NTID
Fiscal Year 2004
Annual Report

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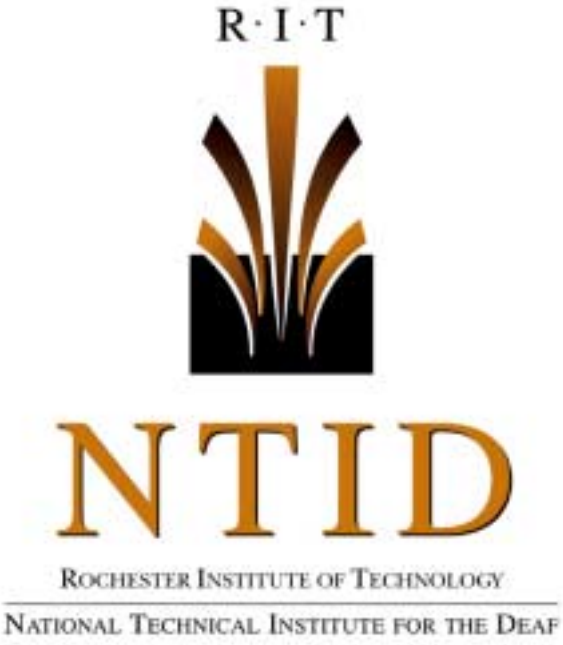

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December 31, 2004

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 38th Annual Report (Fiscal Year 2004) 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. This same report is available on the web at www.ntid.rit.edu/media/annual_report2004.pdf

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

We are pleased to report that NTID had another good recruitment year. A total of 411 new students were admitted to NTID in fiscal 2004. This is essentially the same number as last year, yet overall enrollment increased from 1,270 to 1,281.

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 has recommitted itself to new standards established as part of an extensive strategic vision process. While the strategic vision presents us with a number of new and exciting strategies for our future, our mission remains the same: To provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

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

Sincerely,

Albert J. Simone
President, RIT

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

FY2004 ANNUAL REPORT
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The primary mission of the National Technical Institute for the Deaf is to provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning. Secondarily, NTID prepares professionals to work in fields related to deafness; undertakes a program of applied research designed to enhance the social, economic, and educational accommodation of deaf people; and shares its knowledge and expertise through outreach and other information dissemination programs.

National Technical Institute for the Deaf—At a Glance

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

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

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

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

RIT CAMPUS:
1,300 acres, 237 buildings (5.1 million square feet).

ENROLLMENT:
Undergraduate: 1,055 deaf and hard-of-hearing students, 100 hearing students (hearing students are enrolled in ASL-English Interpretation program).
Graduate: 126 students, both hearing and deaf (84 in the Master of Science program in Secondary Education of Students Who are Deaf and 42 in the other colleges of RIT). These students study and reside on a campus that includes 14,200 hearing students studying at the baccalaureate, master's, and doctoral levels.

MALE/FEMALE RATIO:
57 percent male, 43 percent female.

DIVERSITY:
Of the 1,281 students enrolled, 26 percent are minority students and 4.9 percent are international students, representing 13 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, religious interfaith 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 past five years, 92 percent of deaf graduates who chose to enter the labor market have obtained jobs in business, industry, government, education and other fields.

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

ANNUAL EXPENSES 2003-2004:

Tuition	$ 6,981
Room	$ 4,452
Board	$ 3,381
Fees	$ 579
Total	$15,393

FINANCIAL AID:
A combination of grant-in-aid; Vocational Rehabilitation; Pell, federal and state grants are available to students in need. In addition, more than $27 million in 56 endowed funds generates scholarship support for students based on financial need and academic merit. Average aid per student: $9,525.

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

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

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

EXECUTIVE SUMMARY

	FY2000	FY2001	FY2002	FY2003	FY2004
New Registrations					
Admissions (Deaf Students Only)					
Applications	740	728	776	753	737
Acceptances	513	472	461	435	434
Registrations	386	366	355	320	327
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	43	17	19	48	50
M.S. in Secondary Education	15	22	36	42	34
Total New Registrations	**444**	**405**	**410**	**410**	**411**
Enrollment					
Deaf Students Only					
Career Decision Making	91	107	94	85	86
Technical Programs (Associate)	551	574	550	545	542
Professional Programs (B.S.)	445	440	449	434	427
Professional Programs (Master's)	26	30	29	45	42
Subtotal – Deaf Students	1,113	1,151	1,122	1,109	1,097
Other Enrollments					
ASL-English Interpretation	75	49	65	92	100
M.S. in Secondary Education	31	34	44	69	84
Subtotal – Other	106	83	109	161	184
Total Enrollment	**1,219**	**1,234**	**1,231**	**1,270**	**1,281**
Financial Aid (Domestic Students)					
Grant-in-Aid	$893,832	$927,744	$864,544	$974,234	$1,059,076
Vocational Rehabilitation	4,686,329	4,566,571	4,939,544	5,564,705	5,695,165
Pell Grants	770,590	875,264	944,518	1,126,403	1,214,120
State Grants	465,421	342,740	411,898	476,184	485,514
Federal Loans	1,626,282	1,693,358	1,719,949	1,895,509	2,641,914
Scholarships & Other	750,216	838,293	879,244	826,472	919,547
Total Financial Aid	**$9,192,670**	**$9,243,970**	**$9,759,697**	**$10,863,507**	**$12,015,336**
Average Aid per Student (Excluding Loans)	**$6,829**	**$6,724**	**$7,109**	**$7,860**	**$7,883**
Rates Charged Students					
(Domestic student rates)					
Tuition	$5,418	$5,700	$6,099	$6,525	$6,981
Room	3,774	3,918	4,095	4,260	4,452
Board	3,078	3,078	3,171	3,267	3,381
Fees	498	513	537	558	579
Total	**$12,768**	**$13,209**	**$13,902**	**$14,610**	**$15,393**

[(1)]International students pay a 100% surcharge, or $13,962, for tuition. Charges for room, board, and fees are the same as for domestic students.

EXECUTIVE SUMMARY (continued)

	FY2000	FY2001	FY2002	FY2003	FY2004
Fundraising Activity					
Cash to Endowment and Restricted Funds	$3,205,304	$2,397,888	$2,442,873	$1,916,891	$2,032,651
Equipment and Software	709,388	322,860	120,288	42,487	71,075
Federal Funds Matched[(2)]	$590,000	$0	$492,000	$705,000	$615,00
Graduates					
Total Degrees Granted	241	199	207	195	234
Degree Level					
Certificate	2%	7%	6%	5%	1%
Diploma	7%	3%	4%	1%	1%
Associate (A.O.S.)	22%	16%	21%	19%	26%
Associate (A.A.S.)	13%	17%	19%	15%	18%
Associate (Interpreting)	11%	12%	10%	6%	7%
Bachelor's	34%	37%	30%	43%	39%
Master's	5%	3%	5%	4%	3%
Master's (MSSE)	6%	5%	5%	7%	5%
Placement					
Permanent Placement	107	97	82	88	N/A[(3)]
Placement Rate	90%	92%	90%	93%	N/A[(3)]
By Sector of the Economy					
Business and Industry	67%	52%	61%	66%	N/A[(3)]
Government	9%	9%	9%	12%	N/A[(3)]
Education	24%	39%	30%	22%	N/A[(3)]
Co-op Work Experiences	278	228	244	25%	N/A[(3)]
Access/Support Services					
Notetaking Hours	43,896	43,636	55,439	54,437	50,220
Tutoring Hours	14,332	13,783	14,487	14,886	14,516
Interpreting Hours	85,584	91,765	94,134	94,029	98,520
Outreach (Number of Participants)					
Educational Interpreting	75	49	65	92	100
Interpreter Training	80	114	99	105	130
M.S. in Secondary Education	31	34	44	69	84
Explore Your Future	188	226	183	168	187
Notetaker Training	167	162	257	246	236
National Center on Employment					
Workshops	17	12	14	29	31
Participants	524	173	642	663	640

[(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 2003 graduates are incomplete and will be reported next year.

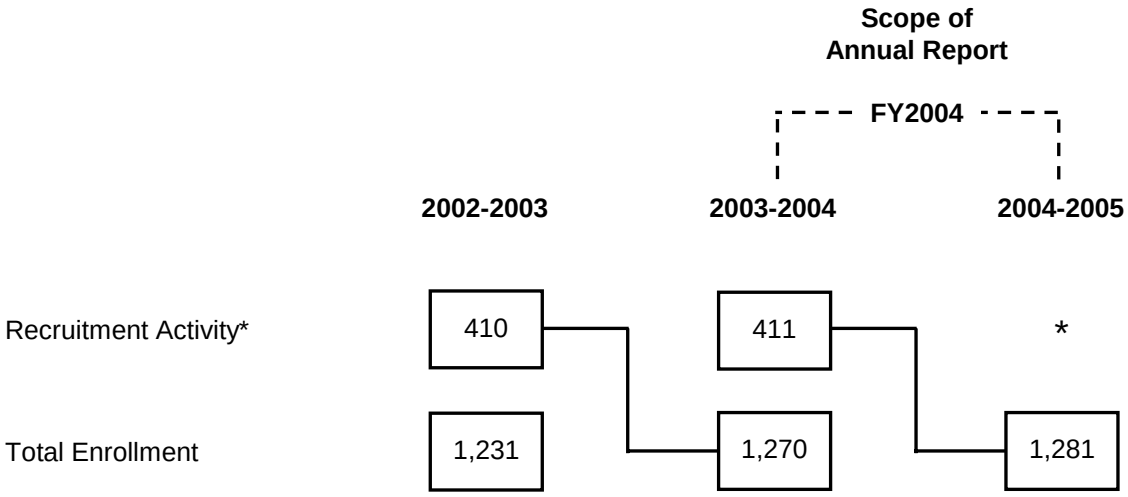
NOTE OF EXPLANATION

Because the federal fiscal which begins October 1 and ends September 30, spans two academic years (the academic year begins in July and ends in June) 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 2003-2004 academic year; that is, 411. These students will become part of the total student enrollment served in 2004-2005 and will be reported on in next year's Annual Report.

- The total enrollment served throughout 2003-2004; that is, 1,270, comprising of 860 returning students and 410 new students recruited throughout 2002-2003. Demographic analysis of the 1,281 students enrolled in 2004-2005 is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,270 students enrolled throughout 2003-2004.

The chart below is provided to help clarify this distinction:



* Recruitment activity for FY2005 will be conducted throughout the 2004-2005 academic year and will be 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	2004 Actual	2005	2006
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 Selected Private Technical Institutions*	RIT Hearing Students 105% National Hearing Students 96%	RIT Hearing Students 99%* National Hearing Students 97%*	**Goal:** Deaf students will report an overall level of satisfaction that is at least equal to hearing students at RIT and nationally (Selected private technical institutions)	Conduct follow-up survey in 2007

2. Maintain a diverse enrollment that fully utilizes current human and physical resources while enriching the students' collegiate experience.				
Indicators	Baseline	2004 Actual	2005	2006
2.1 Enrollment	1,185	1,281	1,270	1,300
2.2 Diversity (% Minority)	22%	26%	>National Demographic %'s	>National Demographic %'s

3. Maximize the number of students successfully completing a program of study.				
Indicators	Baseline	2004 Actual	2005	2006
3.1 Student Retention Rate: (1st Year)				
• Sub-baccalaureate	75%	70%	74%	74%
• Baccalaureate	84%	86%	86%	86%
• Overall	76%	75%	75%	75%
3.2 Graduation Rate:				
• Sub-baccalaureate	50%	51%	52%	53%
• Baccalaureate	51%	68%	69%	70%
• Overall	50%	56%	57%	58%

*The percentages shown represent NTID's composite raw score for student satisfaction divided by composite raw scores for RIT and a group of selected private technical institutions in the US. NTID's raw score was one percent lower than the score recorded by RIT students, and three percent lower than the national average as represented by selected private technical institutions.

4. Prepare graduates to find satisfying jobs in fields commensurate with their education.				
Indicators	Baseline	2004 Actual	Source	Goal
4.1 Placement Rate	93%	93%	NTID Placement Records—2002-2003 graduates	95%
4.2 Earnings Parity with Hearing Peers	80%	80%	Study conducted with Social Security Administration 2004	Conduct another study in 2008
4.3 Earnings Growth Rate	3%/year	3%/year	Study conducted with Social Security Administration 2004	Conduct another study in 2008 >=CPI
4.4 Value Added: Graduates earn substantially more than students who withdraw	Sub-B.S. **17%** B.S. **45%**	Sub-B.S. **17%** B.S. **45%**	Study conducted with Social Security Administration 2004	Conduct another study in 2008
4.5 Alumni Satisfaction	Satisfied with Education 94% Recommend NTID 97%	Satisfied with Education 94% Recommend NTID 97%	From a study of NTID alumni conducted in 2004	Conduct another study in 2007 ≥90% satisfaction

5. Prepare professionals to work with deaf and hard-of-hearing persons.				
Indicators	Baseline	2004 Actual	2005	2006
5.1 Enrollment:				
• Interpreting	84	100	100	100
• MSSE	16	84**	84	84
5.2 Diversity:				
• Interpreting (% Minority)	12%	9%	12%	12%
• MSSE (% Minority)	12%	13%	12%	12%
5.3 Employment rate	95%	95%	95%	95%
5.4 Professional Certification:				
• MSSE (NYS Cert.)	71%	100%	90%	90%

6. Conduct a program of applied research to provide innovative support for the teaching and learning process for deaf and hard-of-hearing individuals.				
Indicators	Baseline	2004 Actual	2005	2006
6.1 Appropriate Public Assessment	TBD	1,800 Contacts 8,163 Web site hits 64 Comments	3,000 Contacts 8,000 Web site hits 20 Comments	3,000 Contacts 8,000 Web site hits 20 Comments
6.2 Effective Positive Change	Publications (25) Presentations / Workshops (52)	Publications (41) Presentations / Workshops (103)	Publications (25) Presentations / Workshops (50)	Publications (20) Presentations / Workshops (50)
6.3 Ensure Quality: (% Peer Review)	90%	79%	90%	90%

** Includes special grant project with Nazareth College

7. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.				
Indicators	Baseline	2004 Actual	2005	2006
7.1 Consumer Satisfaction	TBD	Above Average	Above Average	Above Average
7.2 Employers/ Career Counselors	358	640	665	690
7.3 Secondary Students: • EYF • CAP	 225 50	 187 120	 200 120	 200 120

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	2004 Actual	2005	2006
8.1 Federal Matching Endowment Grant Program (Private funds raised & qualified for matching)	$239,868	$615,000	$500,000	$500,000
8.2 Other Private Funds Raised	$705,235	$1,417,651	$1,000,000	$1,000,000
8.3 Equipment Donations	$671,077	$71,075	$700,000	$700,000
8.4 Grants and Contracts	$733,587	$6,350,453	$6,500,000	$6,500,000

Because deafness is a low incidence disability and deaf and hard-of-hearing students are widely dispersed throughout the nation's 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicant base decreased, with applications from deaf and hard-of-hearing students declining by 2 percent from 753 in FY2003. Applications for the ASL-English Interpretation and the Master of Science in Secondary Education (MSSE) decreased by 3 percent.

The number of new students entering NTID during 2003-2004 was 411, one more than last year. The total included 310 deaf and hard-of-hearing freshmen and transfers, 51 first-year deaf, hard-of-hearing and hearing graduate students (34 in the MSSE and 17 in other RIT master's programs), and 50 first-year hearing students in the ASL-English Interpretation program. Total enrollment was 1,281 compared to 1,270 for last year, and exceeds our planned number of approximately 1,250. The breakdown of the 1,281 students is as follows:

Career Exploration Studies	86
Sub-baccalaureate Programs	542
Sub-baccalaureate Programs (ASL-English Interpretation – all are hearing)	100
Pre-baccalaureate Programs	15
Baccalaureate Programs at RIT	412
Graduate Programs at RIT	42
Graduate Programs at NTID (MSSE – 49 deaf or hard of hearing)	84
Total	1,281

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 28 percent of this year's entering class, while their representation in the total student body now stands at 26 percent. This percentage compares favorably to the national average for degree granting institutions, which is 29.6 percent.* In addition, NTID admitted 13 new international students, bringing the total number of international students to 63, or 4.9 percent of the total student population. This international figure is down from last year's 6.4 percent.

In summary, NTID registered 411 new students and is serving a total of 1,281 students.

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

COMPARATIVE ADMISSION DATA

Total applications remained roughly the same level as the past three years. However, the acceptance rate was 59 percent of applications which is slightly above last year but significantly below previous years. This is the direct result of increasing admission standards implemented three years ago. Total registrations (327), were about the same as last year which is slightly below our expected range of 350-400. This is a trend NTID will endeavor to reverse as we implement new recruitment strategies in 2004-2005.

	FY2000	FY2001	FY2002	FY2003	FY2004
Total Applicants	740	728	776	753	737
% Increase or Decrease	+7%	-2%	+7%	-3%	-2%
Accepted Applicants	513	472	461	435	434
% Increase or Decrease	+3%	-8%	-2%	-6%	0%
Acceptance Rate (% of Total Applications)	69%	65%	59%	58%	59%
Registrations	386	366	355	320	327
Yield Rate (% of Accepted)	75%	76%	77%	74%	76%

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.

SVP includes a Student/Parent Orientation Weekend designed to give participants an overview of the program and to familiarize them with NTID and its place on the RIT campus. Informational seminars, awareness workshops, and in-depth orientation programs are offered to facilitate student-parent separation and the students' transition to the college environment.

The number of students participating in the program has decreased over the past couple of years. We are accepting fewer marginally qualified students who in past years would have entered SVP. Additionally, the number of students being accepted directly into majors, therefore not attending SVP, has increased.

	Number of Students				
	FY2000	**FY2001**	**FY2002**	**FY2003**	**FY2004**
SVP Students Accepted	345	320	306	262	219
SVP Students Registered at Start of Program	256	241	234	195	168
SVP Students Completing Program	251	238	234	195	167
SVP Students Registered in Academic Programs for Fall Quarter (21 day report)	247	235	232	194	167

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

ENTERING REGISTERED STUDENTS

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

The remainder of the fall class enters directly into a program because their academic preparation suggests that they do not need the SVP experience. This year, the number of students entering in the fall was down approximately 3 percent, but was offset by 45 percent increase in off-term entries. New recruitment strategies will be employed next year to improve the situation.

	Number of Students				
	FY2000	**FY2001**	**FY2002**	**FY2003**	**FY2004**
Off Term (Winter)	28	20	24	20	26
Off Term (Spring)	16	15	22	10	20
Off Term (Summer)	3	1	2	3	2
Off Term (Subtotal)	**47**	**36**	**48**	**33**	**48**
Fall (SVP)	247	235	232	194	167
Fall (Direct Entry)	83	89	73	93	112
Fall (Subtotal)	**330**	**324**	**305**	**287**	**279**
Total	**386**	**366**	**355**	**320**	**327**

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

INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 51 and, of those, 21 were accepted and 13 registered. This is the lowest number of international registrants in the 14 years we have been admitting them. Canadian students have always represented the largest contingent of international students, but many of them continue to experience a lack of funding resources, which discouraged a number of prospective students from applying or prevented many of those accepted from being able to attend NTID. Students from third-world countries also encounter financial difficulties, and NTID has limited scholarship dollars to assist them. Until the situation in Canada changes, and until we obtain additional private scholarship funds, enrollment of international students will continue to be a challenge.

	FY2000	FY2001	FY2002	FY2003	FY2004
Continent of Origin					
Africa	16	20	21	19	15
Asia	7	18	14	10	15
Australia	0	0	0	0	0
Europe	4	7	9	4	3
North America	55	39	42	26	17
South America	4	1	4	2	1
Total Applicants	**86**	**85**	**90**	**61**	**51**
Accepted Applicants	**48**	**46**	**40**	**30**	**21**
Acceptance Rate (% of Applications)	**56%**	**54%**	**44%**	**49%**	**41%**
Registrations	**25**	**30**	**25**	**14**	**13**
Yield Rate (% of Acceptances)	**52%**	**65%**	**63%**	**47%**	**62%**
Enrollment	**96**	**103**	**90**	**81**	**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. The percent from families in which both parents are hearing was 90 percent in 2004.

	FY2000	FY2001	FY2002	FY2003	FY2004
CHARACTERISTICS					
Gender					
Male	56%	59%	60%	56%	65%
Female	44%	41%	40%	44%	35%
Marital Status					
Single	97%	98%	98%	99%	99%
Other	3%	2%	2%	1%	1%
Mean Age at Entry	21	21	21	21	21
Parents' Hearing Status					
Both Hearing	92%	93%	90%	96%	90%
Both Deaf	7%	6%	9%	3%	7%
One Hearing/One Deaf	1%	1%	1%	1%	3%
Origin of Students					
United States	94%	91%	94%	96%	96%
West	7%	10%	11%	12%	11%
North Central	20%	24%	23%	24%	23%
South	16%	18%	17%	17%	18%
Northeast	57%	48%	49%	47%	48%
International	6%	9%	6%	4%	4%
School Background					
First Time in College	64%	60%	67%	67%	63%
Transfer from Other Colleges	20%	24%	19%	18%	19%
Previously Enrolled at RIT	12%	13%	11%	10%	13%
Graduate Students	4%	3%	3%	5%	5%

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

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

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

	FY2004	
	INTERNATIONAL	**U.S.**
DEMOGRAPHICS		
Gender		
Male	61%	60%
Female	39%	40%
Entry Age	23	21
Age of Onset of Deafness		
Birth	79%	81%
1 - 3 Years of Age	10%	15%
More than 3 Years of Age	10%	4%
ENTRY SCORES		
Pure Tone Average	99 dB	95 dB
ACT Composite Score	16.9	17.8
PROGRAM AREA		
Career Exploration	8%	8%
Technical Studies	39%	50%
Pre-baccalaureate	0%	1%
Other Colleges of RIT	53%	41%
STATUS OF STUDENTS ENROLLED LAST FALL		
Still Registered	72%	68%
Withdrawn	8%	16%
Graduated	20%	16%

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, 249 accepted applicants submitted ACT scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students were similar to those of students entering in 2003.

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 56-70 dB, severe at 71-90 dB, and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 96.5 dB.

	FY2000	FY2001	FY2002	FY2003	FY2004
American College Test (ACT)					
ACT English	13.5	14.3	14.5	14.8	14.8
ACT Reading	15.7	16.6	17.2	16.9	16.9
ACT Mathematics	16.9	17.1	17.5	17.5	17.9
ACT Science Reasoning	18.2	18.0	18.2	18.6	18.6
ACT Composite	16.2	16.8	17.2	17.2	17.4
Average Hearing Level in Best Ear	**93.5**	**96.7**	**96.2**	**93.5**	**96.5**

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

ORIGIN OF STUDENTS AND GRADUATES

NTID students in the current enrollment come from all over the United States (50 states and the District of Columbia). A total of 13 countries are represented among current international students.

Home State or U.S. Territory	Number in Student Body Fall 2004	Total Number of Graduates as of Fall 2004
Alabama	6	6
Alaska	5	16
Arizona	7	21
Arkansas	2	27
California	68	261
Colorado	12	38
Connecticut	27	158
Delaware	2	23
District of Columbia	4	9
Florida	39	125
Georgia	11	44
Hawaii	5	16
Idaho	1	3
Illinois	63	307
Indiana	11	83
Iowa	13	42
Kansas	10	34
Kentucky	8	33
Louisiana	9	41
Maine	16	34
Maryland	31	115
Massachusetts	40	270
Michigan	56	212
Minnesota	17	79
Mississippi	2	4
Missouri	25	123
Montana	1	5
Nebraska	7	22
Nevada	1	4
New Hampshire	5	40
New Jersey	69	258
New Mexico	2	17
New York	363	1,471
North Carolina	12	44
North Dakota	3	16
Ohio	40	321
Oklahoma	3	12
Oregon	16	34
Pennsylvania	73	446
Puerto Rico	0	8
Rhode Island	8	31
South Carolina	2	18
South Dakota	4	9
Tennessee	8	33
Texas	28	134
Utah	3	8
Vermont	7	31
Virgin Islands	0	1

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2004	Total Number of Graduates as of Fall 2004
Virginia	31	90
Washington	12	44
West Virginia	5	23
Wisconsin	14	74
Wyoming	2	1
Other*	2	14
Subtotal	**1,209**	**5,333**

Country	Number in Student Body Fall 2004	Total Number of Graduates as of Fall 2004
Australia	0	2
Bahamas	1	0
Belgium	0	1
Bermuda	0	1
Bolivia	1	1
Canada	47	120
China	2	0
Columbia	1	0
Czech Republic	0	1
Estonia	0	1
Germany	0	0
Ghana	1	1
Greece	0	1
India	8	9
Ireland	0	1
Japan	0	3
Kenya	0	1
Malaysia	2	0
Mexico	0	1
Nepal	0	1
Nigeria	1	0
Pakistan	0	2
Philippines	0	2
Portugal	1	1
Saudi Arabia	0	2
Singapore	0	2
South Africa	0	1
Taiwan	1	3
Tanzania	0	1
Thailand	3	3
Trinidad & Tobago	0	1
Turkey	0	1
Uganda	1	0
United Kingdom	0	2
Venezuela	0	1
Zimbabwe	0	1
Subtotal	**72**	**167**
Total	**1,281**	**5,500**

* U.S. citizens living in other countries

ACADEMIC PROGRAM HIGHLIGHTS

In keeping with its curricular mission, NTID continued to focus on strengthening the programs and options offered through its **Academic Affairs Cluster**, which includes *Arts and Sciences*, *Baccalaureate and Graduate Studies*, and *Technical Studies*. NTID also provides several laboratories in support of these academic programs, including the *NTID Learning Center* and the *Self-Instruction Lab*. Below are brief descriptions and accomplishments of each of these areas.

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

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

The Faculty/Staff Sign Language Education program had an enrollment of 338 students during the past academic year, including staff from the other colleges and service areas of RIT. The faculty continues to review feedback from class participants and the Steering Committee on Communication to improve this professional development program.

NTID merged the Departments of Audiology and Speech-Language into a new department called Communication Studies and Services (CSS) beginning July 1, 2004. The department provides instruction for students, faculty and staff in developing receptive and spoken language communication and in the area of telecommunications. During academic year 2003-2004, faculty, staff and interns fulfilled 2,287 requests for services from members of the RIT community. On a weekly basis, the department provided 92 credit hours of instruction in communication services, serving 364 students, and 25 non-credit hours of instruction, serving 130 students. In addition, the department provided 2,700 hours of individual speech-language instruction, serving 174 students, and provided 3,033 hours of audiological services to 833 members of the RIT community as well as serving approximately 470 customers in NTID's Hearing Aid Shop.

Instruction in NTID's Spoken Language Learning and Practice Lab includes the use of modern technology designed to enhance students' spoken communication skills. During the past academic year, the lab served 316 individuals on a walk-in basis.

CSS also supports the Spoken Communication, Ushers Syndrome, and Cochlear Implant Clubs and provides special programs of instruction and social activities for students who are speakers of other languages. CSS also is a co-sponsor of a grant from the Department of Education to train master's degree students in Speech-Language Pathology to work with deaf and hard-of-hearing students.

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 2004-2005, there were 15 deaf students enrolled in pre-baccalaureate studies. In addition, 454 deaf students were fully matriculated in RIT baccalaureate and graduate programs. Thus, 469 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. Additionally, interpreting services and C-Print services were provided by the Department of Access Services within the college operations cluster. Approximately 200 students enrolled in NTID's Technical Studies take some of their credit-bearing coursework in the other RIT colleges. Altogether, including both fully matriculated students and those taking one or more courses at RIT, more than 650 deaf students benefit from integrated instruction with hearing students.

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

Technical Studies (CTS) continued to develop new program options in technology-related careers that position NTID graduates to enter the workforce with skills that are in high demand. Based on curriculum development work in winter and spring of 2003, NTID added coursework to the Digital Imaging & Publishing Technology program. During academic year 2003-2004, NTID added a precision optics concentration to its Applied Optical Technology program. Other curriculum efforts underway include a preliminary proposal by the Computer Integrated Machining Technology program for a transfer option in Integrated Manufacturing.

CTS closed its Healthcare Billing and Coding Technology program due to lack of student interest and narrowing co-op and permanent employment opportunities for students and graduates.

During this past year, CTS reformatted all technical course descriptions and posted them online, allowing easy access for all students when registering for courses.

NTID Learning Center (NLC) supports teaching and learning partnerships through both tutorial support in a variety of discipline areas and educational workshops that foster 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 2003-2004, the NLC scheduled 591 class sessions in its state-of-the-art Smart Classroom, for a total of 943 scheduled class hours; and 68 workshop sessions, for a total of 159 workshop hours. The NLC offers individual and small-group tutoring and studying in mathematics, science, English, accounting, and career services. This year, individual students signed up to use NLC computers 33,922 times for a total of approximately 32,112 hours.

Self-Instruction Lab 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 2003-2004, the number of individuals who signed up to use the SIL increased from the previous year, for a total of nearly 6,400 hours of usage. Two video production rooms generated more than 1,800 hours of use in 2003-2004.

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 2004, the ASL-English Interpretation program accounted for 100 students, and the Master of Science in Secondary Education program accounted for 84 students including students in the grant project at Nazareth College. 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
FY83: Oct. 82-Sep. 83	993	+3.0%	937	+3.8%	-5.6%	896	+7.8%	-4.4%	292	-0.3%	522	+68.4%
FY84: Oct. 83-Sep. 84	1,260	+26.9%	1,136	+21.2%	-9.8%	1,063	+18.6%	-6.4%	350	+19.9%	405	-22.4%
FY85: Oct. 84-Sep. 85	1,319	+4.7%	1,241	+9.2%	-5.9%	1,161	+9.2%	-6.4%	391	+11.7%	361	-10.9%
FY86: Oct. 85-Sep. 86	1,296	-1.7%	1,214	-2.2%	-6.3%	1,145	-1.4%	-5.7%	279	-28.6%	312	-13.6%
FY87: Oct. 86-Sep. 87	1,288	-0.6%	1,199	-1.2%	-6.9%	1,127	-1.6%	-6.0%	255	-8.6%	330	+5.8%
FY88: Oct. 87-Sep. 88	1,245	-3.3%	1,147	-4.3%	-7.9%	1,057	-6.2%	-7.8%	282	+10.6%	311	-5.8%
FY89: Oct. 88-Sep. 89	1,171	-5.9%	1,078	-6.0%	-7.9%	1,014	-4.1%	-5.9%	231	-18.1%	281	-9.6%
FY90: Oct. 89-Sep. 90	1,096	-6.4%	1,022	-5.2%	-6.8%	969	-5.2%	-4.4%	299	+29.4%	274	-2.5%
FY91: Oct. 90-Sep. 91	1,105	+.8%	1,048	+2.5%	-5.2%	982	+1.3%	-6.3%	255	-14.7%	245	-10.6%
FY92: Oct. 91-Sep. 92	1,086	-1.7%	1,027	-2.0%	-5.4%	991	+1.0%	-3.5%	260	+2.0%	259	+5.7%
FY93: Oct. 92-Sep. 93	1,130	+4.1%	1,058	+3.0%	-6.4%	978	-1.3%	-7.6%	251	-3.5%	235	-9.3%
FY94: Oct. 93-Sep. 94	1,092	-3.5%	1,021	-3.6%	-6.9%	978	0.0%	-4.4%	299	+16.1%	196	-19.9%
FY95: Oct. 94-Sep. 95	1,045	-4.5%	977	-4.3%	-6.5%	900	-7.9%	-7.8%	240	-19.7%	272	+38.8%
FY96: Oct. 95-Sep. 96	1,056	+1.0%	968	-0.9%	-8.3%	933	+3.7%	-3.6%	194	-19.2%	260	-4.4%
FY97: Oct. 96-Sep. 97	1,085	+2.7%	1,021	+5.5%	-5.9%	965	+3.4%	-5.5%	187	0.0%	253	-2.7%
FY98: Oct. 97-Sep. 98	1,085	0.0%	1,010	-1.1%	-6.9%	960	-0.5%	-5.0%	189	1.1%	241	-4.7%
FY99: Oct. 98-Sep. 99	1,155	0.065%	1,030	2.0%	-10.8%	976	1.7%	-5.2%	217	14.8%	255	5.8%
FY00: Oct. 99-Sep. 00	1,107	-4.2%	1,040	1.0%	-6.6%	1009	3.4%	-3.0%	221	1.8%	256	0.0%
FY01: Oct. 00-Sep. 01	1,113	0.5%	1,045	0.5%	-6.1%	1,017	0.8%	-2.7%	236	6.8%	242	-5.5%
FY02: Oct. 01-Sep. 02	1,151	3.4%	1,056	1.1%	-8.3%	1,007	-.9%	-4.6%	224	-5.1%	234	-5.0%
FY03: Oct. 02-Sep. 03	1,122	-2.5%	1,027	-2.7%	-8.5%	994	-1.3%	-3.2%	228	+1.8%	195	-15.0%
FY04: Oct. 03-Sep. 04	1,109	-1.2%	1,047	+1.9%	-5.6%	1,005	+1.1%	-4.0%	249	+4.8%	168	-13.8%
FY05: Oct. 03-Sep. 04	1,097	-1.1%										

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

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

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

	FY2000	FY2001	FY2002	FY2003	FY2004	Five-Year Average
Arts and Sciences	97%	98%	97%	99%	100%	98%
Technical Studies	97%	97%	96%	98%	97%	97%
Pre-baccalaureate	94%	98%	100%	100%	100%	98%
Baccalaureate	91%	93%	92%	91%	91%	92%
ASL-English Interpretation	89%	79%	58%	71%	88%	77%
MSSE	79%	71%	61%	70%	77%	72%
Overall	94%	93%	92%	92%	93%	93%

DEGREE PROGRAMS

In fall 2004, 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 1,097 deaf students in traditional undergraduate and graduate programs (excluding MSSE and Interpreting), 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 at NTID, while the College of Imaging Arts and Sciences has the largest share of deaf students of the other colleges of RIT.

	Student Enrollment Fall 2004	
	Number of Students	**Percentage of Total**
NTID		
Career Decision Making		
Career Decision Sampling	86	
Subtotal	**86**	**6.7%**
Technical Programs		
Accounting Technology	49	
Administrative Support Technology	23	
Applied Computer Technology	110	
Applied Optical Technology	14	
Art and Computer Design	67	
Automation Technologies	10	
Business (Associate in Science transfer program)	26	
Business Technology	56	
Computer Aided Drafting Technology	46	
Computer Integrated Machining Technology	23	
Digital Imaging and Publishing Technology	78	
Laboratory Science Technology	33	
NTID—Non-matriculated	7	
Subtotal	**542**	**42.3%**
Master of Science in Secondary Education (M.S.)		
Matriculated	75	
Non-Matriculated	9	
Subtotal	**84**	**6.6%**
ASL-English Interpretation		
Associate of Applied Science	87	
Bachelor of Science	13	
Subtotal	**100**	**7.8%**
Pre-Baccalaureate	**15**	**1.2%**
NTID SUBTOTAL	**827**	**64.6%**

(continued)

	Student Enrollment Fall 2004	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Business		
Accounting	4	
Business Administration	3	
Finance	3	
Information Systems	2	
International Business	1	
Management	18	
Undeclared	1	
Subtotal	**32**	**2.5%**
College of Liberal Arts		
Career Decision	10	
Criminal Justice	16	
Professional & Technical Communication	19	
Psychology	21	
Public Policy	3	
School Psychology	1	
Social Work	38	
Subtotal	**108**	**8.4%**
College of Applied Science and Technology		
Applied Arts and Science	25	
Career & Human Resource	3	
Civil Engineering Technology	5	
Computer Engineering Technology	3	
Computer Integrated Manufacturing	4	
Cross-Disciplinary Professional Studies	14	
Electrical Engineering Technology	3	
Environmental Management	1	
Food, Hotel, and Resort Management	5	
Health System Administration	2	
Mechanical Engineering Technology	8	
Nutrition Management	2	
Packaging Science	3	
Safety Technology	1	
Telecommunication Technology	5	
Subtotal	**84**	**6.6%**
College of Computing and Information Sciences		
Computer Science	8	
Information Technology	36	
MultiMedia Development	1	
Networking	3	
Telecommunications	1	
Subtotal	**49**	**3.8%**

(continued)

	Student Enrollment Fall 2004	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Imaging Arts and Sciences		
Biomedical Photographic Communication	5	
Film and Video	9	
Fine Arts	7	
Graphic Design	24	
Illustration	1	
Imaging Arts	8	
Industrial Design	4	
Interior Design	4	
Metalcrafts	2	
New Media Design	2	
Printing	30	
Professional Photographic Illustration	10	
Visual Media	1	
Undeclared Crafts	1	
Woodworking & Furniture	1	
Subtotal	**111**	**8.7%**
College of Science		
Biomedical Computing	2	
Biochemistry	1	
Biology	14	
Biotechnology	5	
Chemistry	2	
Environmental Science	4	
Imaging Science	3	
Mathematics	6	
Medical Technology	1	
Physician Assistant	1	
Undeclared	2	
Subtotal	**41**	**3.2%**
College of Engineering		
Applied Statistics	1	
Computer Engineering	3	
Electrical Engineering	6	
Industrial/Manufacturing	3	
Manufacturing Management	2	
Mechanical Engineering	1	
Micro Electronic	11	
Undeclared	2	
Subtotal	**29**	**3.2%**
Colleges of RIT Subtotal	**454**	**35.4%**
Grand Total	**1,281**	**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 limits the numbers of students that can reasonably be accommodated.

	2003-2004		
	FALL 2003	WINTER 2003	SPRING 2004
Arts and Sciences			
American Sign Language	6.5	8.0	10.0
ASL-English Interpretation	9.0	7.3	6.7
Communication Studies and Humanities	7.5	9.1	10.1
Deaf Studies	7.4	7.2	7.8
English	9.1	9.0	8.8
Freshman Seminar / Career Exploration	11.5	9.6	11.0
Mathematics	9.1	9.2	8.6
Performing Arts	7.4	8.1	9.5
Science	10.1	10.4	5.3
Social Sciences	11.1	15.5	12.2
Speech	6.0	5.6	1.0
Baccalaureate and Graduate Studies			
Master of Science in Secondary Education	16.0	9.8	11.9
Pre-baccalaureate	10.0	7.0	4.5
Technical Studies			
Accounting Technology	6.7	7.4	7.8
Applied Computer Technology	7.7	8.0	7.2
Applied Optical Technology	4.3	4.2	4.2
Art and Computer Design	7.0	7.3	7.0
Automation Technologies	4.5	1.0	2.0
Business Technology	8.1	8.2	8.1
Computer Aided Drafting Technology	7.1	7.9	6.1
Computer Integrated Machining Technology	5.6	7.2	7.4
Digital Imaging and Publishing Technology	6.0	6.0	5.0
Laboratory Science Technology	5.7	8.4	6.4
Interdisciplinary Studies	10.4	10.7	12.0
Overall Average	**7.8**	**7.8**	**7.4**

CO-OP WORK EXPERIENCES

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

During FY2004:

- 258 students were enrolled in co-op work experiences;
- 50 academic programs had students on co-op;
- 31 faculty and staff visited 91 students at their job sites by during the summer.

	Number of Students Involved in Co-op				
	FY2000	**FY2001**	**FY2002**	**FY2003**	**FY2004**
SUBBACCALAUREATE					
NTID Technical Programs	**150**	**119**	**118**	**123**	**104**
% of Total	**54%**	**52%**	**51%**	**50%**	**40%**
BACCALAUREATE / MASTER'S					
College of Applied Science and Technology	62	50	16	20	35
College of Business	15	8	8	14	18
College of Computing and Information Sciences	N/A	N/A	33	32	41
College of Engineering	8	8	6	9	8
College of Imaging Arts and Sciences	8	7	14	14	9
College of Liberal Arts	35	35	32	31	34
College of Science	0	1	3	1	9
Subtotal	**128**	**109**	**112**	**121**	**154**
% of Total	**46%**	**48%**	**49%**	**50%**	**60%**
Total*	**278**	**228**	**230**	**244**	**258**

* 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.

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

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

- **Sign language transliteration** provided by 100 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students may also request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **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 currently is available on a limited basis as a support service for students with additional disabilities, such as vision impairments, and for students who cannot initially benefit from interpreting services.)
- **Classroom notetaking services** provided by trained student notetakers, whose classroom notes are uploaded onto a Web site for easy access by deaf and hard-of-hearing students.
- **Tutoring and academic advising assistance** from faculty in one of four NTID support departments: Business and Computing Technologies, Imaging Arts and Sciences, Liberal Arts, and Science and Engineering. These faculty members help answer questions, clarify concepts and procedures, and provide background information on course content. Many of them also provide direct instruction in RIT courses.

NTID also works with each of RIT's colleges to provide the support needed to implement strategies for maximizing access to campus services for deaf students. The Provost's Deaf Access Committee and 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 NTID provides support:

- Sharing responsibility for providing workshops, training, and information to assist faculty in the other RIT colleges in effectively teaching deaf and hard-of-hearing students.
- Ensuring that academic and administrative service areas that interact with students have staff with a range of communication skills and strategies (sign language, 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.
- 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.

Other special services available to NTID students include:

- **Personal and career counseling and academic advising:** Upon entry, every NTID-supported student has access to a professional counselor who plays an important role in helping students maximize their educational opportunities. Last year, the NTID Counseling Services Department provided more than 11,000 hours of career and personal counseling as well as academic advising for students, in addition to teaching 21 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career assessment tools and resources, including DISCOVER, an interactive, computer-based career information system that helps students assess their interests, learning styles and values, and explore a wide range of educational and career options.
- **Student Life Team (SLT):** Recognizing that the critical need for students to feel connected to NTID goes beyond the classroom, the SLT provides opportunities to strengthen students' ties to the college, thereby improving student success and retention. Through a variety of outreach mechanisms, including programs and workshops, advising for student clubs and organizations, on- and off-campus retreat experiences, one-on-one academic and social support, and late-night weekend events, SLT professionals and student staff members serve as valuable resources and, often, mentors for NTID students. Areas of focus include multicultural student support and current issues as well as leadership, literacy and general student development.
- **Financial aid (domestic students):** In fiscal year 2004, NTID students received a total of $12,015,336 in the form of vocational rehabilitation, grants-in-aid, federal and state grants, scholarships, and federal loans through RIT's Financial Aid Office. The average aid per domestic student, not including loans, was $7,883. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.
- **Technological assistance, such as captioned classroom films and videotapes:** NTID provides captioning to ensure full access to information and materials for students who are deaf. NTID also provides real-time captioning services for special institute events. Real-time captioning allows audience members to see the presenter and an almost simultaneous transcription of the spoken lecture or presentation with a verbatim transcript available afterward for student use.
- **Substance and Alcohol Intervention Services for the Deaf (SAISD):** SAISD provides culturally sensitive, linguistically accessible information on alcohol and other drugs, 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 treatment programs for alcohol and other drugs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation and training for professionals. 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.

	Number of Sections	Number of Students	
		Deaf	Hearing
Sections Taught by Liberal Arts Support Faculty			
Aerobics	4	40	120
Business Law	1	2	21
Business Law I	1	1	25
Business Law II	1	1	10
Criminology	1	14	48
Courts	1	10	23
Cultural Immersion I	1	15	12
Cyberlaw	1	5	25
Deaf Literature	1	17	13
Deafness: Intervention Strategies	1	11	5
Fine Arts / Visual Arts	2	43	0
Foundations of Sociology	5	76	0
Fundamentals of Legal Research I	1	4	16
Fundamentals of Legal Research and Writing	1	5	24
History: Modern America	1	20	0
Introduction to Psychology	6	103	0
Keiser Powerpace Cycling	3	4	36
Self Awareness in Helping Role	1	18	6
Writing & Literature I	12	168	0
Writing & Literature II	10	115	0
Written Communication I	8	95	0
Written Communication II	12	167	0
Subtotal	**75**	**934**	**384**
Sections Taught by Science and Engineering Support Faculty			
Applied Mechanics I	1	0	17
Applied Mechanics II	1	0	14
Biology Lab	1	7	18
Engineering Economics	2	0	40
Freshman Seminar	2	20	0
Lab Teaching Experience	1	1	0
Subtotal	**8**	**28**	**89**

	Number of Sections	Number of Students	
		Deaf	Hearing
NTID Sections Taught by Business and Computing Technologies Support Faculty			
Business Software Application	1	6	27
Computer Science Laboratory	8	8	75
Fundamentals of Marketing (NTID Course)	1	12	0
Management Process	1	1	22
Management Process II	1	1	15
Management Process III	2	1	20
Program for Information Technology I	1	11	23
Program for Information Technology II	1	4	28
Program for Information Technology IIA	1	3	30
Program for Information Technology IIB	1	1	33
Program for Information Technology III	2	12	50
Survey of Organization Change	2	0	18
Subtotal	**22**	**70**	**341**
Sections Taught by Imaging Arts & Sciences Support Faculty			
Prep of Biomedical Visuals III	1	1	18
Survey of Western Art & Architecture	3	50	0
Special Topics: Photography in Cuba	2	17	19
Subtotal	**6**	**68**	**37**
Sections Taught by Center for Human Performance Support Faculty			
Basketball Officiating	1	4	0
CPR and First Aid	1	5	0
First Year Enrichment I	3	37	27
First Year Enrichment II	2	33	0
Outdoor Adventure	1	6	0
Wellness for Life	10	129	0
Subtotal	**18**	**214**	**27**
TOTAL	**129**	**1,326**	**872**

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 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.

FY2004 HOURS OF INTERPRETING SERVICES

	In-Class	Non-Class Activity	Administrative Activity	Overall Total
Fall	23,879	3,924	1,513	29,316
Winter	24,858	3,204	1,142	29,204
Spring	24,642	3,394	1,679	29,715
Summer	7,027	2,292	967	10,288
FY2004 Total	**80,407** **82%**	**12,813** **13%**	**5,299** **5%**	**98,520** **100%**
FY2003 Total	**75,966 (81%)**	**12,783 (14%)**	**5,280 (5%)**	**94,029 (100%)**
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%)**

ACCESS AND SUPPORT SERVICES

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

	HOURS OF SERVICE			
RIT Colleges	**Interpreting**	**Notetaking**	**Tutoring/ Advising**	**Class Sections Served**
Business and Computing Technologies	14,464	12,600	3,345	315
Center for Human Performance	3,752	0	506	17
Imaging Arts and Sciences	13,737	6,513	2,394	297
Liberal Arts	19,934	10,877	1,997	401
NTID Students with Approved Accommodations*	1,808	3,586	0	88
Science and Engineering	22,496	15,350	5,615	649
Social Work	2,216	1,294	659	41
Total Hours	80,407	50,220	14,516	1,808

C-Print Captioning**

Number of classes captioned	82
Number of class hours	3,140
Miscellaneous hours	6
Total Hours	**3,228**

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

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

FINANCIAL AID (Domestic Students)

Grant-in-Aid support increased nearly 9 percent. Scholarship awards were up by 10.8 percent. State and federal grants increased by more than 6 percent, and Vocational Rehabilitation was up by over 2 percent. Loans increased by nearly 40 percent. Not including loans, the average student received $7,883 in financial aid to apply against a total domestic undergraduate student budget for tuition, room, board, fees, books, transportation and other of over $17,000.

	2003		2004		
SOURCE OF AID	**Awards***	**Amount**	**Awards***	**Amount**	**DIFF %**
INSTITUTIONALLY SPONSORED SUPPORT					
Grant-in-Aid:					
NTID Grant-in-Aid	298	$874,211	338	$959,053	9.7%
RIT Grant-in-Aid	40	100,023	43	100,023	0.0%
Subtotal Grant-in-Aid	**338**	**$974,234**	**381**	**$1,059,076**	**8.7%**
Scholarships:					
NTID Merit	148	$388,006	170	$421,989	8.8%
NTID Endowments	299	315,637	335	339,001	7.4%
External Groups	76	119,468	84	151,286	26.6%
Subtotal Scholarships	**523**	**$823,111**	**589**	**$912,276**	**10.8%**
SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT	**861**	**$1,797,345**	**970**	**$1,971,352**	**9.7%**
STATE AND FEDERAL SUPPORT					
Grants:					
Pell Grants	422	$1,126,403	456	$1,214,120	7.8%
State Grants	229	476,184	238	485,514	2.0%
Subtotal Grants	**651**	**$1,602,587**	**694**	**$1,699,634**	**6.1%**
Other Federal Support:					
Vocational Rehabilitation	774	$5,564,705	767	$5,695,165	2.3%
Federal Work Study	2	3,361	4	7,271	116.3%
Subtotal Other Support	**776**	**$5,568,066**	**771**	**$5,702,436**	**2.4%**
Subtotal Federal and State Support	**1,427**	**$7,170,653**	**1,427**	**$7,402,070**	**3.3%**
LOANS					
Federal Student Loans:					
Subsidized	359	$977,773	414	$1,297,065	32.7%
Unsubsidized	280	774,763	354	1,119,543	44.5%
Parent PLUS Loans	28	142,973	42	225,306	57.6%
Subtotal Loans	**667**	**$1,895,509**	**810**	**$2,641,914**	**39.4%**
TOTAL FINANCIAL AID	**2,955**	**$10,863,507**	**3,207**	**$12,015,336**	**10.6%**
Average Financial Aid per Student		**$9,521**		**$10,105**	**6.2%**
Average Financial Aid per Student (Excluding Loans)		**$7,860**		**$7,883**	**.3%**
Domestic Student Enrollment		**1,141**		**1,189**	**4.2%**

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

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.

The results of NTID's highly successful academic programs and services are that over the past five years nearly 92 percent of graduates who chose to enter the labor force found 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 2003 graduates show that 93 percent, or 88 of the 95 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 2004, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates, and associate degrees) will earn 43 percent more in their lifetimes than students who withdraw from NTID. As a result, NTID graduates pay more in federal taxes. As the numbers of deaf students who pursue baccalaureate and graduate degrees through the other colleges of RIT increase, so too does their potential earning power. Female graduates also do better than females who do not complete degrees, although the earnings differences are not as great as for male graduates. Female graduates earn approximately 25 percent less than their male counterparts earn upon graduation. This fact needs to be tempered by the differing career choices made by males and females. For example, in the B.S. cohorts studied, 69 percent of male graduates have degrees in Business, Science, Applied Science and Technology and Engineering, while only 40 percent of females graduated in these higher paying fields. Conversely, 60 percent of females received their B.S. degrees in Imaging Arts and Liberal Arts, while only 31 percent of males received degrees in these traditionally lower paying areas. Therefore, a true measure of gender bias, if any, would require matching degree areas among genders, which this study did not undertake. These gender based patterns and pay differentials are very similar to what is experienced in the general U.S. population.*

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

This year NTID/RIT awarded associate, bachelor's, and master's degrees as well as diplomas and certificates to 234 students. Of those graduates, 3 percent earned certificates and diplomas, 51 percent earned associate degrees, 39 percent earned bachelor's degrees, and 8 percent earned master's degrees. Of the U.S. students, 24 percent of all degrees were granted to minority students. From the graduating class of 2003, 20 out of 24 minority students (83 percent) who chose to enter the workforce found employment.

Over the past 38 years, more than 92 percent of more than 5,000 NTID/RIT graduates who chose to enter the labor market successfully found jobs upon graduation, and most in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (65 percent). The 2004 SSA research also showed that our deaf graduates with bachelor's degrees earn 79 percent of what their hearing peers earn (hearing RIT graduates). National statistics indicate that, in general, disabled workers earn only 70 percent of what their non-disabled peers earn. If we add to the equation the fact that a college degree greatly reduces dependency on Supplemental Social Security transfer payments, the reasons for the dedication of NTID faculty and staff to assure that students graduate and succeed is clear.

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

DEGREES GRANTED: FY2000 to FY2004

During the past five years, NTID has awarded, approximately 200 degrees annually. The number for FY2004 was 234. 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 234 graduate and undergraduate degrees granted in FY2004, 49, or 21 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 requires 57-69 credit hours of technical instruction and permits students to enter their careers directly upon graduation.

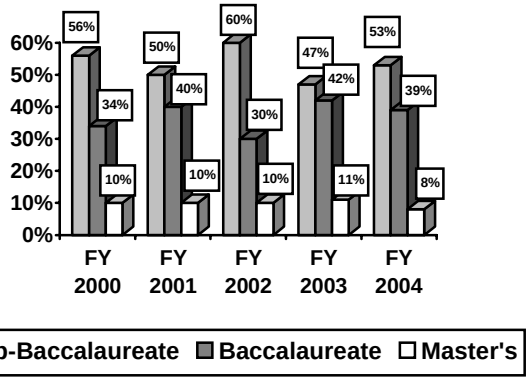
  In addition to satisfactorily completing technical courses, students must complete a specific number of credit hours in English, communication, general education, and mathematics.

- 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.



	FY2000	FY2001	FY2002	FY2003	FY2004
Sub-baccalaureate	134	100	124	91*	123
Baccalaureate	83	79	63	83	92
Master's	24	20	20	21**	19
TOTAL	241	199	207	195	234

* This total includes 16 hearing graduates from the ASL-English Interpretation program at sub-baccalaureate level.
** This total includes 12 graduates from the MSSE program.

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID supported students on the RIT campus in FY2004, 55 percent were through programs offered by NTID and 45 percent through the other seven colleges of RIT. Historically, 71 percent of the degrees have been awarded from NTID and 30 percent from the other RIT colleges. This change is the result of increased demand by students for entry into bachelor level programs, better articulation between NTID and RIT curricula, and improved access/support services.

	FY2004		CUMULATIVE (FY1970 – FY2004)	
	Number of Graduates	**Percentage of Graduates**	**Number of Graduates**	**Percentage of Graduates**
NTID				
Technical Programs	101	43%	3,359	61%
ASL-English Interpretation	16	7%	436	8%
Master of Science in Secondary Education	12	5%	86	71%
Subtotal	**129**	**55%**	**3,881**	**71%**
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	32	14%	339	6%
College of Business	9	4%	256	5%
College of Computing and Information Sciences	16	7%	184	3%
College of Engineering	3	1%	56	1%
College of Imaging Arts and Sciences	19	8%	388	7%
College of Liberal Arts	23	10%	294	5%
College of Science	3	1%	102	2%
Subtotal	**105**	**45%**	**1,619**	**30%**
Total	**234**	**100%**	**5,500**	**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 reports annually on persistence using a three-year moving average. The table below presents information about three year moving averages for new students entering degree granting programs since 1997. Thus, the most recent three-year average is reported for the 1,009 students who entered degree programs in the years 2001, 2002, and 2003. Data in the table below indicate that for the most recent three-year period, 75 percent of new students persisted to the second year. Over the past several years, we have implemented a variety of retention strategies that are having a positive effect on persistence.

First-Year Persistence Rates*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1997, 1998, 1999	1,011	745	74%
1998, 1999, 2000	1,019	751	74%
1999, 2000, 2001	963	738	77%
2000, 2001, 2002	982	743	76%
2001, 2002, 2003	1,009	759	75%

* 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 75 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 (51 percent for students admitted into sub-bachelor level programs and 68 percent for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards.

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	**17-18**	**75%****	**51%****	**68%****

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 RIT peers. NTID students directly admitted to one of RIT's colleges have a mean ACT score of 24, which is somewhat lower than the mean score of 26 for their hearing peers. This group represents 25 percent of NTID's entering class of 2004. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 19 for the pre-baccalaureate group is well below the average of entering RIT freshmen. The average ACT score of 16 achieved by students entering NTID's sub-baccalaureate degree programs is in the range achieved by students entering schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all deaf students graduating from cross-registered programs at RIT came through NTID first, which means they graduated in spite of the fact that their entering ACT scores were in the 16 to 20 range.

	Percentage of Deaf Students by Degree Level	**ACT Composite**
Degree Level	**Percent**	**Mean**
Bachelor in Other Colleges of RIT	25%	24
NTID:		
Pre-bachelor	4%	19
Sub-bachelor	51%	16
Career Exploration	20%	15

TIME REQUIRED TO COMPLETE A DEGREE

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

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

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

Deaf students who transfer to an RIT baccalaureate program after completing an associate degree take approximately seven years to attain a B.S. degree. Students who start at NTID, primarily because they were initially inadmissible to RIT, who later satisfy the RIT requirements and then transfer, take about six years to attain a B.S. degree. Deaf students who transfer without an A.A.S. 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 2001, 2002, 2003

First Degree Category	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after associate degree)	21.0	6.5
B.S. degree (transfer from NTID without Associate degree)	17.0	5.5
B.S. degree (direct entry)	14.0	4.3
A.A.S. degree	13.0	4.7
A.O.S. degree	12.0	4.5

* Does not include quarters when students were withdrawn or on leave of absence.
** Calculated from the day student enters NTID to the day he/she graduates, regardless of withdrawals or leaves of absence.

ORIGIN AND SUCCESS OF DEAF STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

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

The table below provides baccalaureate graduation rates by point of entry to NTID and RIT. It is clear 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 (1995 – 1997)

	Withdrawn	Bachelor's Degree	Graduation Rate
Direct Admit to RIT (deaf)	48	88	65%
Transfer from NTID Pre-baccalaureate	15	46	75%
Transfer from Associate degree programs at NTID	38	83	69%
Deaf Students (overall)	101	219	68%
Hearing Freshmen	1,639	2,704	62%
Hearing Transfers	468	955	67%

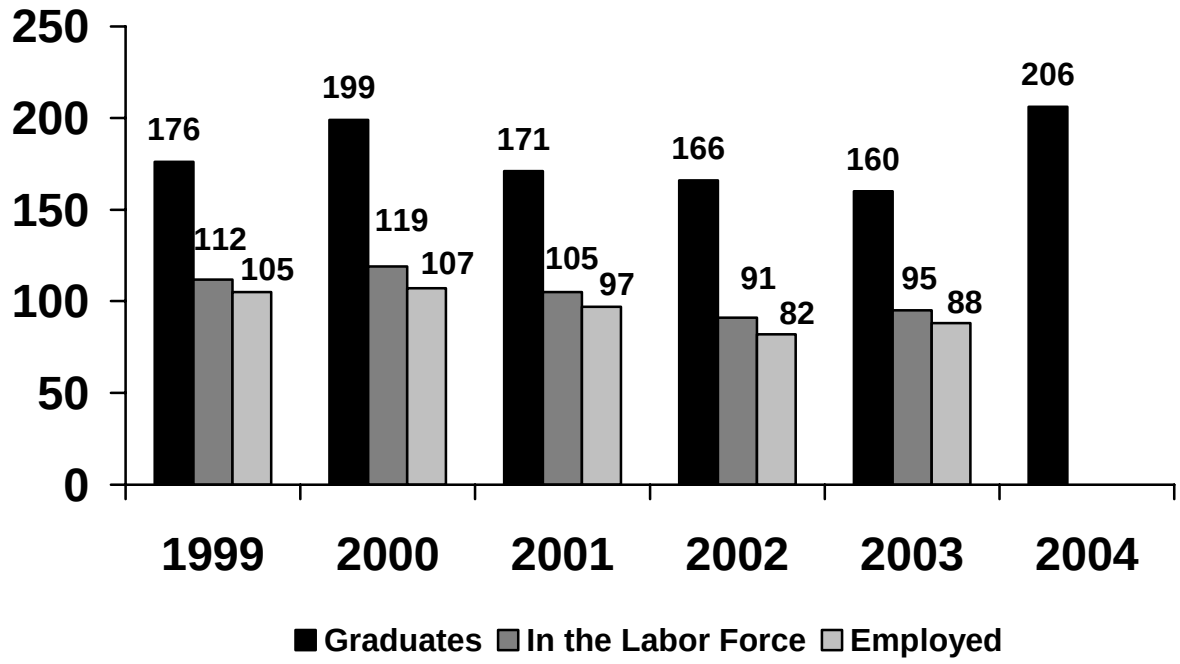
GRADUATION AND EMPLOYMENT

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

NTID's *labor force* is the sum of those graduates who are employed and those who want to be employed. Those who do not want to be employed because they choose to continue to pursue bachelor's and master's degrees at Rochester Institute of Technology or at some other institution of higher education, or choose to become homemakers, or to be idle temporarily while traveling, etc., are *not in the labor force*.

During FY2003*, 160 deaf students graduated and 95 chose to enter the *labor force.* Eighty-eight were employed, while seven were unable to find employment. Therefore, 59 percent (95/160) are known to have entered the *labor force* and 93 percent (88/95) found employment. NTID's employment rate over the past five years as calculated above is 92 percent. Of the 65 remaining students, 49 are continuing their education toward advanced degrees either at RIT or elsewhere, six are not looking for work, and 22 have an unknown status.

Degrees Granted**



* As of the writing of this report, the employment information for 2004 is incomplete; therefore, we report on employment rates of 2003 graduates.

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

EMPLOYMENT SERVICES

Prior to co-op work experience, NTID's Center on Employment (NCE) offers students a "Job Search Process" course designed to teach them how to organize and conduct their job search activities. Students also utilize the extensive NCE Web site and print resources, to research prospective employers and identify appropriate employment opportunities.

During FY2004:

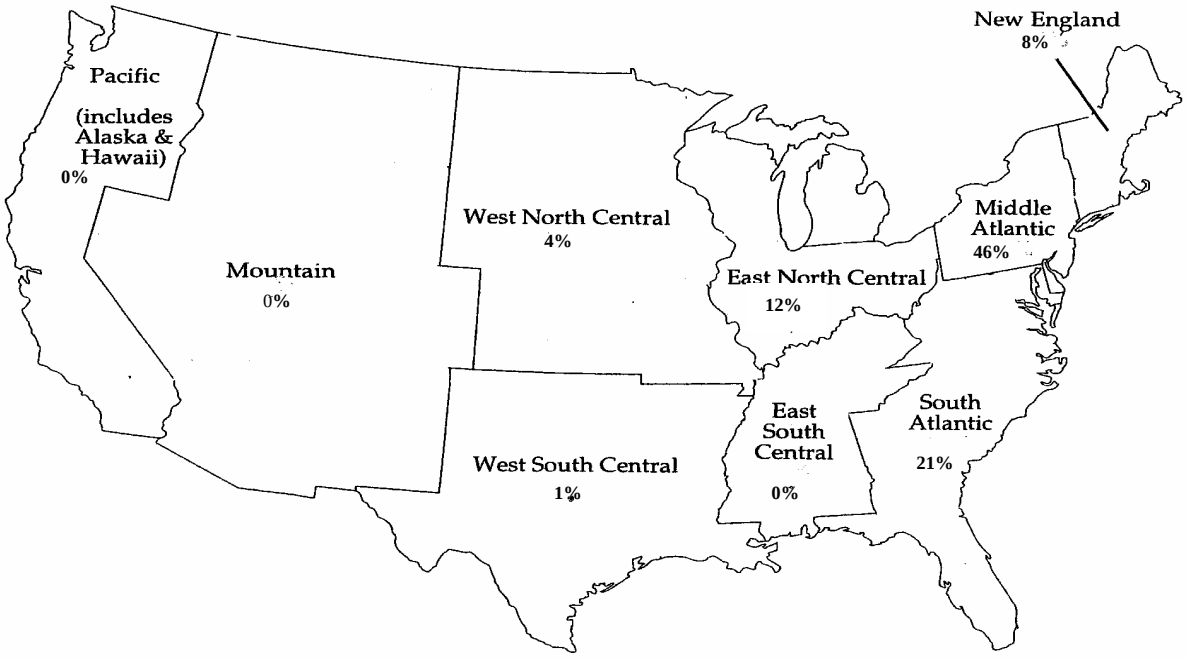
- 127 NTID students were enrolled in 12 sections of "Job Search Process."
- Students sought individualized job search assistance in the NTID Learning Center on 150 different occasions, and on 160 occasions at other campus locations.
- NCE personnel provided more than 3,000 hours of student employment advising.
- Five career development workshops were offered to deaf and hard-of-hearing students, during six sessions, with a total of 69 students participating.
- Nineteen deaf, hard-of-hearing, and hearing students attended an employment preparation workshop sponsored by the NTID/RIT Learning Center Consortium, which includes NCE.
- In addition to interviews held in conjunction with classes, videotaped formal practice interviews were held during winter and spring quarters for six NTID/RIT students.

WHERE GRADUATES MOVE AFTER GRADUATION

Over the past five years, more than half of U.S. NTID graduates accepted jobs in areas near their hometowns. Fourteen percent found employment in the Rochester area and 29 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	FY1999	FY2000	FY2001	FY2002	FY2003*	Five-Year Average
Hometown	70%	62%	44%	43%	63%	57%
Rochester	8%	15%	20%	22%	6%	14%
Other	22%	23%	36%	35%	31%	29%



International Placement = 8%

* Placement numbers for FY2004 graduates are incomplete and will be reported on next year.

PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 61 percent of NTID graduates have acquired jobs in business and industry, and 39 percent in education or government.

Sector	FY1999	FY2000	FY2001	FY2002	FY2003*	Five-Year Average
Business/Industry	60%	67%	52%	61%	66%	61%
Education/Nonprofit	30%	24%	39%	30%	22%	29%
Government	10%	9%	9%	9%	12%	10%

* Placement numbers for FY2004 graduates are incomplete and will be reported on next year.

OCCUPATIONS OF GRADUATES: ENTRY STATUS

Deaf and hard-of-hearing graduates enter a wide variety of jobs. About one-third enter jobs in science and engineering professions, one-quarter in business occupations, and 20 percent in visual communication areas. The remaining graduates are employed as teachers, counselors, and social workers.

Occupational Area	FY1999	FY2000	FY2001	FY2002	FY2003*	Five-Year Average
Science & Engineering e.g., Engineers, Technicians, Computer Professionals, Machinists, Drafters	31%	39%	23%	23%	38%	31%
Business e.g., Managers, Accountants, Data Entry Technicians, Word Processing Technicians	21%	24%	32%	23%	23%	25%
Visual Communications e.g., Printers, Photographers, Artists, Photo Lab Technicians, Designers	23%	20%	18%	19%	16%	19%
Miscellaneous e.g., Postal Workers, Teachers, Social Workers, Counselors, Maintenance Workers	25%	17%	27%	35%	23%	25%

*Numbers for FY2004 graduates are incomplete and will be reported on next year.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY: STATUS AS OF 2004

All NTID alumni were surveyed during the fall and winter quarters of the 2003-2004 academic year concerning levels of satisfaction with their undergraduate learning experiences, their employment status, continuing educational activities, and overall rating of NTID/RIT. A sample of approximately 1,000 alumni received questionnaires, of which 429 were returned.

About half (47%) of the responding alumni were employed in the Professional and Technical Specialty category of occupations. The next highest area of employment for alumni was Administrative Support, Clerical, and Sales at 43 percent.

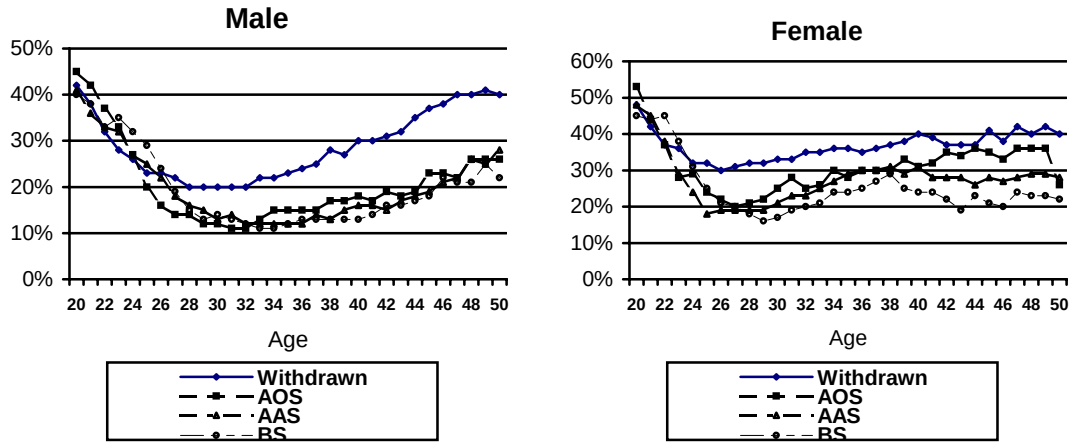
Occupations of Working Alumni	All	Males	Females	Sample Job Titles within Category
Professional and Technical Specialty and Managerial	47%	46%	54%	Teachers, Computer Analysts, Social Workers, Counselors, Artists, Engineers, Accountants, Personnel Specialists, Managers, Administrators, Compliance Officers
Administrative Support, Clerical and Sales	43%	41%	59%	Computer Operators, Secretaries, Postal Clerks, Data Entry Clerks, Teacher's Aides, Bank Tellers, Sales Clerks, Clothing Clerks
Service Workers	4%	36%	64%	Welfare Service Aides, Child Care Workers, Personal Service Supervisors, Hairdressers, Waiters/ Waitresses, Cooks
Precision, Craft & Repair	4%	80%	20%	Optical Goods Workers, Book Binders, Sheet Metal Workers, Auto Mechanics
Operators, Assemblers and Inspectors	1%	67%	33%	Numerical Control Operators, Printing Press Operators, Lithographers and Compositors, Photographic Processors, Machine Operators
Farmers	1%	100%	0%	Farmers and Farm Hands

TEN YEAR LABOR FORCE STATUS AND EARNINGS OF GRADUATES

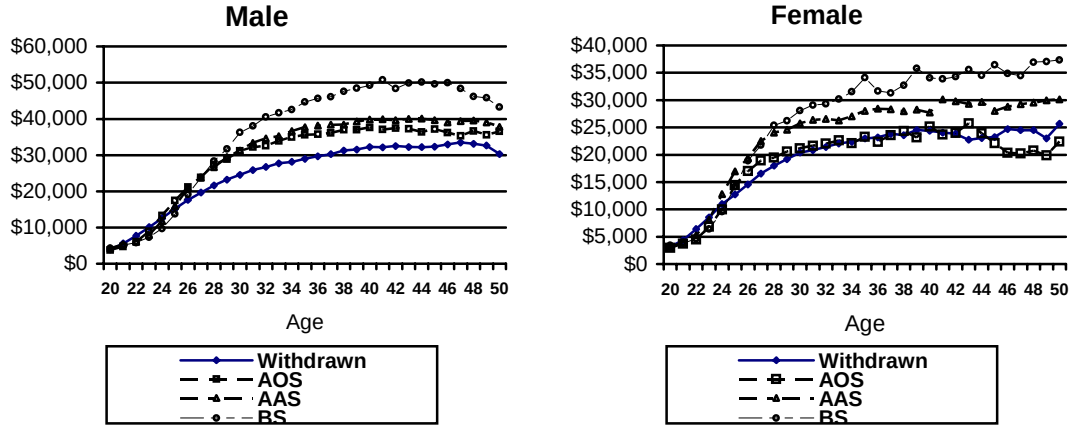
The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. There are considerable differences between male and female graduates. Female graduates have lower labor force participation rates than males and earn significantly less.

Data represented in these figures are from a 2004 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 age 50, male deaf and hard-of-hearing bachelor's degree graduates will be earning 95 percent more, and male sub-bachelor's graduates 25 percent more than males who did not graduate. Female bachelor's graduates will earn 57 percent more, and sub-bachelor's graduates 21 percent more than non-graduates. For both groups, the increased earnings result in greater federal tax contributions.

Percent of Alumni not reporting earnings by age



Earnings of Alumni by age

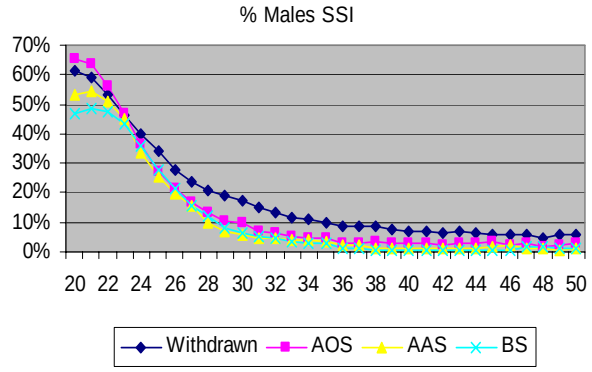


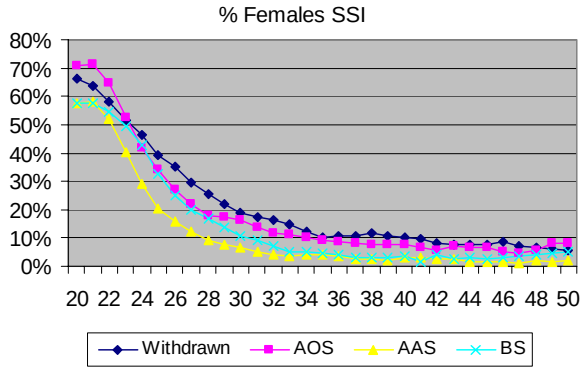
Note: From a 2004 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file containing Social Security Number, year of exit, gender, and degree attainment for approximately 13,000 cases to the Social Security Administration. Six study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) hearing graduates who completed a bachelor's degree from RIT; (3) deaf or hard-of-hearing AOS degree from NTID (AOS); (4) deaf or hard-of-hearing A.A.S. degree from NTID (A.A.S.); (5) deaf or hard-of-hearing individuals who attended NTID but withdrew prior to receiving a degree; and (6) deaf and hard-of-hearing applicants to NTID, but who were denied admission.

EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

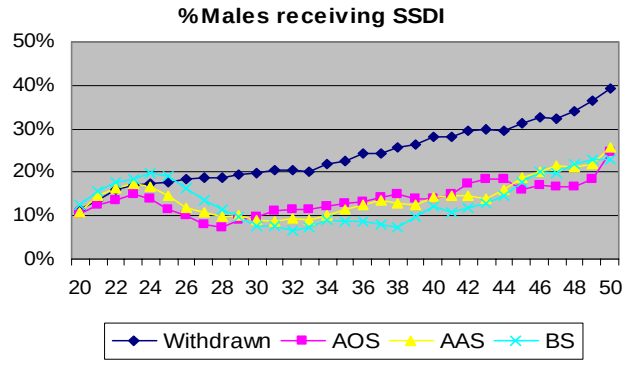
Recent research in collaboration with the Social Security Administration shows the role that the completion of a college degree plays in reducing dependence on continuing federal support. These differences exist for both the Supplemental Security Income (SSI) program and the Social Security Disability 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 50, 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 50 about 20 percent of male graduates and 40 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, then re-enter the workforce.

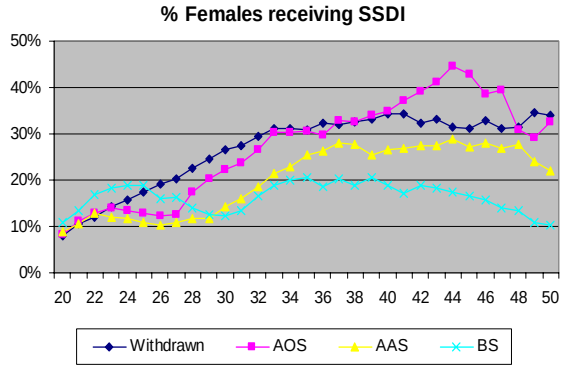
Supplemental Security Income (SSI)





Social Security Disability Insurance (SSDI)





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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 NTID National Advisory Group, the U.S. Department of Education, and other internal and external sources. In addition to ongoing, programmatic research, NTID researchers continue special institutional projects established in response to immediate needs identified by NTID's administrative team, and long- and short-term projects to comply with performance indicators from the U.S. Department of Education. These projects fall into four areas: admission and placement, diversity and minority issues, student retention and success, and alumni success and employment. For example, in response to a need expressed by faculty and the dean, NTID researchers have been investigating faculty/staff communication development and assessment for the past two years.

To measure effectiveness, NTID tracks the degree to which research findings are reaching the following external audiences: personal contacts by researchers with teachers; university faculty; students and alumni; family members of deaf individuals; government, business and legal professionals; counselors; psychologists; interpreters; other professionals; and community organizations exceeded 1,800 during the 2003-2004 academic year. In addition, researchers shared their findings through 103 presentations and workshops to a variety of groups, 41 publications, 45 internal reports, and distribution of more than 6,000 *NTID Research Bulletins*. Additionally, eight new grant proposals were written.

As required by amendments to the Education of the Deaf Act (October 1998), NTID has sought public input on its deafness-related research priorities through direct mailings of questionnaires to individuals and stakeholder organizations, focus groups at national professional meetings, and the department's publications and Web site. The results of these solicitations will be used to identify strategically important research issues.

Language & Literacy

The 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 the use of these languages for teaching, learning, and curriculum development. This research is seeking to enhance literacy through research on spoken, written, and signed forms of communication and their relationship to access and success. The following are some key outcomes for this area of investigation:

- Deaf Students' Command of English Relative Clauses. English relative clauses (RCs) are among the most problematic structures for deaf students. An RC is a descriptive device for elaborating information about a noun phrase. For example, the italicized RC in "NTID offers courses, *which prepare students for exciting careers*" provides specific detail about the noun "courses." A mastery of structures containing various types of RCs is essential for properly understanding written educational materials and for communicating ideas accurately in English. NTID students' productive English writing samples were analyzed for evidence of RC knowledge. Results revealed that deaf college students, especially at lower proficiency levels, have limited knowledge of RCs that involve WH-words (*who, which, whose*) and produce a variety of "non-English" RC structures. This aspect of deaf students' English knowledge has a significant impact on reading comprehension abilities and written expression.
- Group Communication Observation Tool. The goal of this project is to develop a set of items that may be used by NTID department chairpersons and peers (latter selected by faculty members) to provide faculty members with feedback on their communication skills in group situations (group situations include the classroom, committee meetings, department meetings, and group projects). During AY03-04, an observation form was developed with communication items grouped into eight categories: organization, environment, visuals, moderation, pacing, presentation, interaction and sensitivity to cultural diversity. An additional section for comments/suggestions allows for feedback on items not included within the eight categories. The package includes a cover page with guidelines for use of this form. Pilot use of this form was initiated during AY03-04 and will continue through AY04-05.
- Relationship Between Attentional Control and Academic Achievement in Deaf Students. Further data analyses were conducted on data gathered last year to confirm the relationship between deaf students' scores on the Test of Variables of Attention and their language, academic and cognitive skills. Strong evidence was found that students' attentional abilities were related to reading comprehension, broad language and writing skills, math skills, non-verbal IQ, and neurological status scores. These results confirm that assessing attentional disorders in school settings will help identify a large subgroup of deaf children at high risk for reading, language and math failure due to attentional problems.
- Visual System Markers for Reading Disability in Deaf Students. Dyslexia, a specific reading disability, is much more difficult to diagnose in deaf people than in hearing people because many factors can affect deaf students' reading scores besides dyslexia. This project determined whether deaf students who appear to be dyslexic based on reading scores and a perceptual speed test may have a specific type of visual system damage associated with dyslexia, but not with deafness. We assessed deaf college students' ability to rapidly identify meaningless symbols (perceptual speed test) and to see rapidly moving dots in their visual fields. Deaf students with poor perceptual speed and poor reading scores tended to have difficulty seeing rapid dot motion. These data confirmed that deaf poor readers tend to be dyslexic and that assessing specific visual system damage may help identify dyslexia in deaf individuals.

Teaching & Learning

Research projects in this area have described and analyzed the learning behaviors and cognitive abilities of deaf students to find effective ways to optimize their skills. The 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:

- PROJECT SOLVE: A Web-based Problem Solving Resource for Deaf College Students. This was conceived in 2000 as a comprehensive Web-based mentoring system for deaf college students to develop skills in solving mathematics word problems. After a one-year planning grant, a new three-year grant for fully developing the Web site began October 1, 2001. There are now 250-265 word problems in the Web site's practice pool, which are fully accessible by students and teachers. PROJECT SOLVE now is in a full marketing and field-testing mode. It has instructional implications for other student populations such as deaf high school students and Learning Disabled (LD) high school and college students who have learning difficulties with math and reading.
- Utility of Live versus Recorded/Transmitted Interpreting. This study examined the extent to which videotaped signing, remote interpreting, and similar technologies provide sufficient information for student comprehension in the classroom, relative to live interpreting. Such technologies offer lower cost and increased efficiency of services, but no one has yet determined if they support learning or impede it. Contrary to expectations, neither the lack of interpreter-student feedback nor the loss of 3-D information created by video-based interpreting reduced comprehension of lecture content. These results have been confirmed in another study involving only one or two students and an interpreter. These findings have both practical implications for the classroom (the utility of video-based interpreting) and theoretical implications (lack of 3-D information does not impair full comprehension of sign language by deaf students).
- Allocation of Visual Attention in Interpreted Classroom Settings. This study examined eye-gaze strategies when deaf students have to divide their attention among an instructor, an interpreter, and visual materials in the classroom. Deaf individuals who grow up signing have enhanced peripheral vision for both language and non-language materials, thus potentially ameliorating any challenges in this regard. The study showed no difference in either eye-gaze allocation or comprehension of a lecture as a function of live vs. videotaped presentation/interpreting. Further, analyses revealed no differences in strategy or comprehension as a function of whether students were new to sign language or highly skilled. Deaf students thus appear to have considerable flexibility in their attention allocation in the classroom. Further analyses will examine individual differences in this regard as they relate to students' backgrounds and educational histories.
- Study Habits of NTID Students as Predictors and Consequences of Other Factors. Some approaches to studying lead to a deeper understanding of information, and others more superficial, making application and transfer of learning less effective. Richardson's *Approaches to Studying Questionnaire* was adapted and administered to a matched group of deaf and hearing RIT students to see how they compare. Results of the RIT/NTID survey indicate all use similar conceptual structures when they describe their study habits, but deaf students score higher on need of systematic structure in their approach to studying, while hearing students score higher on relating ideas. Their approaches were examined further relative to major, GPA, and credit hours, to identify which are most successful in terms of instructional intervention.

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 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:

- Real-time Systems for Converting Speech to Text (C-Print™). 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, the text file stored in the computer can be examined by students, tutors, and instructors by reading the computer monitor or a hard-copy printout. This project involves research and development of a technology that helps meet NTID goals to develop new approaches for transferring information and knowledge. C-Print technology provides an alternative for communication access that benefits some of our mainstreamed students. Findings indicated that the extent to which students used the C-Print saved text and study strategies was related to their motivation.
- C-Print Model for Speech-to-Text Support Services with Educational Software and Automatic Speech Recognition. A research and development group in the Department of Research is demonstrating the C-Print model for provision of support services for deaf/hard-of-hearing postsecondary students. This grant-funded project has four major goals: (a) To implement this model for services to students that uses automatic speech recognition (ASR) and computerized word abbreviations and educational user interface software; (b) to produce a Web-based guide to enhance student use of the C-Print model; (c) to produce materials to train C-Print operators (captionists) to provide the support service; and (d) to evaluate the C-Print model for provision of support services. A major accomplishment has been to produce online training materials for both automatic speech recognition and the word abbreviation approach.

Institutional Research

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

- Classroom Sign Language Assessment (CSLA). The goals of this project are to provide a classroom observational technique to assess instructors' sign language communication skills and to use this information to assist instructors with their sign language communication skills development. During the 2003-2004 academic year, training of potential CSLA observers and pilot use of the CSLA at NTID was continued, with formal CSLA use at NTID implemented during the spring 2004. In addition, the CSLA goals, materials, and procedures document was refined; CSLA sample observations and reports documents were developed; and a process for obtaining instructor feedback on CSLA services was developed and implemented.
- Longitudinal Study of Recently Hired Faculty. Some NTID faculty have had difficulty acquiring sign language skills adequate for classroom teaching within the time allotted for them to do so. The purpose of this study was to learn what characteristics contribute to ease of learning sign language, so that faculty instructional needs can be identified and responded to early in the sign language acquisition process. An in-depth investigation of demographic and personal characteristics was initiated to enlighten the process. Preliminary findings reveal that the sign language curriculum developed and implemented over the past decade at NTID has succeeded in improving both learning time and proficiency ratings levels. Further, NITD seems to be doing a better job of selecting applicants with greater experience in sign language (and deafness) to fill faculty openings.
- Follow-up Study of Graduates of NTID's MSSE Graduate Program. NTID offers a Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE). In response to the U.S. Department of Education's request for demonstrated student satisfaction regarding educational experiences at NTID, and certification levels, a follow-up study of graduates of the MSSE program was indicated. A survey of graduates was conducted and both quantitative and qualitative analyses were done. The program directors received complete reporting on all areas of query including commentary and interpretation. When asked if they would recommend the program to other prospective students, 97.7 percent checked "Yes".
- Faculty Characteristics (Communication Database Study). 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 explored database information of record on employed NTID faculty to ascertain what factors contribute to the successful sign language user. The only relationship found, and it was not statistically significant, was number of times one had taken the SCPI, i.e., the more the better. However, more recently hired faculty who learned sign language with a new curriculum tended to have higher ratings on the SCPI. This suggests that the approach to teaching sign language has been effective.

- A Model for Evaluating Instructional Load among NTID Departments. This project developed an approach to summarizing the instructional load for faculty in each NTID academic department. Results were shared with a blue ribbon committee focusing on efficiencies in delivering instruction at NTID. In addition, during this year the model was expanded to include various support departments at NTID. This model will be used on a regular basis by the NTID leadership in assessing use of teaching resources.
- Use of the COMPASS to Assess Academic Readiness for College. At the request of NTID's Office of Admission, a project was undertaken to evaluate whether the COMPASS computerized testing system (a product of ACT) could be used to better evaluate the reading and writing readiness of students with ACT scores below 16 for admission to NTID. To initiate the project, the COMPASS Reading and Grammatical Usage tests were administered to a group of new students who have ACT scores below 16. Analysis of data indicate that the COMPASS can help better identify students with low English and Reading scores on the ACT, which could help us more efficiently place them in an appropriate English sequence. A draft of a report summarizing the results of this study is currently being completed.
- Earnings, Labor Force Participation, and Transfer Payment Participation by NTID Alumni. NTID has initiated a joint project with the Social Security Administration and Cornell University's Program on Employment and Disability to investigate the impact that college graduation has on reducing continued need for receiving SSI and SSDI payments. Initial analyses indicate that college graduation plays a significant role in reducing dependency on these federal subsidies. This project is designed so that the partners will be able to investigate factors associated with participation in government transfer programs.
- Student Characteristics, First Year Persistence, and Graduation Rates. Analyses are conducted annually to report on the first-year persistence and graduation rates as required for reporting to the U.S. Department of Education regarding NTID's Performance Indicators.
- The NTID Annual Report. Each year institutional research coordinates the preparation of NTID's Annual Report, which is due to the Secretary of Education each January. This 100-page document is a comprehensive report of NTID's yearly activities. Typically, it contains information that provides comparisons of activity over the past five years.

Marketing Research

This past year, NTID's marketing research function focused on investigating how students make college choices and in identifying the roles of key influencers. A significant amount of work also was done in assisting the Office of Admission in locating prospective students. The following are some key outcomes in this area of investigation during 2003-04:

- 2003 High School and Community College Lead Project. Given the success of the 2001 High School Lead project, it was implemented again to update enrollment numbers for fall 2003. The goal of this project is to identify high schools and colleges that enroll deaf or hard-of-hearing students. A secondary goal is to identify the individual at each school who would be the primary person to advise students who are deaf or hard-of-hearing in making decisions about postsecondary education. Information learned as a result of this project was incorporated into recruitment planning and other admissions related marketing strategies. The execution of this project also was used as an opportunity to increase awareness of NTID within high schools and community colleges.
- 2004 Study of Prospective Students' College Choice. The primary focus of this study was to learn more about why some prospective students do not apply for admission at RIT/NTID and why others who start the application process do not complete it. Through this project, it became evident that students are not choosing another college because there is something they did not like about

RIT/NTID. In fact, most of them were not interested enough in NTID to learn more about what they liked and what they didn't like. Influencers also can have a major impact on a student's college decision. Students apply great weight and validity to what their friends, classmates and siblings say about colleges. They are more likely to consider colleges and universities that their peers are considering attending or already are attending. Parents are an important audience because they are heavily involved in a student's college decision. Most parents are encouraging their son or daughter to attend a college close to home. Many students have described their college choice as a joint-decision they made with their parents.

Many students cited costs as being a reason that they chose to attend another college. However, students didn't specifically reference RIT/NTID's tuition. They were more concerned about whether a college was in-state or out-of-state. Students noted that their parents preferred that they attend college in-state because the cost was less. Students and their families automatically assume that tuition at in-state colleges is less expensive than colleges that are out-of-state. When specifically asked about how the cost of RIT/NTID compared to other colleges they were considering, they described it as being one of the most expensive.

- 2004 Web Site Usability Testing. Usability testing was done to evaluate the performance of NTID's newly redesigned Web site. The test primarily focused on the issues of accessibility and ease of navigation. Results of the test found that ease of navigation and functionality have increased significantly with the redesign of NTID's Web site. Visitors are finding the information easily without having to rely on the "back" button and search feature as they did with the previous web structure. Overall, test participants were very positive about the site and commented that they liked the design and the use of photos.

Instructional Technology Consortium

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

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

Two types of workshops were offered during the academic year 2003-2004: one-hour presentations and three-hour presentations. Several times throughout the year demonstrations were conducted on how individual faculty members are using a particular technology as a way to introduce new instructional technology to the classroom.

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 2004 outreach highlights include:

- The Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE), now in its 10th year, graduated 12 students in 2004. MSSE graduates receive Provisional/Initial 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, 86 students have graduated from the program, and nearly all have found teaching positions in residential or mainstream settings. For the 2004-2005 academic year, the MSSE program has an enrollment of 84 students: 43 second-year or returning students, 32 first-year students, and nine non-matriculated students. Of the matriculated students, 65 percent are deaf or hard of hearing and 13 percent are minority. Up to 38 students could graduate from the program during the 2004-2005 academic year.

- The associate and bachelor's degree programs in American Sign Language-English Interpretation graduated 16 students during the 2003-2004 academic year, and 50 new students matriculated into the program this fall. Three years ago New York State approved NTID's Bachelor of Science degree program in American Sign Language-English Interpretation, and we began accepting new students in the fall of 2002. This year there are 13 students enrolled in this program.

- Explore Your Future (EYF) is a one-week transition education program that teaches deaf high school juniors about college life and career opportunities. Most students who have participated in EYF have chosen to further their education at the postsecondary level. In FY2004, the program hosted 187 students in two sessions. These students represented 38 of the 50 United States and Canada.

- NTID offered its day-and-a-half Career Awareness Program (CAP) to more than 120 high school students during 2003-2004. We created CAP to increase students' self-awareness and enhance their knowledge of career options at a pre-high school or early-high school age. The program fosters improved communication among students, parents, and educators regarding career and transition planning. It introduces students and their families to deaf adults who pursue a variety of careers, and demonstrates the deaf adults' contributions to the community. Programs were held in California, Georgia, and Ohio.

- A "Train the Trainer" workshop was offered in Palm Springs, California, for 55 itinerant teachers and ten administrators in a statewide training session that focused bridging the gap between high school and the postsecondary setting. Teachers who participated serve 908 deaf and hard-of-hearing students.

- NTID's Center on Employment served a total of 640 employer representatives through training sessions and outreach workshops such as "Working Together: Deaf and Hearing People." They also presented a "Train-the-Trainer" workshop in California.

- Sign Communication Proficiency Interview (SCPI) workshops and follow-up provide training for school personnel and other professionals to provide sign language communication skills assessment and follow-up skills development services for academic and 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 and annual reports to guide implementing SCPI use within the context of staff sign language communication skills assessment

and development programs. During academic year 2003-2004, NTID offered SCPI workshops in collaboration with Ohio School for the Deaf and Alabama Vocational Rehabilitation Services, and initiated planning for potential workshops to be conducted during academic year 2004-2005 at the Kansas and Oklahoma Schools for the Deaf. In addition, NTID provided mentoring for the Ohio School for the Deaf SCPI coordinator to become an SCPI trainer, provided support for the Lexington Vocational Services SCPI coordinator to conduct SCPI training at Lexington, provided support for an SCPI trainer at Gardner-Webb College, North Carolina, to conduct an SCPI workshop in Kenya under U.S. Peace Corp sponsorship, and provided significant support to the South Carolina and Florida Schools for the Deaf & Blind and the Kentucky School for the Deaf in the development and refinement of their Sign Language Program policy, procedures and annual report documents. Also, NTID provided SCPI services for Canisius College Department of Deaf Education graduate students and developed and implemented an SCPI Web site that includes (a) model sign language program philosophy, policy, procedures, and annual report documents, and (b) information about conducting SCPI reliability studies.

- C-Print™ software, developed at NTID, is used by captionists to produce text of spoken content. C-Print is an access service option for some deaf and hard-of-hearing students in educational environments. In fall 2003, NTID transitioned C-Print captionist training from a workshop model to an online model. The online training is a distance-education program designed to give individuals the core preparation necessary to provide speech-to-text services, primarily in a classroom setting. This year, approximately 209 individuals have requested access to the C-Print online training, and more than 430 licenses have been purchased for C-Print Pro software.

- NTID makes available on a national basis 61 sign language videotapes in 24 technical/specialized content areas for technical communication. NTID produced sign language books for technical communication are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the RIT bookstore. During academic year 2003-2004, we completed updating of the NTID-produced sign language book for religious terminology and made it available on a national basis via the four distributors identified above.

- During the 2003-2004 season, NTID Performing Arts presented three mainstage and three laboratory productions that involved more than 430 deaf, hard-of-hearing and hearing students, faculty/staff and members of the Rochester community as actors, dancers, theater technicians and front-of-house staff (box office and ushers). These performances were attended by 6,310 people from Rochester, its surrounding areas, and throughout New York State as well as out-of-state and foreign visitors to the institute. In addition, several schools and community groups from nearby provinces in Canada attended performances. This year's on-campus productions included: *Romeo and Juliet*, *Beast on the Moon*, *An Evening of One-Acts*, *The Rage of Frankenstein*, *Crimes of the Heart*, and *Oz* (an RIT/NTID Dance Company performance).

  During the 2003-2004 academic year, 613 students registered for and attended performing arts classes. Thus, the total number of people served through on-campus performing arts activities was 7,353.

  Outreach activities included three productions: *Beast on the Moon*, *Whose Sign is it Anyway?*, and *RIT Dance Company*. These shows were enthusiastically received by middle, high school and college students as well as adults in Toronto; the greater Rochester area; and St. Augustine, Florida, respectively. These three productions included a total of six performances and 15 workshops presented by 21 RIT students and five RIT faculty/staff and attended by 1,815 people. Other outreach activities included faculty and staff serving as speakers and presenters at regional and national conferences, as guest artisits/designers for plays and film and theater festivals, and involvement in the International Peace Art Festival and Interborough Repertory Theater.

  In total, 9,168 people were served by NTID Performing Arts activities during the 2003-2004 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 10th year. To date, 86 students have graduated from the program. Nearly all have found teaching positions in schools for the deaf or mainstreamed programs. The FY2004 graduates accepted teaching jobs in Kentucky, Massachusetts, North Carolina, New York, Ohio, Pennsylvania and Vermont.

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

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

In addition to NTID appropriations support, the MSSE program received other funding through a grant from the U.S. Department of Education "Meeting State and National Needs to Increase the Number and Quality of Dually-Certified Teachers of Students who are Deaf or Hard-of-Hearing through partnerships with Rochester, New York, Area Schools." The grant provided tuition assistance for the students as well as honoraria for supervising teachers during the fall and winter quarter observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Fifty applications for admissions for fall 2004 were received. Forty-six were offered acceptance. Of those, 34 matriculated into the program. For the 2004-2005 academic year, the MSSE program has a total enrollment of 84 students; 41 second-year or returning students, 34 first-year students, and nine new non-matriculated students who are part of a grant-supported training program for speech pathologists in collaboration with Nazareth College of Rochester. Of the 75 matriculated students, 65 percent are deaf or hard of hearing, and 13 percent are minority.

Student Data

	FY2000	FY2001	FY2002	FY2003	FY2004
Applications	23	25	30	53	50
Acceptances	21	25	27	48	46
New Registrations	15	22	19	42	34
Enrollment	31	34	44*	69*	84*
Graduates	14	10	10	14	12
Placement Rate	100%	100%	100%	100%	N/A

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

SPECIAL CERTIFICATES

In addition to regular degree programs offered to NTID-supported deaf students, special programs are available to both deaf and hearing students from the community. Classes are available primarily through RIT's College of Applied Science and Technology, NTID's Deaf Studies Program, NTID's Deaf Initiatives in Information Technology, and the Performing Arts at NTID. A total of 231 students participated in the programs offered through NTID, and seven special certificates were awarded in the 2003-2004 academic year.

Area of Enrollment	Number
Deaf Studies	99
Performing Arts	62
Deaf Initiatives in Information Technology	70

Area of Certificate	Number
Deaf Studies	1
Technical Communications	1
Performing Arts	5

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 16 students in 2003-2004, 13 A.A.S. degrees and three B.S. degrees. Fifty new students matriculated into the program this fall. Recent curricular changes and higher qualification requirements for new students caused enrollment to dip in 2001, but new student numbers in FY2002, FY2003 and FY2004 are encouraging.

During FY2004, responsibility for recruitment was shifted to the NTID Department of Admissions. Currently 9 percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL and Interpreting Education has graduated 446 students.

	FY2000	FY2001	FY2002	FY2003	FY2004
Admissions	43	17	36	48	50
Enrollment	75	49	65	92	100
Graduates	28	22	21	12	16
Placement Rate	95%	95%	95%	95%	95%
Enrollment					
A.A.S.	75	49	40	70	87
B.S.	0	0	14	12	13
Deaf Studies	0	0	1	2	0
Non-Matriculated	0	0	10	8	0
Total	75	49	65	92	100

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.

	Enrollment				
Programs	**FY2000**	**FY2001**	**FY2002**	**FY2003**	**FY2004**
Summer Institute on ASL and Interpreting Education	80	84	33	34	19
In-Service Training for Interpreters	94	114	99	105	130
Notetaker Training	167	162	257	246	236
Certificate in Deaf Studies*	N/A	52	37	83	99
Totals	**341**	**412**	**426**	**468**	**484**

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

EXPLORE YOUR FUTURE

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

Participation in EYF has grown steadily over the past 20 years as the program has gained in popularity. These students represent 38 states. Two sessions were offered in the summer of 2004.

	FY2000	FY2001	FY2002	FY2003	FY2004
Number of Participants	188	226	183	168	187
Percentage of Minorities	30%	27%	37%	20%	29%

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 640 employer representatives received training through the NTID Center on Employment (NCE) in 2003-2004.

Employer Training and Educational Programs

- Conducted, delivered, and presented 31 programs for 640 human resources professionals and company representatives

NCE Job Fair

- Third annual NCE Job Fair held December 9, 2003
  - 28 employers attended
  - More than 400 students and others attended

Trips and Conventions

- NCE personnel attended 10 conferences to develop employer contacts and job opportunities
- NTID conducted 31 co-op trips to 66 employers to expand and develop co-op and permanent job opportunities

Outreach to Alumni and Other Deaf Adults

- Consulted with 77 alumni and other deaf adults seeking job search assistance
- Responded to 41 requests for employment information
- Accommodated 29 companies in recruitment visits in six on-campus orientations; another 15 requested resume packages
- Consulted with 31 employers regarding career development for deaf people
- Distributed more than 800 copies of printed NCE materials to employers, prospective employers and VR counselors

NCE Marketing: Highlights

- Created flyer to market employer workshops, *Working Together* and *Train the Trainer*
- Continued quarterly electronic newsletters to employers
- Coordinated NCE holiday card mailing to employers
- Distributed mailing (letters) nationwide to member companies of the Business Leadership Network (BLN)
- Made revisions to Program Marketing Pieces (print and Web) to explain NTID majors to employers as needed
- Maintained and revised current NCE Web site
- Collaborated in converting NCE Web site (in progress)
- NCE columns appeared regularly in NTID publications *Alumni News* and *Parent News*
- Media articles related to employment of co-ops and graduates appeared in the Rochester, N.Y. *Democrat and Chronicle; Careers and the Disabled; U.S. Newswire* (mentioning NTID as the college with top number of hires through Workforce Recruitment Program-WRP); and *Workforce Management*
- Produced ads to market hiring in *Rochester Business Journal* and *Business Strategies* magazine

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. In the years 2003 to 2007 NTID will reduce its workforce by another 30 to 40 positions. Minority and disabled individuals were not and will not be adversely impacted by the reductions. However, the fact that we will do little hiring in the next several years limits our ability to improve in this area. This is reflected in 2004 as the level fell to 7.8 percent from 8.9 percent the previous year. This drop was the result of normal turnover of three positions that were not refilled.

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 2003-2004 (July 1 to June 30), faculty and staff members received an average wage increase of 2.0 percent.

	FY2004 Average Salary July 1, 2004–June 30, 2005
Professor	$93,177
Associate Professor	$73,297
Assistant Professor	$60,765
Instructor/Lecturer	$46,489
All Faculty	**$70,461**
All Professionals	**$44,262**
All Technical/Clerical	**$28,118**

TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 175 tenure-track positions, 82 percent are now tenured. The number of tenure-track positions has decreased from 209 to 175 over the past six years as has the tenure density (90% to 82%).

	No. of Tenure-Track Positions	No. of Faculty With Tenure	Percent Tenured				
Rank	**FY2004**	**FY2004**	**FY2000**	**FY2001**	**FY2002**	**FY2003**	**FY2004**
Professor	32	32	100%	100%	100%	100%	100%
Associate	74	74	99%	100%	100%	100%	100%
Assistant	58	37	81%	79%	75%	67%	64%
Instructor/Lecturer	11	1	9%	6%	6%	9%	9%
Total	**175**	**144**	**87%**	**85%**	**84%**	**83%**	**82%**

RANK OF TENURED AND TENURE-TRACK FACULTY*

In FY2004, senior-level faculty members (professor and associate professor) comprised 61 percent of all ranked tenure-track faculty as compared to 47 percent in FY1985. However, the percentage of full professors (18%) remains below the national average, which is in the 35 to 45 percent range.

Rank	FY2000	FY2001	FY2002	FY2003	FY2004
Professor	22	23	26	29	32
Associate	96	88	84	78	74
Assistant	80	72	72	67	58
Instructor/Lecturer	12	16	15	11	11
Total Faculty	**210**	**199**	**197**	**185**	**175**

*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 FY2004, 97 percent of full-time, tenure-track faculty members held graduate degrees.

	FY2004 Faculty Tenure & Tenure-Track*	
	Number	**Percent**
Doctorate	60	34%
Master's	110	63%
Bachelor's	5	3%
Total	**175**	**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 48, and the average length of service is 15 years.

		FY2000	FY2001	FY2002	FY2003	FY2004
Full-Time:						
Faculty*	Age	50.0	51.4	52.0	52.2	53.2
	Service	19.7	19.5	20.1	20.6	21.5
Professional Staff	Age	39.8	41.1	41.6	42.4	43.3
	Service	9.8	10.2	10.8	11.4	12.1
Educational Development Faculty	Age	51.7	53.1	54.1	54.3	55.6
	Service	18.5	21.2	22.1	22.9	23.6
General Staff	Age	43.7	46.0	46.4	45.9	45.4
	Service	9.5	10.0	10.2	10.1	5.8
Total Full-Time	**Age**	**45.0**	**46.4**	**46.8**	**47.3**	**48.1**
	Service	**14.2**	**14.3**	**14.7**	**15.9**	**16.1**
Part-Time:						
Faculty	Age	49.4	50.2	49.3	49.5	49.1
	Service	11.4	11.7	11.1	15.1	13.1
Professional Staff	Age	40.1	41.0	40.0	41.3	43.4
	Service	10.8	12.0	8.6	11.0	11.9
General Staff	Age	35.9	41.6	41.6	46.2	48.1
	Service	4.3	4.7	5.5	10.0	11.6
Total Part-Time	**Age**	**43.7**	**45.4**	**43.9**	**45.9**	**47.4**
	Service	**10.4**	**11.0**	**9.3**	**10.8**	**11.9**
Total All	**Age**	**44.9**	**46.3**	**46.6**	**47.1**	**48.0**
	Service	**14.0**	**14.1**	**14.3**	**14.9**	**15.4**

* Includes visiting faculty and ranked administrators

FACULTY AND STAFF RECRUITMENT

In 2004, recruitment was focused on critical student access service areas, C-Print™ captionists, and interpreters.

	FY2000	FY2001	FY2002	FY2003	FY2004
Full-Time:					
Professional Staff	29	27	22	11	12
Faculty	12	14	4	4	2
General Staff	10	5	7	7	10
Total Full-Time	**51**	**46**	**33**	**22**	**24**
Part-Time:					
Professional Staff	0	0	5	0	0
Faculty	1	3	1	0	0
General Staff	2	1	0	1	0
Total Part-Time	**3**	**4**	**6**	**1**	**0**
Total	**54**	**50**	**39**	**23**	**24**

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 5.2 percent, is essentially unchanged from 2003. Retirements of current faculty and staff are expected to increase substantially in the near future. Recruitment of individuals to serve our students will be a top priority in the coming years.

	FY2000	FY2001	FY2002	FY2003	FY2004	
Full-Time/Part-Time:					Percent	Number
Professional Staff	9.7%	12.4%	10.3%	5.8%	7.5%	16
Faculty	6.8%	13.0%	2.3%	3.0%	4.8%	9
General Staff	10.8%	7.6%	10.7%	5.4%	3.5%	3
Total	**8.6%**	**11.9%**	**7.0%**	**4.7%**	**5.2%**	**28**

DIVERSITY AND PLURALISM HIGHLIGHTS

Of NTID's 42 employees from ethnic minority populations, 27 are African-American, and five are Latino-American. Ninety-seven out of 102 employees with disabilities are deaf or hard of hearing. NTID's record is even more impressive when one considers that of the 144 employees who have disabilities or are members of a minority group, 129 are in executive, faculty, or professional positions. (Nine of the 144 are individuals who have a disability and who are minority.)

NTID's major accomplishments in Affirmative Action in FY2004 were:

- Twenty-eight percent of the fall 2004 entering class were from minority groups. This brings the percentage in the total student body to 26 percent, which is more than triple what it was a decade ago.
- Nine minority students out of a total of 100 fully matriculated students (9 percent) were enrolled in the degree programs in ASL-English Interpretation for the fall of 2004. A total of 52 minority students have graduated from the program.
- Eight (13 percent) of the 75 fully matriculated students in the Master of Science in Secondary Education are members of minority groups, and 49 (65 percent) are deaf.
- Twenty-nine percent of the 187 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 29 percent of all hires over the past year were either minority individuals or individuals who have a disability.

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

DIVERSITY AND PLURALISM PHILOSOPHY

Our fundamental mission is to prepare students to enter the labor force and compete on par with their hearing peers. American society is becoming increasingly diverse, and students need to develop the knowledge, skills, and attributes to thrive in such an environment. NTID's curriculum and those who deliver it need to reflect that diversity.

DIVERSITY TO PLURALISM: AN EDUCATIONAL IMPERATIVE

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

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

In addition to preparing students to enter society and the workplace, NTID's academic environment must be responsive to the needs of an increasing number of people who are both deaf and from minority backgrounds. As a result of aggressive recruitment policies, minority students who are deaf are becoming a greater proportion of NTID's potential student pool. We have given minority student recruitment high priority because we are aware that by the year 2005, students who are deaf or hard-of-hearing and from minority backgrounds will represent nearly 40 percent of all 18- to 21-year-olds in the United States, as compared to 29 percent in 1982. **(This demographic shift is reflected in NTID's student body as evidenced by the steady growth in the percentage of minority students in NTID's total student enrollment: 26 percent in FY2004 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-seven percent (252) of this year's 681 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 28 percent of the newly admitted students.

	FY2000	FY2001	FY2002	FY2003	FY2004
Total Applicants*	**654**	**643**	**691**	**686**	**681**
White	453	444	458	457	429
Percent of Total Applications	69%	69%	66%	67%	63%
Minority	201	199	233	229	252
Percent of Total Applications	31%	31%	34%	33%	37%
Accepted Applicants*	**465**	**426**	**424**	**413**	**416**
White	348	320	311	304	291
Acceptance Rate	77%	72%	68%	67%	68%
Minority	117	106	113	109	125
Acceptance Rate	58%	53%	48%	48%	48%
Registrations*	**361**	**341**	**332**	**306**	**314**
White	283	259	244	221	226
Yield Rate (Percent of Accepted)	83%	81%	78%	73%	78%
Minority	78	82	88	85	88
Yield Rate (Percent of Accepted)	67%	74%	78%	78%	70%
Breakdown of Minority Registrations:					
Black	31	30	32	30	22
Latino	22	26	19	21	18
American Indian/Alaskan	1	2	3	2	2
Asian/Pacific Islander	24	24	30	26	31
Other	0	0	4	6	15
Total Minority	**78**	**82**	**88**	**85**	**88**
Percent of Total U.S. Registrations	**22%**	**24%**	**27%**	**28%**	**28%**

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

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf students has increased steadily from 8 percent in FY1988 to nearly 26 percent in FY2004. The rate is more than three times what it was 15 years ago.

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

However, 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 2004-2005.

The ASL-English Interpretation program minority representation is 9 percent. The Master of Science in Secondary Education program minority representation is 13 percent.

GRADUATE AND UNDERGRADUATE STUDENTS

	FY2000	FY2001	FY2002	FY2003	FY2004
U.S. Deaf and Hard-of-Hearing Students:					
White Students	881	807	786	766	765
Percent	76.7%	77.0%	76.1%	74.1%	74.4%
Minority Students					
African-American Students	88	93	92	95	79
Percent	8.7%	8.9%	8.9%	9.2%	7.7%
Latino Students	64	60	54	60	48
Percent	6.3%	5.7%	5.2%	5.8%	4.5%
Native American Students	2	2	3	5	7
Percent	0.2%	0.2%	0.3%	0.4%	.7%
Asian/Pacific Islander Students	82	86	89	97	105
Percent	8.1%	8.2%	8.6%	9.4%	10.2%
Other *			8	11	24
Percent	N/A	N/A	0.8%	1.1%	2.3%
Subtotal U.S. Minority Students	236	241	246	268	263
Percent	23.3%	23.0%	23.8%	25.9%	25.6%
Subtotal U.S. Deaf and Hard-of-Hearing Students	1,017	1,048	1,032	1,034	1,028
Other Enrollments:					
ASL-English Interpretation Students	75	49	65	92	100
Percent Minority	16.0%	16.0%	7%	6%	9%
Master of Science in Secondary Education	31	34	44	69	84**
Percent Minority	13.3%	12.0%	11.4%	10%	13%
International Students	96	103	90	81	69***
Percent of total NTID enrollments	7.9%	8.3%	7.3%	6.4%	5.4
TOTAL ENROLLMENTS	**1,219**	**1,234**	**1,231**	**1,270**	**1,281**

* Some students choose not to identify themselves with a particular ethnic group, but do not consider themselves white.
** Includes 9 non-matriculated students in the MSSE program.
***Includes one ASL-English Interpretation student and five MSSE students. Since this is a double-count, they are not included in the total enrollments figure at the bottom.

FIRST-YEAR PERSISTENCE AND GRADUATION RATES BY DIVERSITY CATEGORIES

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students. However, there are significant differences among the various groups in terms of persistence and graduation rates. Overall, for students entering from 1997 to 2003, International and Asian American students have the highest first-year persistence and graduation rates, while the rates for students of African-American and Latino origins are lower.

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1997, 1998, 1999	70%	84%	72%	82%	71%
1998, 1999, 2000	77%	81%	69%	78%	73%
1999, 2000, 2001	84%	78%	74%	82%	76%
2000, 2001, 2002	78%	76%	73%	87%	77%
2001, 2002, 2003	68%	80%	67%	84%	77%
Overall	**75%**	**80%**	**71%**	**83%**	**74%**

Graduation Rates After Seven Years*
Three-Year Moving Averages

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1991, 1992, 1993	55%	70%	30%	59%	54%
1992, 1993, 1994	47%	63%	41%	64%	53%
1993, 1994, 1995	49%	63%	46%	69%	56%
1994, 1995, 1996	44%	61%	47%	71%	56%
1995, 1996, 1997	51%	67%	44%	72%	53%
Overall	**49%**	**65%**	**42%**	**67%**	**54%**

* Degree Cohort Analysis

NTID AFFIRMATIVE ACTION REPORT: FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion, and retention 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.

FY2004

	Total Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard of Hearing	Other Disability
Executive/ Administrative/ Manager	52	22 42.3%	1 1.9%	0 0.0%	0 0.0%	7 13.5%	0 0.0%
Faculty	187	91 48.7%	11 5.9%	1 0.5%	3 1.6%	52 27.8%	1 0.5%
Professional*	212	153 72.2%	10 4.7%	3 1.4%	7 3.3%	29 25.9%*	3 1.4%
Technical	1	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	0 0.0%
Secretarial/ Clerical	83	82 98.8%	5 6.0%	1 1.2%	0 0.0%	8 9.6%	1 1.2%
Total	**535**	**348** **65.0%**	**27** **5.0%**	**5** **0.9%**	**10** **1.9%**	**97** **22.3%**	**5** **0.9%**

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

MINORITY FACULTY AND STAFF TURNOVER AND HIRING RESULTS

As in recent years, hiring was limited in 2004. While the numbers are small it is significant to note that the percentage of hires from minority groups nearly doubled from 4.3 percent in 2003 to 8.3 percent in 2004. The termination rate for minorities was higher than the institute average in 2004 (5.2%). This is viewed as a function of retirements and promotional opportunities that in this particular year were more prevalent among minority group members.

	End of FY2003	Terminations	Promotions/ Transfers	Hires	End of FY2004
Executive/Manager	3	-1	-1	0	1
Faculty	14	0	1	0	15
Professional Staff	21	-2	0	1	20
Technical	0	0	0	0	0
Clerical	7	-2	0	1	6
Total	**45**	**-5**	**0**	**2**	**42**
Increase					**-3**
Percent Increase					**-6.7%**
Institute Terminations		**28**			
Institute Termination Rate		**5.2%**			
Minority Termination Rate		**11.5%**			
Institute Hires					**24**
Percent Minority					**8.3%**

AFRICAN-AMERICAN FACULTY AND STAFF TURNOVER AND HIRING RESULTS

	End of FY2003	Terminations	Promotions/ Transfers	Hires	End of FY2004
Executive/Manager	1	0	0	0	1
Faculty	11	0	0	0	11
Professional Staff	11	-2	0	1	10
Technical	0	0	0	0	0
Clerical	6	-2	0	1	5
Total	**29**	**-4**	**0**	**2**	**27**
Increase					**-2**
Percent Increase					**-6.9%**
Institute Terminations		**28**			
Institute Termination Rate		**5.2%**			
African-American Termination Rate		**14.3%**			
Institute Hires					**24**
Percent African-American					**8.3%**

LATINO-AMERICAN FACULTY AND STAFF
TURNOVER AND HIRING RESULTS

	End of FY2003	Terminations	Promotions/ Transfers	Hires	End of FY2004
Executive/Manager	1	-1	0	0	0
Faculty	1	0	0	0	1
Professional Staff	3	0	0	0	3
Technical	0	0	0	0	0
Clerical	1	0	0	0	1
Total	**6**	**-1**	**0**	**0**	**5**
Increase					**-1**
Percent Increase					**-16.7%**
Institute Terminations		**28**			
Institute Termination Rate		**5.2%**			
Latino-American Termination Rate		**18.2%**			
Institute Hires					**24**
Percent Latino-American					**0.0%**

FACULTY AND STAFF WITH DISABILITIES TURNOVER AND HIRING RESULTS

Nearly 21 percent of all NTID hires in 2004 were individuals with disabilities. This was essentially unchanged from 2003. The termination rate for individuals with disabilities was higher than the institute average (5.2%) in 2004. This is viewed as a function of retirements and promotional opportunities that in this particular year were more prevalent among this class of employee.

	End of FY2003	Terminations	Promotions/ Transfers	Hires	End of FY2004
Executive/Manager	8	-2	0	1	7
Faculty	57	-5	0	1	53
Professional Staff	34	-3	0	3	34
Technical	1	0	0	0	1
Clerical	10	-1	0	0	9
Total	**110**	**-11**	**0**	**5**	**104**
Increase					**-6**
Percent Increase					**-5.5%**
Institute Terminations		**28**			
Institute Termination Rate		**5.2%**			
Individuals with Disabilities Termination Rate		**10.3%**			
Institute Hires					**24**
Percent Individuals with Disabilities					**20.8%**

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

	End of FY2003	Terminations	Promotions/ Transfers	Hires	End of FY2004
Executive/Manager	8	-2	0	1	7
Faculty	55	-5	0	1	51
Professional Staff	30	-3	0	3	30
Technical	1	0	0	0	1
Clerical	9	-1	0	0	8
Total	**103**	**-11**	**0**	**5**	**97**
Increase					**-6**
Percent Increase					**-5.8%**
Institute Terminations		**28**			
Institute Termination Rate		**5.2%**			
Deaf and Hard of Hearing Termination Rate		**11.0%**			
Institute Hires					**24**
Percent Deaf and Hard of Hearing					**20.8%**

RESULTS OF FINANCIAL OPERATIONS

In fiscal year 2004, NTID received $53,118,000 in federal appropriations support to operations. This was a 1.9 percent increase over the appropriation received in 2003. In addition to this, NTID collected non-federal revenue of $13,755,439 in the form of tuition, room, board, fees, and other miscellaneous revenue. This was a 8.6 percent increase over the previous year. Total revenue for operations, $66,873,000, represented a 3.2 percent increase over fiscal year 2003. A total of $615,000 of the appropriation was redirected to the Matching Endowment Program to match the same amount of private funds that were raised through development.

The following narrative explains the changes from FY2003 to FY2004 on the Financial Operating results on page 87:

Personnel Compensation remained level from 2003. Merit pay adjustments and benefit increases were offset by position reductions from the Blue Ribbon decisions, retirements and department reorganization.

RIT Services are payments to our host institution for physical plant services, residence halls and food services, tuition payments for our students taking courses in other RIT colleges, and indirect overhead payments for centralized services such as accounting, human resources, bursar functions and libraries. The cost of all RIT Services increased 4.7% from 2003. Services that benefit NTID and are easily quantifiable (physical plant services, cross-registered tuition payments, residence halls and food service, campus safety) are charged directly to NTID. These direct charges increased by 7.2% from 2003. Cross-registered tuition recorded the highest increase, due to increases in both the number of credit hours taken by NTID students in the other seven colleges of RIT and the cost per credit hour. **Indirect Charges** are levied based on an overhead cost allocation which is reviewed and approved annually by the Division of Cost Allocations in the Department of Health and Human Services. Overhead costs represent charges for services provided by RIT that benefit the entire campus however are not specifically identifiable with a particular college or department. The President's office and the Human Resources division would be representative of the types of costs that are allocated through the overhead. In general, NTID is allocated a proportion of these costs based on the relative size of NTID to the rest of RIT. Since the relative size of NTID has declined in relation to RIT, the proportion of the overhead pool allocated to NTID has decreased. The overall expense increased 1.5% from 2003.

Support Expenditures include interpreting services purchased from the community, instructional and office supplies, travel, postage, telephone, computer services and miscellaneous income categories. Expenditures in the accounts grew by 7 percent. In 2004, NTID eliminated the in-house captioning department. Captioning services are now purchased from outside firms and independent contractors. As such, the cost of consulting services increased significantly. **Grant Cost Share** requirements increased 17.6 percent in 2004. This reflects the growth of NTID grant activities. **Financial Aid** supported through operating funds increased by 21.8 percent. NTID has expanded institutional scholarships to improve recruitment and retention of students. There are significant financial aid awards that come from non-operating sources. These include scholarships from endowment accounts and external groups, Pell and state grants, Vocational Rehabilitation awards and miscellaneous student loans. Total financial aid from all sources increased by 10.2 percent in 2004. Expenditures for **Capital** grew to $2,074,000 in 2004.

Finally, NTID transferred $2.4 million to the **Plant Fund** at the close of the fiscal year. This fund is used for capital projects such as improving lab and classroom technology, physical plant maintenance projects, and upgrading technical infrastructures that will not be covered by future appropriation.

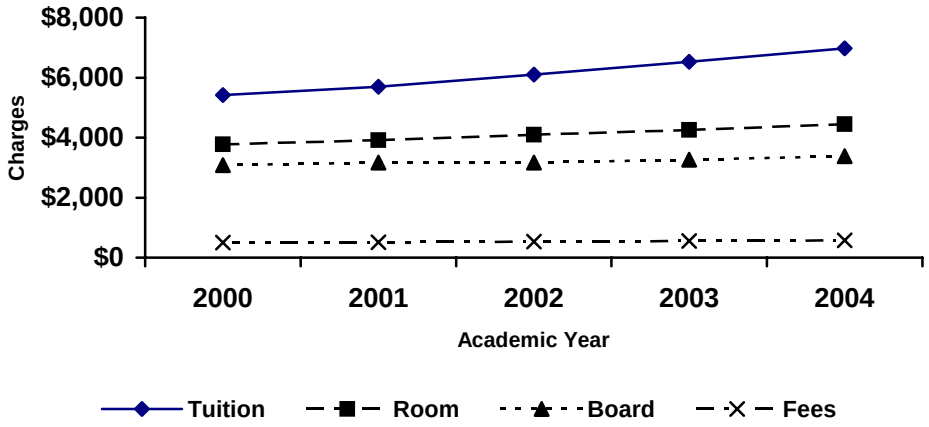
FINANCIAL OPERATING RESULTS

In fiscal year 2004, NTID received $53,118,000 in federal support for operations. A total of $615,000 of that amount was directed to the Matching Endowment Program. In addition to this, NTID collected $13,755,000 in non-federal revenue in the form of tuition, room, board and fees. Total revenue for operations, $66,873,000, represented a 3.2 percent increase over fiscal year 2003.

	Fiscal Year 2003	Fiscal Year 2004	Variance $	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries & Wages	$27,033,554	$26,996,565	($36,989)	-0.1%
Benefits	7,472,823	7,582,961	110,138	1.5%
Total Personnel Compensation	**$34,506,377**	**$34,579,526**	**$73,149**	**0.2%**
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	$4,990,764	$5,326,727	$335,963	6.7%
Cross-Registered Tuition	4,125,860	4,715,230	589,370	14.3%
Physical Plant Services	2,050,818	1,930,338	(120,480)	-5.9%
Indirect:				
Overhead	8,630,384	8,763,949	133,565	1.5%
Total RIT Services	**$19,797,826**	**$20,736,244**	**$938,418**	**4.7%**
Other Expenditures				
Support Expenditures	$3,906,077	$4,184,896	$278,819	7.1%
Grant Cost Shares	789,312	928,102	138,790	17.6%
Financial Aid	1,103,521	1,343,843	240,322	21.8%
Capital	1,300,660	2,074,716	774,056	59.5%
Matching Endowment	705,000	615,000	(90,000)	-12.8%
To/(From) Plant Fund	2,664,853	2,411,112	(253,741)	-9.5%
Total Other	**$10,469,423**	**11,557,669**	**$1,088,246**	**10.4%**
Total Expenses	**$64,773,626**	**$66,873,439**	**$2,099,813**	**3.2%**
REVENUE				
Federal Appropriation	**$52,109,000**	**$53,118,000**	**$1,009,000**	**1.9%**
Non-Federal Funds	**12,664,626**	**13,755,439**	**1,090,813**	**8.6%**
Total Revenue	**$64,773,626**	**$66,873,439**	**$2,099,813**	**3.2%**

TUITION, ROOM, BOARD, AND OTHER FEES

Tuition increased by 7.0 percent, while room, board and other fees increased by 4.0 percent, for a total blended increase of 5.3 percent. The amount collected from students in FY2004 increased by 4.6 percent over the previous year. These non-federal resources constitute 20.5 percent of NTID's total operating revenue.



Rates Charged Students

Academic Year	FY2000	FY2001	FY2002	FY2003	FY2004
Tuition	$ 5,418	$ 5,700	$6,099	$6,525	$6,981
Room	3,774	3,918	4,095	4,260	4,452
Board	3,078	3,078	3,171	3,267	3,381
Fees	498	513	537	558	579
Total	**$12,768**	**$13,209**	**$13,902**	**$14,610**	**$15,393**
Collections	$11,013,000	$11,044,800	$11,891,100	$12,664,600	13,755,400
Enrollment (Fall)	1,220	1,219	1,234	1,231	1,270
Collections Per Student	**$9,034**	**$8,950**	**$9,660**	**$10,288**	**$10,437**

THE NTID FOUNDATION

NTID received $2,103,726 in gift income for fiscal year 2004. These dollars were designated to support our scholarship funds, equipment, the performing arts program, a new student development center, the Joseph F. and Helen C. Dyer Arts Center, improving technology at NTID and the PEN-International project.

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

Scholarships

Action Electric Sales, Inc. gave $1,800 to the Michael Swartzman Endowed Scholarship Fund.

An anonymous donor gave $16,774 to the NTID Anonymous #12 Endowed Scholarship Fund.

Shirley Baker gave $1,000 to the NTID Foundation Endowed Scholarship Fund.

Mrs. B. Jacqueline Benz gave $3,000 to the Frank P. Benz Jr. Memorial Scholarship Fund.

Doris W. Blanchard gave $10,000 to her Endowed Scholarship Fund.

Eugenie Bradford gave $1,000 to the NTID Foundation Endowed Scholarship Fund.

Dianne K. Brooks gave $1,120 to the James DeCaro Endowed Scholarship Fund.

Citigroup Foundation gave $20,000 to the Citicorp/Citibank Endowed Scholarship Fund.

Robert R. and Donna E. Davila gave $5,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

James J. and Patricia A. DeCaro gave $1,200 to the James J. DeCaro Endowed Scholarship Fund.

Joseph F. Dyer gave $2,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

Mr. and Mrs. Curt Feuer gave $1,000 to the NTID Foundation Endowed Scholarship Fund.

Oliver D. Filley gave $1,000 to the Frank P. Benz Jr. Memorial Scholarship Fund.

D. Robert Frisina gave $1,000 to his wife's Endowed Scholarship Fund, the Ann Wadsworth Frisina Memorial Scholarship Fund.

Kenneth and Mary Jane Hellyar gave $1,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

T. Alan and Vicki Hurwitz gave $2,000 to the NTID Foundation Endowed Scholarship Fund.

Warren G. Keinath Jr. gave $3,000 to the NTID Foundation Endowed Scholarship Fund.

Marshall & Swift gave $1,500 to the Frank P. Benz Jr. Memorial Scholarship Fund.

Max and Victoria Dreyfus Foundation, Inc. gave $5,000 to the NTID Performing Arts Endowed Scholarship Fund.

J. David McCloskey gave $1,000 to the Alice Beardsley Endowed Scholarship Fund for Interpreting Students.

Media Captioning Services gave $1,500 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

NTID Alumni Chapter of Upstate New York gave $9,254 to the NTID Alumni Association Endowed Scholarship Fund.

NTID Alumni Chapter of Washington gave $1,000 to the NTID Alumni Association Endowed Scholarship Fund.

Ray B. Ohringer gave $1,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

Lee and Myra Perlman gave $1,000 to the NTID Foundation Endowed Scholarship Fund.

The estate of Mrs. Hazeldeane A. Pritchard gave $174,000 to the NTID Foundation Endowed Scholarship Fund.

Donald W. and Jane R. Pulver gave $2,500 to their family's Endowed Scholarship Fund.

Eleanor P. Scouten gave $1,000 to the NTID Foundation Endowed Scholarship Fund.

Solon E. Summerfield Foundation gave $2,500 to their Endowed Scholarship Fund.

Benjamin J. and Monica I. Soukup gave $1,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

Sprint Foundation gave $15,000 to the Sprint Endowed Scholarship Fund.

Wendell and Annette Thompson gave $1,000 to the James J. DeCaro Endowed Scholarship Fund.

Gerard and Dianne Walter gave $1,000 to the Robert Panara Endowed Scholarship Fund.

Candace V. and George D. Webb II gave $1,000 to the Robert R. and Donna E. Davila Endowed Scholarship Fund.

Elizabeth W. Williams gave $11,780 to her Endowed Scholarship Fund.

Gifts-in-Kind

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

International Business Machines	$46,000
Weldco	$8,565
Great Atlantic Picture Co.	$7,510
Judith Brust	$6,000
Bruce Sodervick	$3,000

NTID Projects/Initiatives

The Nippon Foundation continued its commitment to the PEN-International Project, providing $1,267,700 in support of this initiative.

Communication Services for the Deaf gave $100,000 toward a restricted fund for construction of the Student Development Center.

Joseph F. Dyer gave $100,000 to an Endowed Fund to support the Joseph F. and Helen C. Dyer Arts Center.

Elizabeth Williams gave $88,501 to the Joseph F. and Helen C. Dyer Arts Center project.

Merritt Cleveland gave $41,813 to the International Center for Hearing and Speech Research.

Sprint Corporation gave $30,000 for equipment for the NTID Learning Center.

Sprint Foundation gave $10,000 for equipment for the NTID Learning Center.

Lynne Lovejoy gave $10,000 to the International Center for Hearing and Speech Research.

Proctor & Gamble Fund gave $6,000 to the NTID Foundation Endowed Fund.

The estate of Alberta B. Dodge gave $5,000 to her late husband's Endowed Fund.

Lynne Lovejoy gave $5,000 to the NTID Foundation Endowed Fund.

International Business Machines gave grants totaling $4,000 to NTID.

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

NTID's Strategic Plan calls for the exploration of outside funding to address institutional priorities, and mechanisms to facilitate the pursuit of grants and other outside funding. In response, NTID established a grants coordinator position and later transferred the position to RIT's Office of Sponsored Research Services.

The RIT grants coordinator, with primary responsibility for NTID, seeks funding opportunities appropriate for NTID academic and research faculty, distributes information about these opportunities to interested faculty/staff, and supports grant proposal and contract development and writing, including budget preparation and submission. A primary function includes assuring that external funding projects align with NTID's mission and goals and that all external funding agency guidelines are followed.

During FY2004, there were 15 new grant proposals submitted for funding, and 9 proposals were funded, totaling $3,377,020 for the current year.

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 FY2004, NTID raised $2,032,651 for endowment or restricted purposes. Of that amount, $615,000 was deemed eligible for federal matching dollars.

	FY2000	FY2001	FY2002	FY2003	FY2004
Cash to Endowment and Restricted Funds	$3,205,304	$2,397,888	$2,442,873	$1,916,891	$2,032,651
Equipment and Software	709,388	322,860	120,288	42,487	71,075
Total	**$3,914,692**	**$2,720,748**	**$2,563,161**	**$1,959,378**	**$2,103,726**

NTID ENDOWMENT PROGRAMS

A total of $1,220,822, including $615,000 in matching federal funds, was added to the Federal Matching Endowment Fund corpus in 2004.The market value of NTID's Federal Matching Endowment portfolio stands at $24,349,251. NTID's total endowments, which include privately raised funds prior to the establishment of the Federal Matching Endowment Program, is $29,793,730. The market value of the entire portfolio increased by 25.4 percent from last year's value as of September 30. This is a result of the funds added during the year combined with improving market conditions.

Values as of September 30, 2004

FEDERAL MATCHING ENDOWMENT FUND:		
	Contributed Value	**Market Value**
Funds Subject to Federal Investment and Spending Guidelines:		
Private	$5,956,428	$ 9,590,197
Federal	5,910,544	8,131,225
Subtotal	$11,866,972	$17,721,422
Funds No Longer Subject to Federal Investment and Spending Guidelines:		
Subtotal	$3,808,447	$6,627,829
Total Federal Endowment	**$15,675,419**	**$24,349,251**

OTHER NTID ENDOWMENTS:		
	Contributed Value	**Market Value**
Private	$909,338	$3,444,479
Total Endowments	**$16,584,757**	**$27,793,730**

GRANTS AND CONTRACTS

During FY2004, there were 15 new grant proposals submitted for funding. Nine, totaling $3,377,020, were funded; six are still pending. As of September 30, 2004, the annual value of all grants and contracts at NTID totaled $6,350,453, with a total value over the lives of the projects of $23,582,712.

Project Title	Grant Provider	Year	Amount FY2004	Total Value
Aging Auditory System	National Institutes of Health	2 of 5	$1,228,667	$6,342,338
Northeast Technical Assistance Center	U.S. Department of Education	4 of 5	1,000,000	5,000,000
PEN-International	Nippon Foundation of Japan	4 of 4	1,267,793	3,734,186
MSSE	U.S. Department of Education	2 of 5	300,000	1,500,000
Center for Interpreter Training	NYS Education Department	2 of 5	500,000	1,000,000
Deaf Initiative in Information Technology	National Science Foundation	2 of 3	270,452	886,702
Eliminating Communication Barriers	National Science Foundation	2 of 3	282,448	883,883
Access to Technical Education	National Science Foundation	3 of 3	265,771	781,372
Speech Pathology	U.S. Department of Education	3 of 4	259,201	775,201
Promoting Access and Inclusion	U.S. Department of Education	2 of 3	293,567	759,772
C-Print™ Model for Speech-to-Text Services	U.S. Department of Education	1 of 4	175,000	700,000
C-Print Evaluation	U.S. Department of Education	2 of 2	200,000	399,996
Project SOLVE	U.S. Department of Education	3 of 4	83,042	314,602
Alcohol and Substance Abuse	NYS Education Department	1 of 1	231,522	231,522*
Mental Representation of Signs and Words	National Institutes of Health	2 of 2	100,000	100,000*
Presidential Award for Excellence	National Science Foundation	2 of 2	2,000	73,138
Center for Interpreter Training	NYS Education Department	1 of 1	70,000	70,000
Center for Interpreter Training	NYS Education Department	1 of 1	30,000	30,000
Total			**$6,350,453**	**$23,582,712**

* Renewed annually. Funding not guaranteed.

NTID/RIT LEADERSHIP

This section presents the individuals who are directly or indirectly responsible for the operation of NTID. It includes the leadership of NTID and Rochester Institute of Technology, NTID's National Advisory Group and the RIT Board of Trustees.

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NTID NATIONAL ADVISORY GROUP

The National Advisory Group advises the RIT Vice President and Dean for 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 the services provided by NTID.

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