment was held for cross-registered students, with 23 in attendance.
- Videotaped practice interviews were held during winter and spring quarters for 20 NTID/RIT students, apart from the interviews held in conjunction with classes.

WHERE GRADUATES MOVE AFTER GRADUATION

More than half of U.S. NTID graduates accept jobs in areas near their hometowns. Of the other half, 15 percent find employment in the Rochester area and 31 percent in other areas of the country. The majority of graduates are employed in the Northeast and Central parts of the country, areas that have been strong sources of applicants for NTID.

AREA OF PLACEMENTS

Area	FY1997	FY1998	FY1999	FY2000	FY2001*	Overall
Hometown	48%	45%	70%	62%	44%	54%
Rochester	11%	19%	8%	15%	20%	15%
Other	41%	36%	22%	23%	36%	31%



International Placement = 8%

* Placement numbers for FY2002 graduates are incomplete and will be reported on next year.

PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 65 percent of NTID graduates have acquired jobs in business and industry, with 35 percent in education or government areas.

Sector	FY1997	FY1998	FY1999	FY2000	FY2001*	Cumulative
Business/Industry	71%	72%	60%	67%	52%	65%
Education/Nonprofit	20%	23%	30%	24%	39%	27%
Government	9%	5%	10%	9%	9%	8%

* Placement numbers for FY2002 graduates are incomplete and will be reported on next year.

OCCUPATIONS OF GRADUATES BY AREA OF STUDY

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

Occupational Area	FY1997	FY1998	FY1999	FY2000	FY2001*	Cumulative
Science & Engineering e.g., Engineers, Technicians, Computer Professionals, Machinists, Drafters	40%	29%	31%	39%	23%	32%
Business e.g., Managers, Accountants, Data Entry Technicians, Word Processing Technicians	26%	22%	21%	24%	32%	25%
Visual Communications e.g., Printers, Photographers, Artists, Photo Lab Technicians, Designers	21%	22%	23%	20%	18%	21%
Miscellaneous e.g., Maintenance Workers, Teachers, Social Workers, Counselors, Postal Workers	13%	27%	25%	17%	27%	22%

* Placement numbers for FY2002 graduates are incomplete and will be reported on next year.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY

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

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

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

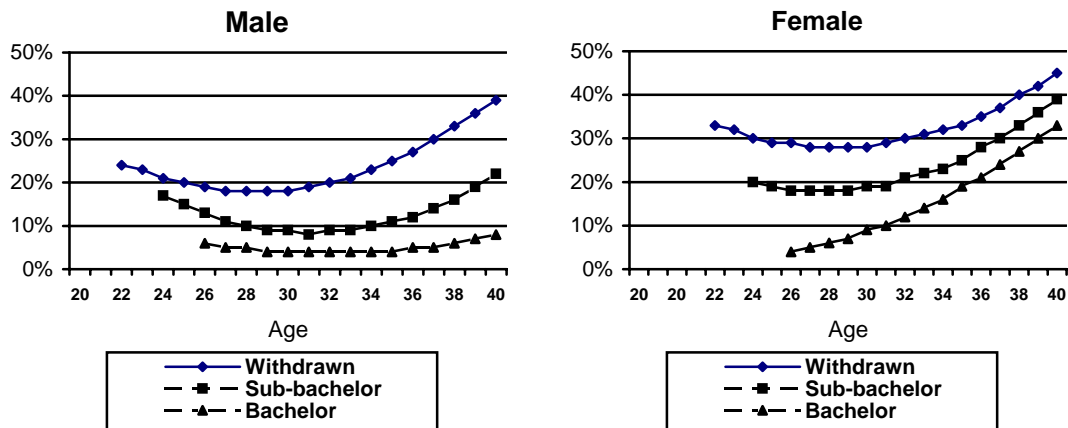
TEN YEAR LABOR FORCE STATUS AND EARNINGS OF GRADUATES

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

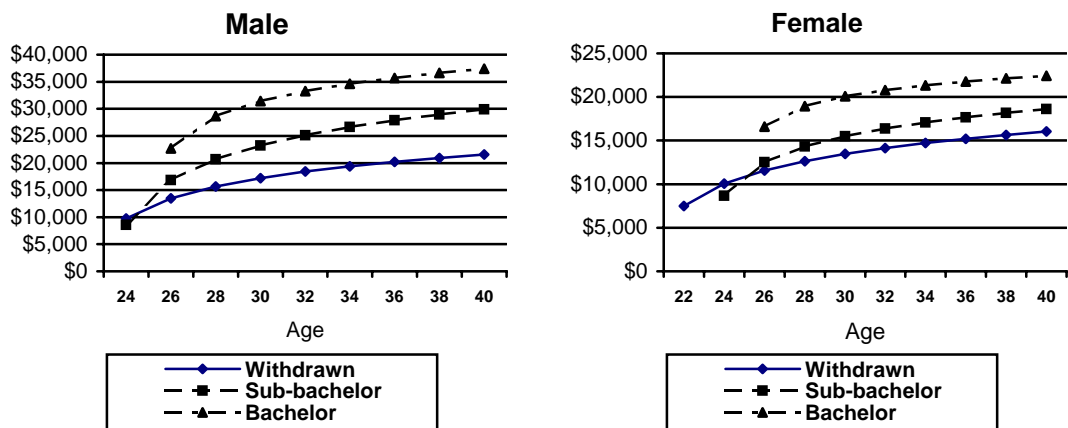
Data represented in these figures are from a 1998 study with the Social Security Administration. Findings indicate that individual graduates benefit significantly from their education, in terms of

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

Percent of Alumni not reporting earnings



Earnings of Alumni



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

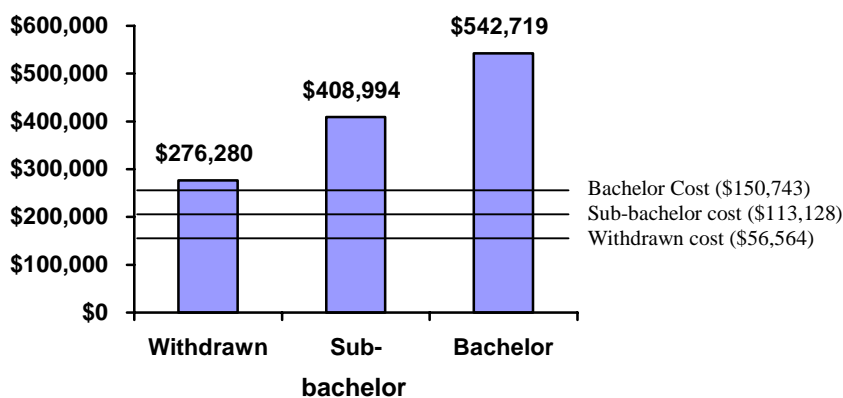
“PAYBACK” DATA FOR NTID GRADUATES

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

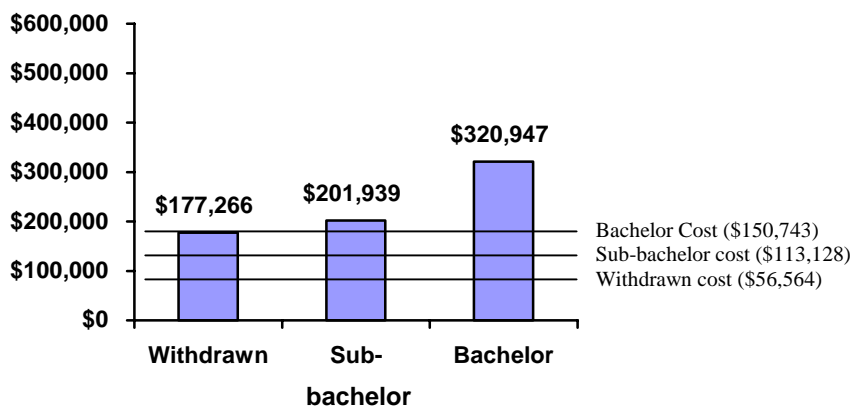
Female bachelor graduates will contribute \$145,000 more over a lifetime of work, while female sub-bachelor graduates will contribute approximately \$25,000 more than non-graduates. This disparity between males and females can be explained to some degree by the fact that many women drop out of the workforce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

*Estimated Federal Tax Contribution
Compared to Cost of Education*

Male



Female



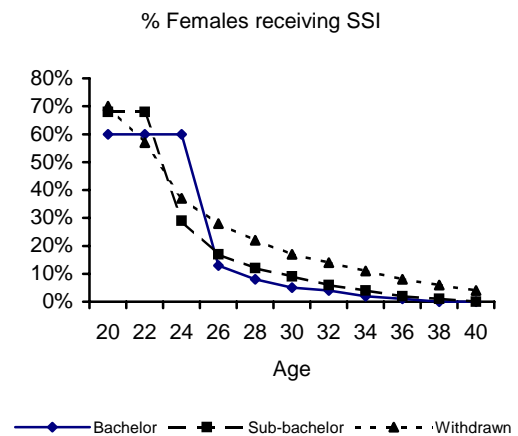
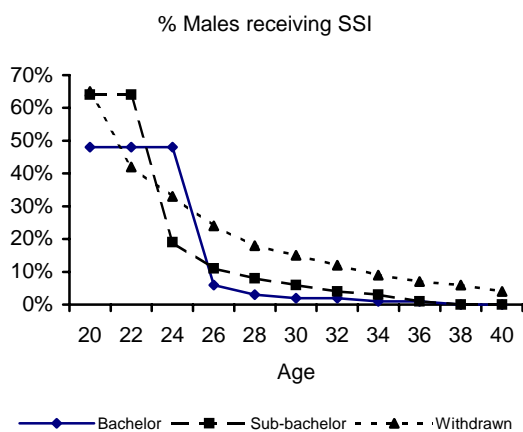
Note: From a 1998 collaborative research study conducted with the Social Security Administration. To accomplish this, NTID forwarded a data file containing social security number, year of exit, gender, and degree attainment for 7,673 cases to the Social Security Administration. Five study groups were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

EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

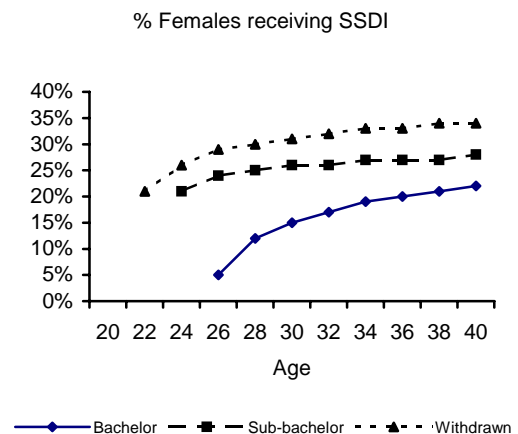
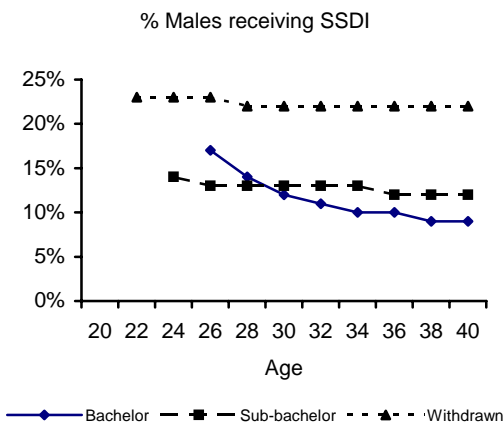
Recent research in collaboration with the Social Security Administration shows the role that the completion of a college degree plays in reducing dependence on continuing federal support. These differences exist for both the Supplemental Security Income (SSI) program and the Social Security Disability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

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

Supplemental Security Income (SSI)



Social Security Disability Insurance (SSDI)



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

RESEARCH HIGHLIGHTS

NTID determines topics for research on the basis of annual research priorities derived from a variety of sources in the college and in the field, including the National Advisory Group, the Research Advisory Group, the U.S. Department of Education, and other internal and external sources. This year, in addition to ongoing programmatic research (see Summary of Research Activities that follows), NTID researchers continued Special Institutional Projects established in response to immediate needs identified by the NTID Leadership Team and long- and short-term projects to comply with performance indicators from the U.S. Department of Education. These projects are divided into four "strands:" Admission and Placement, Diversity and Minority Issues, Student Retention and Success, and Alumni Success and Employment. The outcomes for the 2001-2002 academic year were reported to the community in four major reports. Additionally, in response to a need expressed by faculty and the dean, NTID researchers initiated the Faculty/Staff Communication Research Project to focus on faculty/staff communication development and assessment.

To measure effectiveness, NTID uses indicators of the degree to which our research findings are reaching external audiences. Personal contacts by researchers with teachers; university faculty; students and alumni; family members of deaf individuals; government, business and legal professionals; counselors; psychologists; interpreters; other professionals; and community organizations were in excess of 2,000 during the 2001-2002 academic year. In addition, researchers shared their findings through 56 presentations and workshops to a variety of groups, and through 33 publications, 38 internal reports, and distribution of approximately 2,500 copies of the *NTID Research Bulletin*.

The amendments to the Education of the Deaf Act (October 1998) included a new requirement for the National Technical Institute for the Deaf to seek public input on its deafness-related research priorities. This past year NTID developed a more formal process to respond to this requirement. This process included the following: We sent two communications to a diverse audience of 1,800 people asking for their input to NTID's research agenda via our research Web site. In addition, we made a special request to five major organizations of, and for, the deaf, asking for similar feedback on the Web site. These included National Association of State Directors of Special Education (NASDSE) ---61 members; Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) ---300 members; Convention of American Instructors of the Deaf (CAID) ---550 members; American Association of College Educators – Deaf/Hard of Hearing (ACE-DHH) ---280 members; and, American Educational Research Association (AERA) Special Interest Group on Deafness---68 members. Lastly, NTID research faculty made a total of 56 research presentations to a variety of audiences, totaling more than 5,100 individuals who were asked to provide their input to NTID's research agenda. As a result, NTID made contacts with more than 8,000 individuals, encouraging them to comment on NTID's research agenda. We received a total of 170 hits to our Web site, including 125 who went to the comment section of the Web site. A total of 20 successfully made comment. These comments have been turned over to a committee that is in the process of establishing NTID's research agenda for next year. Additionally, the VP of NTID made nine presentations to audiences totaling 3,375 people in which some aspect of NTID research was presented for comment and critique. While efforts were extensive, NTID understands that the number of people actually providing feedback was small. We are unsure of what conclusion to draw from it. Either there was little interest in providing feedback in spite of our requests, or NTID's research agenda is indeed responding to the needs of the field. While we prefer to believe the latter, we will endeavor to improve our strategies and efforts to obtain more extensive outside input to NTID's research agenda.

SUMMARY OF RESEARCH ACTIVITIES

Language and Literacy

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

- Spectral Moments as a Measure of Articulatory Accuracy in Speech Produced During Simultaneous Communication. Speech produced during simultaneous communication has been shown to be lengthened in duration and pause. Little information is available regarding the accuracy of speech articulatory gestures when speech is combined with sign language in simultaneous communication. An accurate articulatory gesture could result in distorted speech, which would affect the intelligibility for a hearing-impaired listener. Many hearing-impaired children depend on aural/oral communication in the classroom where simultaneous communication is used. An accurate speech model is important for these children both in improving their aural/oral skills and in understanding information presented to them in the classroom.
- Sign Production in Mathematics and Science: Exploring Relationships with Learning. This study is examining the potential influence of sign selection and production on the formation of concepts and the assessment of learning in deaf students. Phase I of this study (1-2 years) will investigate elements of iconicity in field-specific (technical) signs. Do handshapes, for example, influence thinking about the concept they represent? Do sign production errors affect student constructions of meaning? Phase II (1-2 years) will explore the same issues in the context of assessment of learning concepts via sign language.
- NTID Students' Communication Preferences and Skills: Assessment & Use of Results. This project (1) provides information about NTID students' communication preferences and skills, and (2) applies this information to providing appropriate student programs, courses, and services. Current project efforts focus on monitoring use of the Language/Communication Background Questionnaire (L/CBQ) to assist in (1) identifying appropriate orientation experiences and support services, (2) selection of appropriate sign language courses by students, and (3) assisting faculty in understanding the communication preferences and skills of their students. In addition, L/CBQ results are used to assist in identifying students for research studies and for providing information for presentations by NTID faculty/staff.
- Changing Nature of the Sign Language Skills of NTID Students. During the past 30 years, there has been a major shift in education of deaf and hard-of-hearing children. Previously, up to 70 percent of deaf students attended residential schools for the deaf and used ASL. Today, more than 70 percent of students are in "inclusion" settings and may or may not be exposed to ASL. This research will attempt to determine whether sign language has evolved over the past 30 years, and in what ways, by comparing present skills of NTID students with those of NTID alumni. The purpose of this research is to determine if and how sign language has changed, and to incorporate these observed differences into sign language instruction for faculty and staff at NTID, thereby increasing faculty and staff members' ability to communicate more effectively with their students. To date, we have collected data from a control group of older signers as well as several groups of younger signers.
- NTID Writing Test Maintenance. Since 1998, the NTID Writing Test has been used to place new students in writing courses and to help them plan their courses of study. Past research determined that the test was a reliable and valid indication of writing proficiency. To allow for re-testing students after entry, two studies were undertaken to investigate a new writing prompt and to determine inter-rater reliability. Seventy-two entering students were tested using a new prompt and modified directions. Quantitative and qualitative analyses of these tests indicated no significant differences between old and new prompts and no major effect on overall distribution of students among the four writing levels. Three analyses of the scoring of 230 tests indicated acceptable inter-rater reliability and that differences between raters were not different beyond an acceptable level of 10 points on average.

SUMMARY OF RESEARCH ACTIVITIES (continued)

Teaching and Learning

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

- Qualitative and Quantitative Analyses of Deaf Students' Perceptions of their Study Habits. As part of a survey of deaf RIT students regarding their approaches to studying, commentary was solicited as to how they described their own study habits and how they thought these compared with their peers. This study focuses on the correlations between the qualitative (commentary) and quantitative (meaning versus memorizing factors) responses of deaf RIT students in terms of grade point averages, gender, and programs of study.
- A Survey of Problem Solving Instruction in School Programs Serving Deaf Students. One hundred thirty-three mathematics teachers of deaf students (grades 6-12) were surveyed on mathematics word problem-solving practices. The respondents were from center schools and mainstream programs in both integrated and self-contained classes. The findings demonstrated that teachers focus more on practice exercises compared to true problem solving situations; place more emphasis on problem features and less emphasis on thinking strategies; and give more instructional attention to concrete visualizing strategies than analytical strategies. In two of the three types of educational settings, the majority of instructors teaching mathematics and word problem solving lack adequate preparation and certification to teach these skills.
- Project SOLVE: A Web-based Problem Solving Resource for Deaf College Students (FIPSE). Project SOLVE (Systemic On-line Venture in Education) was conceived in 2000 as a comprehensive Web-based mentoring system for deaf college students to develop skills in mathematics word problem solving. After a one-year planning grant, a new three-year grant for fully developing the Web site began October 1, 2001. During this initial year, the focus has been on developing a sufficient number of word problems in the item pool to implement it as a viable resource. Groundwork also has begun for field testing and marketing. The project has instructional implications for other student populations such as deaf high school students and learning disabled high school and college students who have difficulties with math and reading.
- Reasoning and Problem Solving. A variety of studies have demonstrated challenges among deaf students in relational processing, application of mathematical concepts, and problem solving in tasks involving multiple dimensions. Beyond documenting such observations, however, there has been little research concerning the locus of such difficulties and possible solutions. The present investigation makes use of two paradigms that have proven useful in identifying the strategies and mental representations used in problem solving and reasoning. Identification of reasoning strategies used by deaf and hearing students were evaluated in the context of students' spontaneous use of drawings depicting the problems and variation due to problem difficulty. The results of the experiments offer both theoretical and practical information concerning problem solving by deaf students, particularly in complex, technical domains.
- Improving Educational Access through Sign Language Interpreting. This study examined deaf students' language skills/fluencies as they relate to interpreting the classroom lecture. We found little reason to favor interpreting in either English-based signing or ASL. Students' comprehension of both showed little difference in comprehension, independent of their stated preferences. However, it also was discovered that in testing student learning from an interpreted lecture, reading skills were strongly related to test performance. Testing in sign language versus written English therefore was compared with an eye toward providing more accurate assessments of students' classroom learning. The results revealed (1) a relationship between learning and student communication preferences, and (2) ways to provide students better access to classroom communication and fairer evaluation of their accomplishments.

SUMMARY OF RESEARCH ACTIVITIES (continued)

- Eye Gaze While Watching Stories in Simultaneous Communication. Gaze during simultaneous communication is generally directed at the mouth and nose, and infrequently at the hands, even when the hands carry critical information to disambiguate articulation. Direction of gaze toward or away from the location of critical information does not appear to hamper comprehension of the critical contrast. Observers scan more actively for information when the message is novel and shift gaze more frequently during sign-critical items than during speech-critical items. This may be due to the larger dimensions of movement characterizing signs compared to the smaller movements associated with articulation. The test items in this study were not sensitive to differences in lipreading skill or experience with simultaneous communication. There were indications, however, that students – who may not have reached their peak level of competence in receptive simultaneous communication – may benefit from training to keep eye gaze more often at the mouth rather than off the face.
- Relationship Between Attentional Control and Academic Achievement in Deaf Students. The Test of Variables of Attention (T.O.V.A.) is a computerized continuous performance test for identifying attention deficit hyperactivity disorder (ADHD). We have previously shown that deaf college students without ADHD tend to make many more impulsive errors on the T.O.V.A. than hearing college students. Our findings agree with older work on deaf and hearing children. In this study, we are testing deaf children from Rochester School for the Deaf to determine if our findings are generalizable to the younger deaf population. We also examined the relationships between the T.O.V.A. performance, demographic and language background variables, reading skills, and a measure of academic achievement: their GPA. The results will provide valuable guidance regarding how to identify attentional problems in deaf children that are relevant to their academic achievement.

Sociocultural Influences

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

- Identity of Deaf Minority Persons. This study explores the ways in which deaf college students who are members of minority racial groups think about and describe their identity(ies). In depth, semi-structured interviews with 33 deaf students of Asian-, Hispanic-, and African-American background were analyzed for themes regarding the self-reported identities of respondents. Results suggest that each person is a constellation of many parts, some of which are stronger than others, but any of which can be drawn out in response to a particular set of circumstances, resulting in a contextual and interactive model of identity. Four factors are described as central to this “intra-individual” model: individual characteristics, situational location, social interactions, and societal conditions. Additionally, a biographical element of identity was identified, in that respondents often highlighted different aspects of their identity at different points in their lives. This study sheds light on the multicultural experience of deaf persons from minority racial or ethnic backgrounds. It also has implications for how educators may best assist deaf minority students in exploring their various identities and understanding the ways in which these identities may shift across contexts and over time.
- Examining Use of a High Awareness Counseling Tool. This project is expected to conclude an ongoing effort to assess the High Awareness Monitoring System used by NTID counselors to communicate internally about special student needs and to identify students who may be at higher risk in the areas of academic achievement and program completion. Data have been compiled from department records and from institute databases to evaluate the accuracy of the system in identifying at-risk groups and to examine any common factors. After reviewing the findings from the first round of data analysis, the Counseling Department further specified the questions that have guided the study. The objective of the current project is to conduct the additional analyses necessary to respond to those questions.

SUMMARY OF RESEARCH ACTIVITIES (continued)

Career Development

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

- Academic Outcomes of Students Enrolled in Career Exploration Studies. The objective of the current study is to track students whose first program at NTID was either preparatory or career exploration and to compare their success in entering and maintaining a major as a student in good standing, relative to students who were able to enter a major at the outset of their college career. Outcomes will provide one measure of the success of the Career Exploration Studies (CES). Information on student flow was previously extracted from the institute databases and alternative ways of displaying the findings led to new ideas for comparative analyses of the two study groups (CES and non-CES). The remaining steps of the project are 1) to perform the additional analyses and report the results, and 2) to investigate the feasibility of creating a historic comparison group prior to the implementation of the current First Year Experience program.
- Deaf Supervisor Project. We know that many of our graduates find good entry-level jobs in mainstream businesses or industries, but are less successful in achieving managerial positions in their careers. Our goal for this project was to describe the experiences of deaf professionals who have succeeded in attaining supervisory roles in work environments where they were the only or one of very few deaf employees. Fifteen respondents were selected for interviews from a larger group who answered a survey regarding their educational and employment experiences since graduating from NTID. Analysis for this year focused on respondents’ discussions of communication experiences in the workplace, including communication on the telephone, at meetings, and in one-to-one situations. Results suggest that three conditions/skills are central to the ability of deaf professionals to communicate effectively with hearing co-workers and supervisors. These are the (1) characteristics of the organization including the availability/quality of technological accommodations and support services as well as organizational size, policy regarding disabilities, and culture, (2) characteristics of hearing employees, including attitudes, knowledge and sensitivity with regard to deafness, and (3) strategies used by deaf employees, including the ability to be flexible in communication approaches, educating others about communication issues, “engineering” the communication environment, and identifying key individuals who can keep the deaf person up to date on information that is normally conveyed through informal communication networks.
- Students’ Reflections on Selected Components of First Year Experience. The Summer Vestibule Program (SVP) and Freshman Seminar are two important components of the First Year Experience (FYE) program. Although students are routinely surveyed as each of these experiences comes to a close, it is also valuable to survey students after they have had an opportunity to spend some time as an NTID/RIT student, and have had occasion to realize the impact of FYE. In this study we are asking students in the latter half of their first year on campus to comment on the value of SVP and Freshman Seminar. We also are relating student opinions to student characteristics and outcomes to examine potential differences in impact associated with, for example, gender and ethnicity.

Technology Integration

Recent and projected advances in technology have significant impact on the lives of deaf persons in both positive and negative ways. This trend, coupled with RIT’s leadership as a technical institute, warrants the focus on this area of study. The department has examined ways to apply a range of

SUMMARY OF RESEARCH ACTIVITIES (continued)

technologies as vehicles for enhancing student outcomes, both regarding access of deaf persons to education and employment and success in these areas of endeavor. The following are some key outcomes for this area of investigation:

- C-Print™: A Computer Aided Speech-to-Print Transcription System. The C-Print system provides a real-time text display that a student can read to understand what is happening in the classroom. In addition, students, tutors, and instructors can examine the text file stored in the computer by reading the computer monitor or a hard-copy printout. This project involves continual research and development of a technology that helps meet NTID goals to develop new approaches for transferring information and knowledge. The C-Print technology provides an alternative for communication access that appears to benefit many mainstreamed students. The first federal grant supporting the project focused on the development of the system, the second grant focused on implementing the project in different settings and the third recently awarded grant focuses on developing training centers across the country.
- C-Print Captionist Certification Protocol. C-Print is a computer-aided speech-to-print transcription system that has been developed as a classroom support for deaf and hard of hearing students in mainstream educational environments. Captionist training during the past eight years has generally followed three models. An apprenticeship model and a two-week intensive workshop model have both resulted in trained captionists with high levels of skills. The third model requires the trainees to learn the abbreviation system through independent study and then come to a central site for one week of additional group training. We now have a situation where the amount of training time is down to five days and the number of captionists being trained is increasing dramatically. At the same time, these captionists are providing C-Print services in an ever growing number of secondary and post-secondary environments. It has become clear that there is a strong need for some type of certification to document the skill level of C-Print captionists. This project is designed to meet that need.

Institute Research

Research at NTID addresses questions regarding the success of deaf RIT students and the quality of instruction provided by NTID's faculty and staff. In addition to ongoing projects related to admissions and placement, student and alumni satisfaction, and diversity, a new research group was formed this past year to investigate the communication skills of faculty and staff. Established as a direct result of faculty/staff recommendations (see the final report of the Communication Task Force Five-Year Review Committee, February 16, 2001), the Faculty /Staff Communication Project was formed from researchers and instructional faculty to address key issues of communication skill development and assessment.

- Students' Judgments of Faculty/Staff Members' Communication Skills (Faculty/Staff Communication Project). This project focuses on development of a process for obtaining NTID students' judgments of faculty members' communication skills in classroom and one-to-one communication environments. Sign language, spoken language, simultaneous communication, and use of visual materials are being considered. The communication preferences and skills of students will be considered in the analyses of results. Comparisons to other assessment tools will be made as appropriate. In addition, a process for deaf faculty/staff to provide judgments on the overall sign language communication environment at NTID is being developed.
- Inter-rater Reliability Studies of the Faculty/Staff Communication Project (SCPI). The SCPI is used by trained SCPI teams to assess the sign language communication skills of faculty/staff at more than 40 academic and vocational rehabilitation programs. Use of SCPI results include: (1) assisting in hiring decisions, (2) determining if faculty/staff members possess the sign language skill standards for their jobs, (3) determining if student teacher and intern applicants possess the skill levels established for student teachers, (4) screening for interpreter training program applicants, and (5) assisting persons in developing their sign language communication skills. It is important, therefore, to determine the reliability of SCPI results for local SCPI Teams at programs using the SCPI. This year's accomplishments include designing and implementing a reliability research plan.

SUMMARY OF RESEARCH ACTIVITIES (continued)

- Faculty Characteristics NTID Database Study (Faculty/Staff Communication Project). NTID has established sign language communication guidelines for its faculty that affect both promotion and tenure. The overriding goal is for faculty to be able to communicate effectively with students. Therefore, in the interest of developing effective sign language courses and programs for NTID teaching faculty, this study explores database information of record on employed NTID faculty to ascertain what factors contribute to the successful sign language user. Results of the investigation will help direct the planning and development of the institute's sign language program.
- Aptitude Predictors for Acquiring Sign Skills. The purpose of this study is to examine the ability of existing tests to predict the acquisition of sign language proficiency among new hires. One such test is the Modern Language Aptitude Test (MLAT). This test was administered to the 12 individuals interviewed in Study #1. While the numbers were too small to be conclusive, a tendency was observed for those with higher MLAT scores also to have higher SCPI ratings. This study will expand the project to 100 or more faculty, and compare their performance on the MLAT with their SCPI rating.
- A Model for Evaluating Instructional Load Among NTID Departments. This project developed an approach to summarizing the instructional load for faculty in each NTID academic department. Results were shared with a blue ribbon committee focusing on efficiencies in delivering instruction at NTID. This model will be used on a regular basis by the NTID leadership in assessing use of teaching resources.
- Use of the COMPASS to Assess Academic Readiness for College. At the request of the admissions department, a project was undertaken to evaluate whether the COMPASS computerized testing system (a product of ACT) could be used to better evaluate the readiness of students with ACT scores below 16 for admission to NTID. To initiate the project, the COMPASS Reading and Grammatical Usage tests were administered to a group of new students who have ACT scores below 16. Academic performance during the first year of study will be correlated with the test results.
- A Real-Time Admission Monitoring System. The volatility of the admission process for deaf students applying to NTID requires that detailed information be available to each person involved in the recruiting and admission process. As a result, a system was developed that daily provides updated information to the admissions staff about the status of applicants to NTID. In addition, analytical programs were written to provide admission managers with comparative information about the current admissions and admissions at the same time one year earlier.

Marketing Research

The marketing research function executes an ongoing program of research that defines how NTID is situated in the marketplace. The information gathered through this research helps define future market opportunities and problems and identifies the decision-making factors concerning enrollment at NTID vs. other competing programs. The research activity also evaluates NTID promotional tools and strategies. The following are some key outcomes in this area of investigation:

- High School Lead Project was successful in gathering detailed information about 2,610 high schools in the United States and Canada. It identified the individual at each school who would advise students who are deaf or hard-of-hearing in making decisions about postsecondary education. It also identified the number of deaf and hard-of-hearing students enrolled in each school. This project was very effective in developing new leads for NTID. The institute did not previously have information about 93 percent of the schools that responded to the survey.
- 2001-2002 Survey of Accepted Students Who Have Declined Enrollment gathered information related to why some students who were accepted for admission at NTID, declined enrollment. The reason given most frequently for not enrolling was related to the student's financial situation. Sixty-five percent (65 percent) of the students who declined enrollment at NTID/RIT are attending another college. The majority of those students are attending a college closer to their home. Forty-five percent (45 percent) of the admit/decline students who have enrolled at another college are attending Gallaudet University. Eighty-five percent (85 percent) of the remaining students are attending a college in their home state.

SUMMARY OF RESEARCH ACTIVITIES (continued)

- 2001-2002 Survey of New Students was an effort to learn more about how deaf and hard-of-hearing students make college decisions. This project gathered information from students who were new to NTID during fall quarter of the 2001-2002 academic year. Overall, nearly all of the respondents felt that it was important to attend a college that has support services, bachelor degree programs and an excellent reputation. While the distance from home is inevitably a factor for some students, overall we find that students who enroll at NTID/RIT are much more willing to travel a greater distance to attend college.
- FOCUS Readership Survey was created in an effort to continuously improve NTID's *FOCUS* magazine. We learned from this project that the magazine is a very important tool for keeping NTID constituents connected to the institute. The majority of respondents reported that much of their information about NTID comes from *FOCUS*. Overall, the readers were very positive about the issues of *FOCUS* that they have received. They responded that the articles are easy to understand, informative and show balanced communication. Readers felt that the articles were appealing to deaf as well as hearing readers. Seventy-one percent (71percent) of respondents said that they would miss *FOCUS* if they stopped receiving it.
- Financial Aid Analysis found that 33 percent of students who declined enrollment in the fall of 2001 said they made that decision because of financial concerns. Interestingly, only 13 percent of the students who voiced these concerns during our study had applied for financial aid. Students who enrolled at NTID/RIT were 30 percent more likely than students who did NOT enroll to apply for financial aid. Financial aid data for students entering in fall 2001, shows that 81 percent of enrolled freshmen were expected to have Vocational Rehabilitation (VR) support while only 61 percent of students who did NOT enroll were expected to have VR support.

Instructional Technology Consortium

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

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

Three types of workshops were offered during the academic year 2001-2002: one-hour presentations; three-hour presentations; and full-day workshops. Several times throughout the year a one-hour demonstration was provided regarding how faculty are using a particular technology in order to introduce the technology and generate interest. This workshop would be followed by a three-hour presentation on how to use the technology.

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

During the academic year 2001-2002, ITC workshops enrolled a total of 365 faculty/staff participants.

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 school students, and parents of deaf and hard-of-hearing children.

Fiscal Year 2002 outreach highlights include:

- The Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) program, now in its eighth year, graduated 10 students in 2002. MSSE graduates receive Provisional Certification from New York State in a content area (grades 7 – 12) and in education of students who are deaf or hard of hearing (grades K – 12). To date, 57 students have graduated from the program, and all have found teaching positions in residential or mainstreamed settings. For the 2002-2003 academic year, the MSSE program has an enrollment of 44 students: 16 second-year or returning students, 19 first-year students, and nine non-matriculated students. Of these, 36 percent are deaf or hard of hearing and 11 percent are minority.
- The associate degree program in American Sign Language-English Interpretation graduated 17 students during the 2001- 2002 academic year, and 36 new students matriculated into the program this fall. New York State approved NTID's new bachelor of science degree program in American Sign Language-English Interpretation, and we began accepting new students in the fall of 2002. There are 14 students currently enrolled in this program.
- Explore Your Future (EYF) is a one-week transition education program that teaches deaf high school juniors about college life and career opportunities. Most students who have participated in EYF have chosen to further their education at the postsecondary level. In FY2002, the program hosted 183 students in two sessions. These students represented 31 of the 50 United States.
- NTID offered its day and a half Career Awareness Program (CAP) to more than 250 high school students this year. We created CAP to increase student self-awareness and enhance their knowledge of career options at a pre-high school or early-high school age. The program fosters improved communication among students, parents, and educators regarding career and transition planning. It introduces students and their families to deaf adults who pursue a variety of careers and demonstrates the deaf adults' contributions to the community. In addition to students, 100 parents participated in these workshops this year.
- NTID served a total of 297 employer representatives through training sessions and outreach workshops such as "Working Together: Deaf and Hearing People," presented by NTID's Center on Employment.
- NTID offered Sign Communication Proficiency Interview (SCPI) workshops in collaboration with Mill Neck Manor School for the Deaf, American School for the Deaf, Arkansas Rehabilitation Services, Alabama School for the Deaf and Blind, Virginia School for the Deaf and Blind, and the Kentucky School for the Deaf (KSD). SCPI workshops and follow-up provide training for school personnel and other professionals to provide sign language communication skills assessment and follow-up skills development services for academic staff, vocational rehabilitation staff, and others who work with or who are preparing to work with deaf or hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents to guide implementing SCPI use within the context of staff sign language communication skills assessment and development programs. During academic year 2001-2002, NTID continued efforts to train additional internal and external personnel to conduct SCPI training, and completed a plan to co-present a workshop for KSD SCPI team members. In addition, we provided SCPI services for Canisius College Department of Deaf Education graduate students.

OUTREACH HIGHLIGHTS (continued)

- NTID designed the Transition Education Outreach Project to assist teachers in developing transition and career awareness programming that helps deaf and hard-of-hearing students and their families plan for life after high school. This year, we provided consultation to 50 teachers in Massachusetts, New York, Ohio, and Texas as an in-service training program. This training will positively impact the 500 students that these teachers currently have in their classes as well as countless future students.
- This year, NTID offered workshops in 12 states to 169 individuals for C-Print™ captionist training. C-Print is a form of computer-assisted real-time captioning used in the classroom. Included in the training were individuals who provide this service to deaf students in postsecondary institutions through the Northeast Technical Assistance Center (NETAC).
- NTID makes 61 sign language videotapes in 24 technical/specialized content areas available on a national basis through the Greater Los Angeles Council on Deafness (GLAD) bookstore. NTID-produced sign language books for technical communication also are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the RIT bookstore. During academic year 2001-2002, we updated the English, Theater, Communication (Audiology and Speech and Language), and Career Education sign language books, combined them into a single publication, and made it available through the distributors listed above. In addition, we completed sign collection and recording for the development of a CD-ROM that will allow random access to signs for Administrative Support Technology (AST) terminology.
- During the 2001-2002 season, NTID Performing Arts presented three mainstage productions: "The Diary of Anne Frank," "Dance Train—RIT/NTID Dance Company Concert," and "Peter Pan." We also presented three laboratory productions: "Walls," "Like Totally Weird," and "A Soldier's Play." The mainstage and lab performances involved more than 400 deaf, hard-of-hearing, and hearing students, faculty/staff, and Rochester community members. More than 7,500 people attended these performances, many coming from out of state. A total of 539 students registered for and attended performing arts classes during the 2001-2002 academic year. The department also sponsored a theater outreach program that served approximately 1,875 people. NTID held performances and theater workshops for schools and community organizations in Rome, New York; Phoenix and Tucson, Arizona; and Columbus, Ohio. In total, NTID served more than 9,900 people through performing arts activities during the 2001-2002 production season.

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

The MSSE program is now in its eighth year. To date, 57 students have completed the program. All have found teaching positions in schools for the deaf or mainstreamed programs. The FY2002 graduates accepted teaching jobs in California, Colorado, District of Columbia, Iowa, New Mexico, New York, Pennsylvania, and Texas.

To complete the program, each student must successfully complete 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.

The MSSE program completed the second year of a three-year grant from the U.S. Department of

Education – "Meeting the State and National Needs to Increase the Number and Quality of Dually-Certified Teachers of Students who are Deaf or Hard of Hearing." The grant provided tuition assistance for the students as well as honoraria for supervising teachers during the fall and winter quarter observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Thirty applications for admissions for fall 2002 were received. Twenty-seven were offered acceptance. Of those, 19 matriculated into the program. For the 2002-2003 academic year, the MSSE program has a total enrollment of 44 students; 16 second-year or returning students, 19 first-year students, and nine new non-matriculated students who are part of a training program for speech pathologists in collaboration with Nazareth College. Of the 44 students, 36 percent are deaf or hard of hearing, and 11 percent are minority.

Student Data

	FY1998	FY1999	FY2000	FY2001	FY2002
Applications	22	27	23	25	30
Acceptances	22	25	21	25	27
New Registrations	19	21	15	22	19
Enrollment	30	36	31	34	44*
Graduates	2	7	14	10	10
Placement Rate	100%	100%	100%	100%	100%

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

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The A.A.S. degree program in ASL-English Interpretation graduated 21 students in 2001-2002. Thirty-six new students matriculated into the program this fall. Recent curricular changes and higher qualification requirements for new students caused enrollment to dip last year, but new student numbers in FY2002 are encouraging.

During FY2003, responsibility for recruitment will be shifted to the NTID Department of Admissions. Currently 7 percent of total enrollment are minority students. Since its inception, the Department of ASL and Interpreting Education has graduated 413 students.

	FY1998	FY1999	FY2000	FY2001	FY2002
Admissions	45	42	43	17	36
Enrollment	93	77	75	49	65*
Graduates	25	32	28	22	21
Placement Rate	95%	95%	95%	95%	95%

* Includes 10 non-matriculated students taking courses in the American Sign Language-English Interpreting Program and one student matriculated in the Deaf Studies Programs.

INTERPRETER AND NOTETAKER TRAINING

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

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

Programs	Enrollment				
	FY1998	FY1999	FY2000	FY2001	FY2002
Summer Institute on ASL and Interpreting Education	48	83	80	84	33
In-Service Training for Interpreters	97	96	94	114	99
Pre-A.A.S. Intensive Sign Language Training*	55	45	0	0	0
Notetaker Training	184	182	167	162	257
Certificate in Deaf Studies**	N/A	N/A	N/A	52	37
Totals	384	406	341	412	426

* Program discontinued in FY2000

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

EXPLORE YOUR FUTURE

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

myriad of social activities and dorm living opportunities give the students a taste of college life.

Participation in EYF has grown steadily over the past 18 years as the program has gained in popularity and stabilized at approximately 200 students. These students represent 32 states. Two sessions were offered in the summer of 2002.

	FY1998	FY1999	FY2000	FY2001	FY2002
Number of Participants	198	198	188	226	183
Percentage of Minorities	25%	28%	30%	27%	37%

EMPLOYER OUTREACH

NTID initiates and delivers consultation, training, follow-up, and other support services to employers. Through these services, employers become aware of the needs of deaf people for employment and, in partnership with NTID, facilitate graduates entering the work force and continuing their career development. A total of 297 employer representatives received training through the NTID Center on Employment.

Employer Training Initiated by NTID:

- Conducted seven *Working Together* Workshops for 154 employers.
- Conducted seven employer development presentations for 143 human resources professionals/company representatives.

NCE Job Fair:

- First annual NCE Job Fair held December 11, 2001;
 - 17 employers attended;
 - More than 500 students and others attended.

Trips and Conventions:

- NCE personnel went to more than 12 conferences to develop employer contacts and job opportunities.
- NCE personnel made more than 14 trips and visited more than 30 employers for the purpose of developing co-op and permanent job opportunities.

Outreach to Alumni and Other Deaf Adults:

- Consulted with 61 alumni and other deaf adults seeking job search assistance.
- Responded to 52 requests for employment information.
- Accommodated 20 companies in recruitment visits in 28 on-campus orientations; another 38 requested resume packages.
- Consulted with 10 employers regarding career development for deaf people.
- Distributed 425 printed educational materials to assist employers and professionals working with deaf people

NCE Marketing: Highlights

- Developed new NCE Web site www.rit.edu/ntid/coops/jobs
- Printed new NCE color brochure.
- Created nine Program Marketing Pieces (PMP) for A.A.S programs.
- Published numerous articles; e.g., *Photo Imaging News*, *Ability*.
- Created business reply card.
- Mailings to Fortune 100 CEOs and to our general employer database.
- Created new "Good News" bulletin board.

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 community a wide variety of experiences, skills, and backgrounds: some are veteran educators with many years of higher education teaching experience, while others bring to the NTID classroom a wealth of hands-on knowledge gained from working in business and industry. Increasingly, among the latter group are alumni who have returned to their alma mater to share their expertise with a new generation of students.

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

The reduction-in-force, precipitated by level or decreasing federal appropriations from 1995–97, reduced NTID's workforce by nearly 20 percent. A total of 117 positions were eliminated from the budget over a two-year period through layoffs and by taking advantage of retirements, transfers, and cancellation of new hiring plans. The actual layoffs totaled 55 faculty and staff. Minority and disabled individuals were not adversely impacted by the layoffs, but the fact that we have done very little external hiring over the past several years has had a deleterious effect on our protected-class representation. We achieved an all-time high of 9 percent minority representation in our workforce in FY1993, but it has fallen slightly to a current level of 8.2 percent.

AVERAGE SALARY: FACULTY AND STAFF

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

Annual pay increments are established by RIT. For academic year 2001–2002 (July 1 to June 30), faculty and staff members received an average wage increase of 4 percent. Three percent was for merit, and 1 percent was to improve faculty and staff salaries relative to the market.



	FY2002 Average Salary July 1, 2002–June 30, 2003
Professor	\$89,281
Associate Professor	71,305
Assistant Professor	58,528
Instructor/Lecturer	45,420
All Faculty	\$63,937
All Professionals	\$39,958
All Technical/Clerical	\$24,607



TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 197 tenure-track positions, 84 percent are now tenured. The number of tenure-track positions has decreased from 234 to 197 over the past nine years.

Rank	No. of Tenure Track Positions	No. of Faculty With Tenure	Percent Tenured				
			FY1998	FY1999	FY2000	FY2001	FY2002
Professor	26	26	96%	100%	100%	100%	100%
Associate	84	84	99%	100%	99%	100%	100%
Assistant	72	54	81%	87%	81%	79%	75%
Instructor	15	1	0%	10%	9%	6%	6%
Lecturer	0	0	0%	0%	0%	0%	0%
Total	197	165	88%	90%	87%	85%	84%

RANK OF TENURED AND TENURE-TRACK FACULTY*

In FY2002, senior-level faculty members (professor and associate professor) comprised 56 percent of all ranked tenure-track faculty as compared to 47 percent in FY1985. However, the percentage of full professors (13 percent) is well below the national average, which is in the 35 to 45 percent range.

	FY1998	FY1999	FY2000	FY2001	FY2002
Rank					
Professor	23	22	22	23	26
Associate	101	96	96	88	84
Assistant	83	78	80	72	72
Instructor	5	10	11	16	15
Lecturer	3	3	1	0	0
Total Faculty	215	209	210	199	197

*Includes ranked administrators.

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 FY2002, 97 percent of full-time, tenure-track faculty members held graduate degrees.

	FY2002 Faculty (Tenure & Tenure Track)*	
	Number	Percent
Doctorate	68	35
Master's	123	62
Bachelor's	6	3
Total	197	100

*Includes ranked administrators

AVERAGE AGE/AVERAGE LENGTH OF SERVICE OF FACULTY & STAFF

The average length of service as well as the average age of all faculty and staff members has remained approximately the same over the past five years. The average age is 47, and the average length of service is 14 years.

		FY1998	FY1999	FY2000	FY2001	FY2002
Full-Time:						
Faculty*	Age	49.9	50.0	50.0	51.4	52.0
	Service	18.8	19.5	19.7	19.5	20.1
Professional Staff	Age	40.2	40.1	39.8	41.1	41.6
	Service	9.7	10.0	9.8	10.2	10.8
Educational Development Faculty	Age	49.5	50.5	51.7	53.1	54.1
	Service	16.8	17.8	18.5	21.2	22.1
General Staff	Age	44.3	42.8	43.7	46.0	46.4
	Service	11.1	10.2	9.5	10.0	10.2
Total Full-Time	Age	45.4	45.1	45.0	46.4	46.8
	Service	14.2	14.5	14.2	14.3	14.7
Part-Time:						
Faculty	Age	48.8	49.1	49.4	50.2	49.3
	Service	10.7	12.1	11.4	11.7	11.1
Professional Staff	Age	40.3	40.5	40.1	41.0	40.0
	Service	9.0	10.0	10.8	12.0	8.6
General Staff	Age	43.8	38.8	35.9	41.6	41.6
	Service	6.0	3.9	4.3	4.7	5.5
Total Part-Time	Age	44.9	44.6	43.7	45.4	43.9
	Service	9.2	10.6	10.4	11.0	9.3
Total All	Age	45.4	45.1	44.9	46.3	46.6
	Service	13.9	14.3	14.0	14.1	14.3

*Includes visiting faculty and ranked administrators

RECRUITMENT—HIRES

Now that NTID's downsizing efforts have been completed, recruitment has increased somewhat, but it is still below earlier norms. Most of the hires were for critical areas, such as interpreting and faculty.

	FY1998	FY1999	FY2000	FY2001	FY2002
Full-Time:					
Professional Staff	23	23	29	27	22
Faculty	12	10	12	14	4
General Staff	7	15	10	5	7
Total Full-Time	42	48	51	46	33
Part-Time:					
Professional Staff	0	0	0	0	5
Faculty	4	1	1	3	1
General Staff	1	1	2	1	0
Total Part-Time	5	2	3	4	6
Total	47	50	54	50	39

RETIREMENTS/VOLUNTARY TERMINATIONS

The turnover rate in FY2001 was higher in comparison to previous years due primarily to increased numbers of retirements. In FY2002, retirements/voluntary terminations returned to a more normal level.

	FY1998	FY1999	FY2000	FY2001	FY2002	
Full-Time/Part-Time:					Percent	Number
Professional Staff	8.5%	5.3%	9.7%	12.4%	10.3%	23
Faculty	4.5%	6.2%	6.8%	13.0%	2.3%	5
General Staff	2.4%	11.4%	10.8%	7.6%	10.7%	8
Total	5.8%	6.6%	8.6%	11.9%	7.0%	36

DIVERSITY AND PLURALISM HIGHLIGHTS

Since 1985, NTID has increased its employment of persons who are minority and persons with disabilities by 115 percent, which represents a numerical increase from 71 in FY1985 to 153 by the end of FY2002. During that period, 316 minority and disabled individuals were hired out of a total of 919 new hires (34 percent).

Of NTID's 45 employees from ethnic minority populations, 28 are African-American, and six are Latino-American. One-hundred-one out of 108 employees with disabilities are deaf or hard of hearing. NTID's record is even more impressive when one considers that of the 153 employees who have disabilities or are members of a minority group, 135 are in executive, faculty, or professional positions. (Eight of the 153 are individuals who have a disability and who are minority.)

NTID's major accomplishments in Affirmative Action in FY2002 were:

- Twenty-seven percent of the fall 2002 entering class were from minority groups. This brings the percentage in the total student body to 24 percent, which is nearly triple what it was a decade ago.
- Five minority students out of a total of 65 students (7 percent) were enrolled in the A.A.S. program in ASL-English Interpretation for the fall of 2002. A total of 50 minority students have graduated from the program.
- Five (11 percent) of the 44 students in the Master of Science in Secondary Education are members of minority groups, and 16 (36 percent) are deaf.
- Thirty percent of the 183 high school juniors who participated in our Explore Your Future Program this past summer were members of minority groups. All minority applicants to this program who needed financial assistance received it.

Special strategies employed in support of these accomplishments include:

- Financial awards were given to those minority applicants who demonstrated promising academic ability.
- African-, Latino-, Asian-, and Native-American matriculated students, in conjunction with the admissions department, participated in writing letters of encouragement and follow-up phone calls to all identified minority students accepted for admission.
- Identification of predominantly minority mainstream school programs for special recruitment efforts.
- Use of student recruitment materials that feature minority students.
- Maintained minority scholarship programs to support students in regular programs of NTID, Explore Your Future, and minority hearing students in the ASL-English Interpretation program.
- Promoted issues of importance to deaf people through liaisons with the RIT Minority Alumni Advisory Committee, the Office of Minority Affairs, and the Commission on Promoting Pluralism.
- Continued to exercise a strong affirmative action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 67 percent of all hires over the past year were either minority individuals or individuals who have a disability.

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

DIVERSITY AND PLURALISM PHILOSOPHY

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

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

DIVERSITY TO PLURALISM: AN EDUCATIONAL IMPERATIVE

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

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

In addition to preparing students to enter society and the workplace, NTID's academic environment must be responsive to the needs of an increasing number of people who are both deaf and from minority backgrounds. As a result of aggressive recruitment policies, minority students who are deaf are becoming a greater proportion of NTID's potential student pool. We have given minority student recruitment high priority because we are aware that by the year 2005, students who are deaf or hard of hearing and from minority backgrounds will represent nearly 40 percent of all 18- to 21-year-olds in the United States, as compared to 29 percent in 1982. **(This demographic shift is reflected in NTID's student body as evidenced by the steady growth in the percentage of minority students in NTID's total student enrollment: 24 percent in FY2002 as compared with an average of approximately 8 percent in the years prior to 1988.)**

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

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

ETHNIC ORIGIN OF ENTERING STUDENTS*

Thirty-four percent (233) of this year's 691 U.S. applicants were students from minority backgrounds. Their acceptance rate continued to lag behind their non-minority counterparts,

48 percent to 68 percent. The new class included 88 minority students, who represent 27 percent of the newly admitted students, which is better than last year's 24 percent.

	FY1998	FY1999	FY2000	FY2001	FY2002
Total Applicants*	610	619	654	643	691
White	451	427	453	444	458
Percent of Total Applications	74%	69%	69%	69%	66%
Minority	159	192	201	199	233
Percent of Total Applications	26%	31%	31%	31%	34%
Total Accepted Applicants*	459	454	465	426	424
White	358	331	348	320	311
Acceptance Rate	79%	78%	77%	72%	68%
Minority	101	123	117	106	113
Acceptance Rate	64%	64%	58%	53%	48%
Total Registrations*	360	349	361	341	332
White	278	255	283	259	244
Yield Rate (Percent of Accepted)	78%	77%	83%	81%	78%
Minority	82	94	78	82	88
Yield Rate (Percent of Accepted)	81%	76%	67%	74%	78%
Breakdown of Minority Registrations:					
Black	25	43	31	30	32
Latino	32	26	22	26	19
American Indian/Alaskan	2	1	1	2	3
Asian/Pacific Islander	23	24	24	24	30
Other	0	0	0	0	4
Total Minority	82	94	78	82	88
Percent of Total U.S. Registrations	23%	27%	22%	24%	27%

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

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf students has increased steadily from 8 percent in FY1988 to nearly 24 percent in FY2002. The rate is almost three times what it was 14 years ago.

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

However, changes in Vocational Rehabilitation in Canada and limited resources of students from other countries have had a deleterious effect on international enrollment. We are hopeful that we will be able to make improvements in 2002–2003.

The ASL-English Interpretation program minority representation is 7 percent. The Master of Science in Secondary Education enrollment includes 11 percent who are individuals with minority backgrounds.

GRADUATE AND UNDERGRADUATE STUDENTS

	FY1998	FY1999	FY2000	FY2001	FY2002
U.S. Deaf and Hard of Hearing Students:					
White Students	801	758	881	807	786
Percent	77.9%	76.2%	76.7%	77.0%	76.1%
Minority Students					
African-American Students	77	86	88	93	92
Percent	7.5%	8.65%	8.7%	8.9%	8.9%
Latino Students	78	73	64	60	54
Percent	7.6%	7.3%	6.3%	5.7%	5.2%
Native American Students	4	3	2	2	3
Percent	0.4%	0.3%	0.2%	0.2%	0.3%
Asian/Pacific Islander Students	68	75	82	86	89
Percent	6.6%	7.5%	8.1%	8.2%	8.6%
Other *					8
Percent					0.8%
Subtotal U.S. Minority Students	227	237	236	241	246
Percent	22.1%	23.7%	23.3%	23.0%	23.8%
Subtotal U.S. Deaf and Hard of Hearing Students	1,028	995	1,017	1,048	1,032
Other Enrollments:					
ASL-English Interpretation Students	93	77	75	49	65**
Percent Minority	6.5%	10.4%	16.0%	16.0%	7%
Master of Science in Secondary Education	30	36	31	34	44**
Percent Minority	20.0%	16.7%	13.3%	12.0%	11.4%
International Students	127	112	96	103	90
Percent of total NTID enrollments	10.2%	9.2%	7.9%	8.3%	7.3%
TOTAL ENROLLMENTS	1,278	1,220	1,219	1,234	1,231

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

** Includes 10 non-matriculated students in the MSSE program, and 9 in the ASL-English Interpretation program.

FIRST-YEAR PERSISTENCE AND GRADUATION RATES BY DIVERSITY CATEGORIES*

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students. However, there are significant differences among the various groups in terms of persistence and graduation rates. Overall, for students entering from 1995 to 2001, Latino students have the lowest first-year persistence rates (averaging 64 percent during the period), while students of Asian ancestry have the highest rates (81 percent).

Similarly, students of African-American and Latino origins have graduation rates that average less than 40 percent when measured after seven years. This compares to an average of 53 percent for Asian students, 61 percent for international students, and 54 percent for non-minority students.

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

Three-Year Period	African-American	Asian-American	Latino-American	International	Non-Minority
1995, 1996, 1997	75%	82%	67%	82%	74%
1996, 1997, 1998	76%	76%	66%	77%	70%
1997, 1998, 1999	71%	81%	55%	76%	68%
1998, 1999, 2000	71%	91%	69%	77%	75%
1999, 2000, 2001	73%	77%	61%	80%	71%
Overall	73%	81%	64%	78%	72%

Graduation Rates After Seven Years Three-Year Moving Averages

Three-Year Period	African-American	Asian-American	Latino-American	International	Non-Minority
1989, 1990, 1991	38%	75%	27%	63%	54%
1990, 1991, 1992	35%	66%	24%	58%	51%
1991, 1992, 1993	35%	61%	21%	47%	62%
1992, 1993, 1994	34%	50%	31%	51%	54%
1993, 1994, 1995	35%	52%	39%	47%	48%
Overall	36%	61%	28%	53%	54%

* Traditional Cohort Analysis

NTID AFFIRMATIVE ACTION REPORT—FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion, and continuation of women, minorities, and individuals with disabilities. Appropriate representation in each Equal Employment Opportunity category remains a priority for NTID, given the students we serve and the ever-increasing ethnic diversity we are experiencing in the student body.

FY2002							
	Total Employees	Female	African American	Latino American	Other Minority	Deaf/Hard of Hearing	Other Disability
Executive/ Administrative/ Manager	52	17 32.7%	1 1.9%	2 3.8%	1 1.9%	9 17.3%	0 0.0%
Faculty	198	104 52.5%	10 5.1%	1 0.5%	2 1.0%	51 25.8%	2 1.0%
Professional*	220	167 75.9%	11 5.0%	2 0.9%	8 3.6%	31 25.8%*	4 1.8%
Secretarial/ Clerical	74	73 98.6%	6 8.1%	1 1.4%	0 0.0%	9 12.2%	1 1.4%
Technical	4	1 25.0%	0 0.0%	0 0.0%	0 0.0%	1 25.0%	0 0.0%
Total	548	362 66.1%	28 5.1%	6 1.1%	11 2.0%	101 22.5%	7 1.3%

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

MINORITY FACULTY AND STAFF RETIREMENTS/VOLUNTARY TERMINATIONS AND HIRING RESULTS

While hiring has been limited, nearly 18 percent of all hires last year came from minority groups. The retirement/voluntary terminations rate for individuals from minority backgrounds (11.4 percent) was higher than the general institute rate (6.6 percent).

	End of FY2001	Retirement / Voluntary Terminations	Promotion / Transfer	Hires	End of FY2002
Executive/Manager	4	0	0	0	4
Faculty	13	-1	0	1	13
Professional Staff	18	-1	0	4	21
Technical	0	0	0	0	0
Clerical	8	-3	0	2	7
Total	43	-5	0	7	45
Increase					2
Percent Increase					4.7%
Total Retirements/Voluntary Terminations		36			
Institute Retirements/Voluntary Terminations Rate		6.6%			
Minority Retirements/Voluntary Terminations Rate		11.4%			
Total Hires					39
Percent Minority					17.9%

**AFRICAN-AMERICAN FACULTY AND STAFF RETIREMENTS/VOLUNTARY
TERMINATIONS AND HIRING RESULTS**

	End of FY2001	Retirement / Voluntary Terminations	Promotion/ Transfer	Hires	End of FY2002
Executive/Manager	1	0	0	0	1
Faculty	8	0	1	1	10
Professional Staff	10	-1	0	2	11
Technical	0	0	0	0	0
Clerical	7	-3	0	2	6
Total	26	-4	1	5	28
Increase					2
Percent Increase					7.7%
Total Retirements/Voluntary Terminations		36			
Institute Retirements/Voluntary Terminations Rate		6.6%			
African-American Retirements/Voluntary Terminations Rate		14.8%			
Total Hires					39
Percent African-American					12.8%

**LATINO-AMERICAN FACULTY AND STAFF RETIREMENTS/VOLUNTARY
TERMINATIONS AND HIRING RESULTS**

	End of FY2001	Retirement / Voluntary Terminations	Promotion/ Transfer	Hires	End of FY2002
Executive/Manager	2	0	0	0	2
Faculty	2	0	-1	0	1
Professional Staff	2	0	0	0	2
Technical	0	0	0	0	0
Clerical	1	0	0	0	1
Total	7	0	-1	0	6
Increase					-1
Percent Increase					-14.3%
Total Retirements/Voluntary Terminations		36			
Institute Retirements/Voluntary Terminations Rate		6.6%			
Latino-American Retirements/Voluntary Terminations Rate		0.0%			
Total Hires					39
Percent Latino-American					0.0%

FACULTY AND STAFF WITH DISABILITIES RETIREMENTS/VOLUNTARY TERMINATIONS AND HIRING RESULTS

While hiring has been limited, nearly 50 percent of all who were hired last year were individuals with disabilities. The retirements/voluntary terminations rate for individuals with disabilities (5.0 percent) was lower than the institute retirements/voluntary terminations rate (6.6 percent).

	End of FY2001	Retirement / Voluntary Terminations	Promotion/ Transfer	Hires	End of FY2002
Executive/Manager	9	0	0	0	9
Faculty	44	-1	0	10	53
Professional Staff	31	-4	1	7	35
Technical	0	0	1	0	1
Clerical	10	0	-2	2	10
Total	94	-5	0	19	108
Increase					14
Percent Increase					14.9%
Total Retirements/Voluntary Terminations		36			
Institute Retirements/Voluntary Terminations Rate		6.6%			
Disabled Retirements/Voluntary Terminations Rate		5.0%			
Total Hires					39
Percent Disabled					48.7%

**DEAF AND HARD-OF-HEARING FACULTY AND STAFF
RETIREMENTS/VOLUNTARY TERMINATIONS AND HIRING RESULTS**

	End of FY2001	Retirement / Voluntary Terminations	Promotion/ Transfer	Hires	End of FY2002
Executive/Manager	9	0	0	0	9
Faculty	41	0	0	10	51
Professional Staff	27	-4	1	7	31
Technical	0	0	1	0	1
Clerical	9	0	-2	2	9
Total	86	-4	0	19	101
Increase					15
Percent Increase					17.4%
Total Retirements/Voluntary Terminations		36			
Institute Retirements/Voluntary Terminations Rate		6.6%			
Deaf and Hard-of-Hearing Retirements/Voluntary Terminations Rate		4.3%			
Total Hires					39
Percent Deaf and Hard of Hearing					48.7%

RESULTS OF FINANCIAL OPERATIONS

In fiscal year 2002, NTID received \$50,000,000 in federal support for operations. In addition to this, NTID collected \$11,891,129 in non-federal revenue in the form of tuition, room, board and fees. Non-federal funds grew by 7.7 percent, reflecting the 7 percent increase in the rate charged for tuition over the previous year. Total revenue for operations, \$61,891,129, represented a 4.8 percent increase over fiscal year 2001. A total of \$492,000 of the federal support was directed to the Federal Matching Endowment Program.

NTID continues to cautiously manage its employment levels. **Compensation** increased by 1.1 percent, in spite of the fact that average individual salary and benefits grew 4 percent. This was accomplished through the careful management of hiring processes for positions that became open during the year. Vacancies were not filled until a thorough evaluation was made to assure that the resources were to be directed to the highest priority possible. Additionally, as turnover occurred, salaries for new employees were less than those replaced.

The cost for **RIT Services** increased by 9.8 percent. These include services that are charged both directly and indirectly. Directly charged services increased by 14.4 percent. This was primarily driven by a 22.2 percent increase in the tuition paid to RIT for NTID students taking courses in the other colleges of RIT. The credit hours taken by NTID students increased by 12.5 percent to 18,886 while the average cost for each credit hour rose by more than 12 percent. Finally, indirect charges increased by 8.3 percent. These payments represent NTID's utilization of centralized services provided by RIT such as accounting, human resources, bursar functions, library services, etc. Although the relative size of NTID has declined in relationship to the rest of RIT, the overall expense has grown due to a dramatic expansion of services and newly constructed facilities. These indirect cost allocations are annually reviewed and approved by the Division of Cost Allocation in the Department of Health and Human Services.

Support Expenditures are a combination of accounts including interpreting services purchased from the community, instructional and office supplies, travel, postage, telephone, computer services and miscellaneous income categories. In total, these accounts reflected a decrease of 6.5 percent. A growth of 8.3 percent in purchases of community interpreting services was offset by a 22 percent decline in travel expenditures and increased revenue from services provided to RIT departments. Other categories remained steady. **Grant Cost Share** requirements increased by 28.4 percent in 2002. This reflects the growth of grant expenditures from \$3.6 to \$4.4 million. **Financial Aid** supported through operating funds decreased by 7.7 percent, however, total financial aid for students increased by 5.3 percent when Vocational Rehabilitation support, Pell and State Grants, various student loans and other scholarships are included. Expenditures for **Capital** declined by 23.9 percent.

Finally, NTID transferred \$1 million in non-federal funds to its **Plant Fund** at the close of the fiscal year. The Plant Fund is used for various planned and unplanned capital projects such as improving lab and classroom technology as well as the support for NTID strategic initiatives.

FINANCIAL OPERATING RESULTS

In fiscal year 2002, NTID received \$50,000,000 in federal support for operations. A total of \$49,508,000 supported operational expenses and \$492,000 was directed to the Matching Endowment Program. In addition to this, NTID collected \$11,891,129 in non-federal revenue in

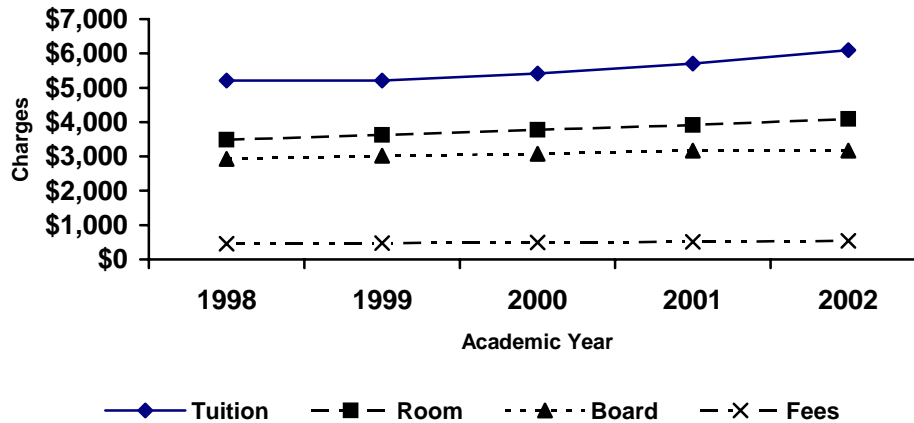
the form of tuition, room, board and fees. Total revenue for operations, \$61,891,129, represented a 4.8 percent increase over fiscal year 2001.

	Fiscal Year 2001	Fiscal Year 2002	Variance \$	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries & Wages	\$25,891,118	\$26,055,355	\$ 164,237	0.6%
Benefits	7,295,679	7,324,408	28,729	0.4%
Total Personnel Compensation	\$33,186,797	\$33,379,763	\$192,966	0.6%
RIT Services Expenditures				
Direct Costs:				
Residence Halls/Food Service, Student Services	\$4,623,544	\$4,969,464	\$345,920	7.5%
Cross-Registered Tuition	3,481,454	4,253,980	772,526	22.2%
Physical Plant Services	2,012,452	2,000,060	(12,392)	-0.6%
Indirect Costs:				
Overhead	7,705,602	8,342,894	637,292	8.3%
Total RIT Services	\$17,823,052	\$19,566,398	\$1,743,346	9.8%
Other Expenditures:				
Support Expenditures	\$4,555,997	\$4,258,952	(\$297,045)	-6.5%
Grant Cost Shares	614,900	790,276	175,376	28.5%
Financial Aid	1,212,883	1,119,301	(93,582)	-7.7%
Capital	1,650,708	1,256,736	(393,972)	-23.9%
Matching Endowment	0	492,000	492,000	
To/(From) Plant Fund	452	1,027,703	1,027,251	
Total Other	\$8,034,940	\$8,944,968	\$910,028	11%
Total Expenses	\$59,044,789	\$61,891,129	\$2,846,340	4.8%
REVENUE				
Federal Appropriation	\$48,000,000	\$50,000,000	\$2,000,000	4.2%
Non-federal Funds	11,044,789	11,891,129	846,340	7.7%
Total Revenue	\$59,044,789	\$61,891,129	\$2,846,340	4.8%

TUITION, ROOM, BOARD, AND OTHER FEES

Rates charged for tuition, room, board, and other fees increased by 5.2 percent. Tuition increased by 7.0 percent, while room, board and other fees increased by 4 to 5 percent. Lab fees that were previously a separate additional charge for students are now included in the tuition rate.

The amount collected from students in FY2002 increased by 7.7 percent over the previous year. These non-federal resources constitute 19.2 percent of NTID's total operating revenue.



Rates Charged Students

Academic Year	FY1998	FY1999	FY2000	FY2001	FY2002
Tuition	\$ 5,211	\$ 5,211	\$ 5,418	\$ 5,700	\$6,099
Room	3,486	3,627	3,774	3,918	4,095
Board	2,931	3,018	3,078	3,078	3,171
Fees	459	480	498	513	537
Total	\$12,087	\$12,336	\$12,768	\$13,209	\$13,902

EXTERNAL FUNDING SOURCES

THE NTID FOUNDATION

NTID received \$2,563,161 in gift income in fiscal year 2002. These dollars were designated to support the PEN-International project, our endowed scholarship funds, cochlear implant testing equipment, the performing arts program, the Dyer Arts Center, and improving technology at NTID.

Important commitments received during this fiscal year include:

Scholarships

The estate of Loretta F. Wolf added \$224,000 to the Joseph C. and Loretta F. Wolf Endowed Scholarship fund.

The Louis S. and Molly B. Wolk Foundation completed its pledge to their endowed scholarship fund by contributing \$50,000.

The Jephson Educational Trust contributed \$30,000 this year, adding to the Performing Arts Scholarship fund and initiating an endowed scholarship fund in their name.

The Max and Victoria Dreyfus Foundation contributed \$5,000 in support of NTID Performing Arts scholarships.

The Solon E. Summerfield Foundation added \$2,500 to their scholarship fund.

Frank Horton added \$1,000 to his named scholarship fund.

Mildred F. Hall contributed an additional \$10,068 to her named scholarship fund.

Edgar Sargent added \$5,212 to the scholarship fund in memory of his wife, Elizabeth Dunlap Sargent.

Alumnus Barbara M. Fallon contributed \$6,000 to the Sara Kuhnert scholarship fund. Her employer, **KPMG**, matched this contribution.

VITAC contributed \$4,000 to The NTID Foundation Endowed Scholarship fund.

Action Electric Sales, Inc. donated \$1,800 to the Michael J. Swartzman Memorial Scholarship fund.

Roland E. Garlinghouse added \$11,000 to his family's named endowed scholarship fund.

Dr. Laurie C. Brewer contributed \$1,000 to the Alice Beardsley Endowed Scholarship fund.

J. David McCloskey contributed \$1,000 to NTID scholarship funds.

The estate of Anna H. Ianaccio contributed \$14,393 to The NTID Foundation Endowed Scholarship fund.

Jane Ratcliffe Pulver added \$2,957 to her family's named endowed scholarship fund.

Dr. Gerard Walter contributed \$1,000 to the Robert F. Panara Scholarship fund.

The NTID Alumni Association established the NTID Alumni Association Endowed Scholarship through a contribution of \$23,700.

Dorothy B. Wadsworth contributed \$1,000 to the Ann W. Frisina Memorial Scholarship fund.

EXTERNAL FUNDING SOURCES (continued)

Dr. James J. DeCaro contributed \$1,225 to his named scholarship fund.

George D. Webb II, parent of an NTID-supported student, contributed \$1,000 to an NTID endowed scholarship fund.

Wendell S. Thompson contributed \$1,000 to the William Randolph Hearst Scholarship fund.

W. Scott Atkins contributed \$5,000 towards the establishment of the Benjamin Soukop Scholarship.

Warren G. Keinath, Jr. donated \$4,000 to The NTID Foundation Endowed Scholarship fund.

Michael Shamberg contributed \$1,000 to The NTID Foundation Endowed Scholarship fund.

Dr. Frank Turk contributed \$1,500 towards the establishment of the Benjamin Soukop Scholarship.

Donald J. Landry donated \$1,500 to The NTID Foundation Endowed Scholarship fund.

Dr. D. Robert Frisina contributed \$1,000 to the D. Robert Frisina Endowment for the Advancement of NTID.

Mrs. Eugenie R. Bradford contributed \$1,000 to the NTID Performing Arts Scholarship fund.

Robert R. Davila contributed \$1,000 to NTID endowed scholarship funds.

The estate of Margaret J. Webster contributed \$15,398 to The NTID Foundation Endowed Scholarship fund.

Gifts-in-Kind

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

D.T. Hansford Manufacturing	\$ 60,000
Eastman Kodak Company	\$ 8,000
Guy C. Wonder III	\$ 3,500
Kevin P. Whiting	\$ 1,488
Luxottica Group	\$ 5,000
Michael C. Freeman	\$ 300
Ruth S. Brown	\$ 500
Weldco, Inc.	\$ 41,400

NTID Projects/Initiatives

The Nippon Foundation continued its commitment to the PEN-International Project, providing \$1,169,700 in support of this initiative.

Ray B. Ohringer continued her support of The Dyer Arts Center, contributing \$122,650.

Elizabeth W. Williams supported the Dyer Arts Center with a contribution of \$100,692 this year.

The Glover-Crask Charitable Trust contributed \$10,000 to be used for cochlear implant testing equipment.

EXTERNAL FUNDING SOURCES (continued)

Matthew Moore of Deaf Life Press contributed \$4,000 to support the NTID Performing Arts Department's production of *Peter Pan*.

Private donors contributed \$747,000 to support the on-going efforts of the International Center for Speech and Hearing Research.

Procter and Gamble contributed \$6,000 in recognition of NTID's graduates who are now working at Procter and Gamble.

GRANTS AND CONTRACTS

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

In the spring quarter 2001, NTID's Leadership Team recommended that a Working Group on Acquisition and Support for External Funding be established to examine the various issues related to external funding for NTID projects. The charge to this group from NTID's vice president and dean was to:

- identify the critical issues for seeking external funding,
- develop guidelines to determine which projects should be supported by external funding,
- develop guidelines to make the formal grant-seeking and grant-writing process as clear as possible,
- clarify issues of college support for individuals who seek external funding for projects,
- develop guidelines regarding the appropriate budgetary disposition within NTID of indirect costs (F&A) resulting from external grants.

In response to this charge, the working group developed recommendations addressing each charge and an *NTID Grant Manual*. The group submitted these to the vice president and the dean in January 2002, and both the report and the manual subsequently were accepted. The group distributed a copy of the *NTID Grant Manual* to all NTID faculty and professional staff in spring quarter 2002. The full texts of these documents can be found on the NTID grant Web site, <http://www.rit.edu/~glhgqip/grants.html>.

During FY2002, there were 27 new grant proposals submitted for funding. Eleven, totaling \$10,894, were funded. As of September 30, 2002, the annual value of all grants and contracts at NTID amounted to \$5,566,137, with a total value over the lives of the projects equaling \$20,584,935.

NTID ANNUAL FUNDRAISING RESULTS

Through the ongoing support of The NTID Foundation, the institute's development program continues to be successful. The substantial sums that NTID has raised in just the past five years demonstrate NTID's commitment to seeking alternate sources of support.

In FY2002, \$2,442,873 was raised for endowment or restricted purposes. Of that amount, \$281,024 was deemed eligible for Federal Matching dollars. Additionally, \$224,000 from a charitable remainder annuity trust became eligible for endowment and therefore federal matching dollars. These two figures combined total \$505,024, which qualify for matching federal dollars. A total of \$492,000 was actually matched.

	FY1998	FY1999	FY2000	FY2001	FY 2002
Cash to Endowment and Restricted Funds	\$1,270,691	\$1,545,087	\$3,205,304	\$2,397,888	\$2,442,873
Equipment and Software	453,953	540,998	709,388	322,860	120,288
Total	\$1,724,644	\$2,086,085	\$3,914,692	\$2,720,748	\$2,563,161

* Does not include a charitable remainder trust valued at \$224,000 that matured in 2002.

NTID ENDOWMENT PROGRAMS

A total of \$997,024, including \$492,000 in matching federal funds, were added to the Federal Matching Endowment Fund corpus in 2002. The market value of NTID's Federal Matching Endowment portfolio stands at \$16,165,163. NTID' total endowments, which include privately raised funds prior to the establishment of the Federal Matching Endowment Program is \$19,047,647.

This is 4.1 percent less than the value of the entire portfolio on September 30, 2001, due to adverse market conditions.

Values as of September 30, 2002

FEDERAL MATCHING ENDOWMENT FUND:

	Contributed Value	Market Value
Funds Subject to Federal Investment Guidelines:		
Private	\$4,847,608	\$ 6,350,170
<i>Federal</i>	4,853,458	5,396,358
Subtotal	\$9,701,066	\$11,746,528
Funds No Longer Subject to Federal Investment Guidelines:		
<i>Private</i>		
Value at Date of Transfer	\$3,424,047	\$2,628,179
<i>Federal</i>		
Value at Date of Transfer	2,335,463	1,790,456
Subtotal	\$5,759,510	\$4,418,635
Total Federal Endowment	\$15,460,576	\$16,165,163

OTHER NTID ENDOWMENTS:

	Contributed Value	Market Value
Private	\$977,922	\$2,882,485
Total Endowments	\$16,438,497	\$19,047,647

GRANTS AND CONTRACTS

During FY2002, there were 27 new grant proposals submitted for funding. Eleven, totaling \$10,894,226, were funded; seven are still pending; and the remainder were not funded. As of

September 30, 2002, the annual value of all grants and contracts at NTID totaled \$5,566,137, with a total value over the lives of the projects of \$20,584,935.

Project Title	Grant Provider	Year	Amount FY2002	Total Value
Northeast Technical Assistance Center	U.S. Department of Education	2 of 5	\$1,000,000	\$ 5,000,000
C-Print™ Network	U.S. Department of Education	3 of 3	149,944	499,786
Speech Recognition	U.S. Department of Education	2 of 3	99,953	399,859
MSSE	U.S. Department of Education	3 of 3	293,273	879,819
Interpreting	New York State	4 of 5	750,000	3,675,000
Interpreting	New York State	4 of 4	200,000	650,000
Deaf Initiative in Information Technology	National Science Foundation	3 of 3	186,690	525,761
Aging Auditory System	National Institutes of Health	5 of 5	905,854	5,117,528
ASL Video Dictionary	U.S. Department of Education	2 of 3	7,710	263,447
Web-Based Problem Solving Resource	U.S. Department of Education	1 of 3	127,290	315,759
COMETS	National Science Foundation	2 of 2	99,267	198,741
Access to Technical Education	National Science Foundation	1 of 3	259,893	781,372
Web-based Tutoring Center	New York State	1 of 1	31,200	31,200
Applied Technology Group	New York State	1 of 1	23,863	23,863
Presidential Award in Mentoring	National Science Foundation	1 of 1	10,000	10,000
Speech Pathology	U.S. Department of Education	1 of 4	252,200	1,043,800
PEN-International	Nippon Foundation	2 of 2	<u>1,169,000</u>	<u>1,169,000</u>
Total			\$5,566,137	\$20,584,935

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

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

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