

National Technical Institute for the Deaf
ANNUAL REPORT

OCTOBER 1, 2005 - SEPTEMBER 30, 2006



December 31, 2006

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

Dear Secretary Spellings:

We are delighted to present you with this book, *Annual Report 2006*, for the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT), covering FY 2006 (October 1, 2005 to September 30, 2006), as required by the Education of the Deaf Act. This report – the 40th – is also available on the Internet at www.ntid.rit.edu/media/annual_report2006.pdf for public access.

Throughout this *Annual Report 2006*, you will find narrative and tables of data that reflect the enormous pride we take in the programs offered by RIT/NTID. We know that the financial support and the guidance provided by you, by your staff in the Department of Education, and by the President and the Congress, sustain our efforts on behalf of deaf and hard-of-hearing students. This has been a year in which we have had continuous, productive, valuable interaction with your staff at the Department of Education. We will continue to strengthen those relationships during the coming year.

As we move forward, we are working with several themes: the value of the *education* we provide our students; the need to *change* in positive ways to support students; the *communication* that occurs between students, faculty, and staff; the *respect* we have for students and all others in our environment; and the NTID *magic* that affects students and others in the NTID 'family.' Notice that every theme centers on students – the heart of the magic performed every day at RIT/NTID. You will be pleased that those students are truly a national student body, representing almost every state.

As NTID moves forward, we continue to be guided by the broad mission established many years ago:

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

We are making significant progress on the strategic plans implemented last year that will take us to year 2010. At the same time, we have entered the last year of our five-year plan to reduce our budget by \$5 million over five years. We know we will meet, and exceed that ambitious goal, demonstrating the wise fiscal stewardship that we exercise with the federal funds we receive through your support.

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

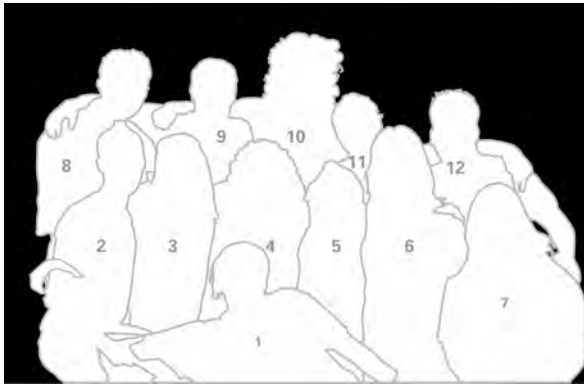
With warm regards,



Albert J. Simone
President, RIT



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



1. Roxann Richards, Ebony Club
2. Stephen Wille, Spectrum
3. Denise Fry, Alpha Sigma Theta
4. Lizzie Sorkin, NTID Student Congress
5. Norelle Henry, Caribbean Deaf Club
6. Sarah Gordon, Doves
7. Karla Greenawalt,
Student Interpreting Association
8. Paul Guo, Asian Deaf Club
9. Corey Axelrod, Wolk
10. Stephen McDonald, Kappa Sigma
11. Shawn Persaud,
Deaf International Students Association
12. Jason Wagner, Delta Sigma Phi

**NTID FY 2006 ANNUAL REPORT
CONTENTS**

Mission Statement	1
National Technical Institute for the Deaf at a Glance	2
Executive Summary	3
Note of Explanation	5
REPORTING REQUIREMENTS OF THE EDUCATION OF THE DEAF ACT AND THE AGREEMENT WITH RIT	7
PERFORMANCE INDICATORS	11
STRATEGIC VISION (adopted February 2005)	15
Executive Summary	16
Decision 1	18
Decision 2	21
Decision 3	22
Decision 4	23
Conclusion	25
Implementation Schedule	27
Major Accomplishments and Activities	32
ADMISSIONS AND ENROLLMENT	35
Admissions Highlights	36
Comparative Admission Data	37
Summer Vestibule Program.....	38
Entering Registered Students.....	39
International Student Recruitment	40
Demographic Characteristics of All Entering Students	41
Demographic Characteristics of International Students Compared to U.S. Students	42
ACT Information on Entering Class	43
Hearing Assessment Information on Entering Class	44
Origin of Students and Graduates	45
ACADEMIC PROGRAM	47
Academic Program Highlights	48
NTID Student Enrollment	52
Percent of Registered Students with Full-Time Status	53
Enrollment by Degree Programs	54
Average Class Size by Discipline	57
Educational Support: Teaching	58
American Sign Language-English Interpretation Program	60
Master of Science in Secondary Education of Students Who Are Deaf or Hard-of-Hearing .	61
Co-Op Work Experiences	62
STUDENT SUPPORT SERVICES	63
Student Support Services Highlights	64
Support Services	66
STUDENT ACCESS SERVICES	67
Student Access Services Highlights	68
Access Services: Interpreting Services	69
Access Services: Interpreting and Notetaking Services	70
Access Services: Real-Time Captioning (C-Print™) Services	71
Access Services: Staff	72
GRADUATION AND RETENTION	73
Graduation and Retention Highlights	74
Degrees Granted: FY 2001 to FY 2005	75
Graduates by Program Areas	77
First-Year Persistence Rates	78
Persistence to Graduation for Deaf and Hard-of-Hearing Students	79
Academic Skills of Entering Students	80
Time Required to Complete a Degree	81
Origin and Success of Deaf and Hard-of-Hearing Students Registered in Baccalaureate Programs	82

(continued)

CONTENTS (continued)

Graduation and Employment	83
Employment Services	84
Where Graduates Move After Graduation	85
Placements by Sector of the Economy	86
Occupations of Graduates: Entry Status	87
Occupations of Alumni by Labor Category	88
Ten-Year Labor Force Status and Earnings of Alumni	90
Effect of College Graduation on Reduction in SSI and SSDI Payments	92
RESEARCH	95
Research Highlights	96
Summary of Research Activities	97
OUTREACH	103
Outreach Highlights	104
Special Certificates and Outreach Programs.....	107
Explore Your Future	108
Explore Your Future Enrollment by State	109
Employer Outreach	110
Deaf Initiative in Information Technology	111
NETAC	113
Pre-College Outreach	115
FACULTY & STAFF	117
Faculty and Staff Highlights	118
Average Salary: Faculty and Staff	119
Tenure-Track Positions and Tenured Faculty by Rank	120
Rank of Tenured and Tenure-Track Faculty	121
Degree Levels of Tenured and Tenure-Track Faculty	122
Average Age/Average Length of Service Faculty and Staff	123
Retirement Status of NTID Faculty and Staff	124
Faculty and Staff New Hires	125
Faculty and Staff Terminations	126
DIVERSITY & PLURALISM	127
Diversity and Pluralism Highlights	128
Diversity and Pluralism Philosophy	129
Ethnic Origin of Entering Students	130
Ethnicity of Enrolled Students	131
First-Year Persistence and Graduation Rates by Diversity Categories	132
Affirmative Action Report: Faculty and Staff	133
Affirmative Action Faculty and Staff Hiring Results	134
Affirmative Action Faculty and Staff Termination Results	135
RESULTS OF FINANCIAL OPERATIONS	137
Financial Operations	138
Financial Operating Results	139
Tuition, Room, Board, and Other Fees	140
FINANCIAL AID	141
Financial Aid (Domestic Students)	142
EXTERNAL FUNDING SOURCES	143
NTID Foundation	144
NTID Annual Fundraising Results	147
NTID Endowment Programs	148
Scholarships	149
Grants and Contracts	152
RIT/NTID LEADERSHIP	153
NTID Administrative Team	154
NTID National Advisory Group	155
NTID Foundation Board	157
RIT Officers	158
RIT Board of Trustees	159
INDEX	165

MISSION STATEMENT

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

National Technical Institute for the Deaf—At a Glance

CHARACTER:

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

MISSION:

To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong 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 1967 at RIT, with first students in 1968. RIT was founded in 1829.

LOCATION:

Western New York, in suburban Rochester.

RIT CAMPUS:

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

ENROLLMENT:

Total of 1,250 students enrolled. Undergraduate: 1,017 deaf and hard-of-hearing students, 130 hearing students (hearing students are enrolled in ASL-English Interpretation program). Graduate: 103 students, both hearing and deaf (56 in the Master of Science program in Secondary Education and 47 in the other colleges of RIT). These students study and reside on a campus that includes 14,307 hearing students studying at the baccalaureate, master's, and doctoral levels.

MALE/FEMALE RATIO:

61 percent male, 39 percent female

DIVERSITY:

Of the 1,250 students enrolled, 28 percent are minority students and 4.0 percent are international students, representing 12 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:

Currently there are 157 active clubs, 10 major student organizations, and 26 Greek organizations on campus. In addition, RIT offers creative arts programs, intercollegiate sports, student government, and an interfaith religious center.

RIT CAMPUS TECHNOLOGY:

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

RESEARCH:

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

CO-OP:

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

PLACEMENT:

Over the past five years, 93 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 and access services include notetakers, tutors, speech-to-text technology, and the largest interpreting staff for a college program in the United States.

ANNUAL EXPENSES 2005-2006

Tuition	\$ 7,992
Room	\$ 4,863
Board	\$ 3,588
Fees	\$ 618
Total	\$17,061

FINANCIAL AID:

A combination of grant-in-aid, Vocational Rehabilitation, Pell, federal and state grants are available to students in need. In addition, 71 endowed funds generate scholarship support for students based on financial need and academic merit. Average aid per domestic student: \$8,114, not including loans.

ACADEMIC YEAR:

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

DEGREE PROGRAMS:

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

EXECUTIVE SUMMARY

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
New Registrations					
Admissions (Deaf and Hard-of-Hearing Students Only)					
Applications	776	753	737	768	819
Acceptances	461	435	434	424	450
Registrations	355	320	327	322	341
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	19	48	50	56	41
M.S. in Secondary Education	36	42	34	28	28
Total New Registrations	410	410	411	406	410
Enrollment					
Deaf and Hard-of-Hearing Students Only					
Career Exploration Studies	94	85	86	61	75
Sub-baccalaureate Programs	550	545	542	514	503
Baccalaureate Programs at RIT	449	434	427	438	439
Graduate Programs at RIT	29	45	42	53	47
Subtotal – Deaf and Hard-of-Hearing Students	1,122	1,109	1,097	1,066	1,064
Other Enrollments					
Educational Interpreting	65	92	100	116	130
M.S. in Secondary Education	44	69	84	74	56
Subtotal – Other	109	161	184	190	186
Total Enrollment	1,231	1,270	1,281	1,256	1,250
Financial Aid (Domestic Students)					
Grant-in-Aid	\$864,544	\$974,234	\$1,059,07	\$1,036,59	1,200,874
Vocational Rehabilitation	4,939,544	5,564,705	5,695,165	5,807,487	5,587,915
Pell Grants	944,518	1,126,403	1,214,120	1,277,893	1,212,809
State Grants	411,898	476,184	485,514	527,622	493,302
Federal Loans	1,719,949	1,895,509	2,641,914	2,940,256	2,982,676
Scholarships and Other	879,244	826,472	949,547	976,075	1,177,959
Total Financial Aid	\$9,759,697	\$10,863,507	\$12,015,33	\$12,565,92	12,655,535
Average Aid per Domestic Student* (Excluding Loans)	\$7,109	\$7,860	\$7,88	\$7,90	\$8,114
Rates Charged Students					
Domestic student rates**					
Tuition	\$6,099	\$6,525	\$6,981	\$7,470	7,992
Room	4,095	4,260	4,452	4,653	4,863
Board	3,171	3,267	3,381	3,483	3,588
Fees	537	558	579	588	618
Total	\$13,902	\$14,610	\$15,393	\$16,194	\$17,061

* Total financial aid less loans divided by domestic student enrollment

** International students pay a 100% surcharge, or \$15,984, for tuition. Charges for room, board, and fees are the same as for domestic students.

EXECUTIVE SUMMARY (continued)

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Fundraising Activity					
Cash to Endowment and Restricted Funds	\$2,442,873	\$1,916,891	\$2,032,651	\$2,136,259	\$2,489,423
Equipment and Software	120,288	42,487	71,075	16,651	33,148
Federal Funds Matched*	\$492,000	\$705,000	\$615,000	\$415,000	\$932,021
Graduates					
Total Degrees Granted	207	195	234	238	284
<i>Degree Level</i>					
Certificate	6%	5%	1%	2%	3%
Diploma	4%	1%	1%	0%	1%
Associate (A.O.S.)	21%	19%	26%	17%	14%
Associate (A.A.S.)	19%	15%	18%	21%	23%
Associate (Interpreting)	10%	6%	7%	10%	8%
Bachelor's (Interpreting)	N/A	N/A	N/A	N/A	2%
Bachelor's	30%	43%	39%	36%	34%
Master's	5%	4%	3%	4%	6%
Master's (MSSE)	5%	7%	5%	10%	9%
Placement					
Permanent Placement	82	88	123	111	N/A**
Placement Rate	90%	93%	93%	95%	N/A**
<i>By Sector of the Economy</i>					
Business and Industry	61%	66%	64%	69%	N/A**
Government	9%	12%	12%	22%	N/A**
Education	30%	22%	24%	9%	N/A**
Co-op Work Experiences	244	258	231	233	N/A**
Access/Support Services					
Notetaking Hours	55,439	54,437	50,220	46,989	57,478
Tutoring Hours	13,783	14,487	14,886	14,516	15,103
Interpreting Hours	94,134	94,029	98,520	99,175	107,256
C-Print	N/A	N/A	3,146	7,485	9,350
Outreach (Number of Participants)					
Interpreter Training***	99	105	130	104	93
Explore Your Future	183	168	187	193	183
Notetaker Training	257	246	236	216	201
C-Print	N/A	N/A	3	8	14
National Center on Employment					
Workshops	14	29	31	32	35
Participants	642	663	640	831	836
Deaf Initiative in Information Technology	N/A	78	70	91	90

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

** Placement numbers for September 1, 2004 through August 31, 2005 graduates are incomplete and will be reported next year.

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

NOTE OF EXPLANATION

RIT/NTID deals with three “years”:

1. The federal fiscal year begins October 1 and ends September 30
2. The RIT fiscal year begins July 1 and ends June 30
3. The three 11-week quarters of the RIT academic year begin September 1 and end June 30; summer quarter, the fourth quarter, is July 1 to August 31

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

- Those recruited from outside of NTID throughout the 2005-2006 academic year.
- The total enrollment served throughout 2005-2006; that is, 1,256 students, comprising 850 returning students and 406 new students recruited throughout 2004-2005. Demographic analysis of the 1,250 students enrolled in fall 2006-2007 is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,256 students enrolled throughout 2004-2005.

THE EDUCATION OF THE DEAF ACT



The Education of the Deaf Act provides “for the establishment and operation...of a National Technical Institute for the Deaf.”

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

This section of the NTID Annual Report includes verbatim, the section of the Education of the Deaf Act (EDA) that applies to "reporting" requirements for the National Technical Institute for the Deaf. The material below in brackets [] has been added to provide cross-references to other sections of this NTID Annual Report. Those cross-references indicate sections of this report that reflect NTID compliance with these provisions of the EDA.

NOTE: Where "... " appear, sections of the EDA referring to Gallaudet University have been removed.

In addition, brief reporting is included based on a requirement of the Agreement with RIT.

Reports for the EDA

The ...Board of Trustees or other governing body of the institution of higher education with which the Secretary has an agreement [RIT] under section 4332 of this title shall prepare and submit an annual report to the Secretary, and to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate, not later than 100 days after the end of each fiscal year, which shall include the following: [This *Annual Report 2006* meets this requirement.]

- (1) The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs ... of NTID.
- (2) For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:
 - (A) The number of students enrolled full- and part-time. [Refer to the Admissions and Enrollment section of this report.]
 - (B) The number of these students who completed or graduated from each of the educational programs. [Refer to the Graduation and Retention section of this report.]
 - (C) The disposition of these students upon graduation/completion of programs at NTID and at the University and its elementary and secondary schools in comparison to students from non-minority backgrounds. [Refer to the Graduation and Retention section of this report.]
 - (D) The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels. [Refer to the Student Support Services section of this report.]
 - (E) The number of recruitment activities by type and location for all educational levels. [Refer to the Outreach section of this report.]
 - (F) Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired. [Refer to the Faculty and Staff section of this report.]
 - (G) ...
- (3)
 - (A) A summary of the annual audited financial statements and auditor's report ... as required under section 4353 of this title. [The audit of RIT is provided to the Secretary as is a separate schedule for NTID.]
 - (B) A summary of the annual audited financial statements and auditor's report of the institution of higher education with which the Secretary has an agreement under section 4332 of this title, including specific schedules and analyses for all NTID funds, as required under section 4353 of this title, and such supplementary schedules presenting financial information for NTID for the end of the federal fiscal year as determined by the Secretary. [The audit of RIT is provided to the Secretary as is a separate schedule for NTID.] (continued)

EDUCATION OF THE DEAF ACT (continued)

- (4) For the preceding fiscal year, a statement showing the receipts of ...NTID and from what federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit. [Refer to the Results of Financial Operations section of this report.]
- (5) A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title. [Refer to the NTID Endowment Programs section of this report.]
- (6) A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year. [Refer to the NTID Endowment Programs section of this report.]
- (7) Such additional information as the Secretary may consider necessary. [We respond on a regular basis to requests for additional information from staff of the Department of Education.]

Agreement with RIT

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

PERFORMANCE INDICATORS



Performance indicators are critical elements of the congressionally mandated Government Performance and Results Act (GPRA).

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.

1. Provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.				
Indicators	Baseline	2006 Actual	2007	2008
1.1 Accreditation	Middle States Assoc. (MSA) Accreditation 1997	MSA Accreditation 2002 (Completed, Mid 10-year Term)	Next MSA Accreditation 2007 (Establish Outcome Measures)	Next MSA Accreditation 2007 (Full Term – 10 years)
1.2 Access Services	94%	98%	97%	97%
1.3 Student Program Satisfaction Compared to RIT and Selected Private Technical Institutions*	RIT Hearing Students 100% National Hearing Students 96%	RIT Hearing Students 99%* National Hearing Students 97%*	Goal: Deaf and hard-of-hearing 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	2006 Actual	2007**	2008**
2.1 Enrollment	1,185	1,250	1,300	1,300
2.2 Diversity (% Minority)	22%	28%	>National Demographic %'s	>National Demographic %'s

3. Maximize the number of students successfully completing a program of study.				
Indicators	Baseline	2006 Actual	2007**	2008**
3.1 Student Retention Rate: (From 1 st to 2 nd Year)				
• Sub-Baccalaureate	75%	70%	74%	74%
• Baccalaureate	84%	86%	86%	86%
• Overall	76%	75%	75%	75%
3.2 Graduation Rate:				
• Sub-Baccalaureate	50%	49%	53%	54%
• Baccalaureate	51%	70%	71%	72%
• Overall	50%	55%	59%	60%

(continued)

* 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 U.S. NTID's raw score was one percentage point lower than the score recorded by RIT students, and three percentage points lower than the national average as represented by selected private technical institutions.

**Under negotiation

PERFORMANCE INDICATORS (continued)

4. Prepare graduates to find satisfying jobs in fields commensurate with their education.				
Indicators	Baseline	2006 Actual	Source	Goal
4.1 Placement Rate	93%	95%	NTID Placement Records—2003-2004 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 ≥Consumer Price Index
4.4 Value Added: Graduates earn substantially more than students who withdraw	<u>Sub-B.S.</u> 17% <u>B.S.</u> 45%	<u>Sub-B.S.</u> 17% <u>B.S.</u> 45%	Study conducted with Social Security Administration 2004	Conduct another study in 2008
4.5 Alumni Satisfaction	Satisfied with Education 94% Would Recommend NTID 97%	Satisfied with Education 94% Would 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	2006 Actual	2007	2008
5.1 Enrollment:				
• Interpreting	84	130	120	120
• MSSE	16	56	60	60
5.2 Diversity:				
• Interpreting (% Minority)	12%	5%	12%	12%
• MSSE (% Minority)	12%	15%	12%	12%
5.3 Employment Rate				
• Interpreting	95%	96%	95%	95%
• MSSE	95%	99%	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	2006 Actual	2007	2008
6.1 Appropriate Public Assessment	TBD	1,400 Contacts 190,895 website hits	3,000 Contacts 8,000 website hits	3,000 Contacts 8,000 website hits
6.2 Effective Positive Change	Publications (25) Presentations/ Workshops (52)	Publications (74) Presentations/ Workshops (73)	Publications (25) Presentations/ Workshops (50)	Publications (20) Presentations/ Workshops (50)
6.3 Ensure Quality: (% Peer Review)*	90%	81%	90%	90%

(continued)

* These figures indicate the proportion of research that received scrutiny by peers in the field.

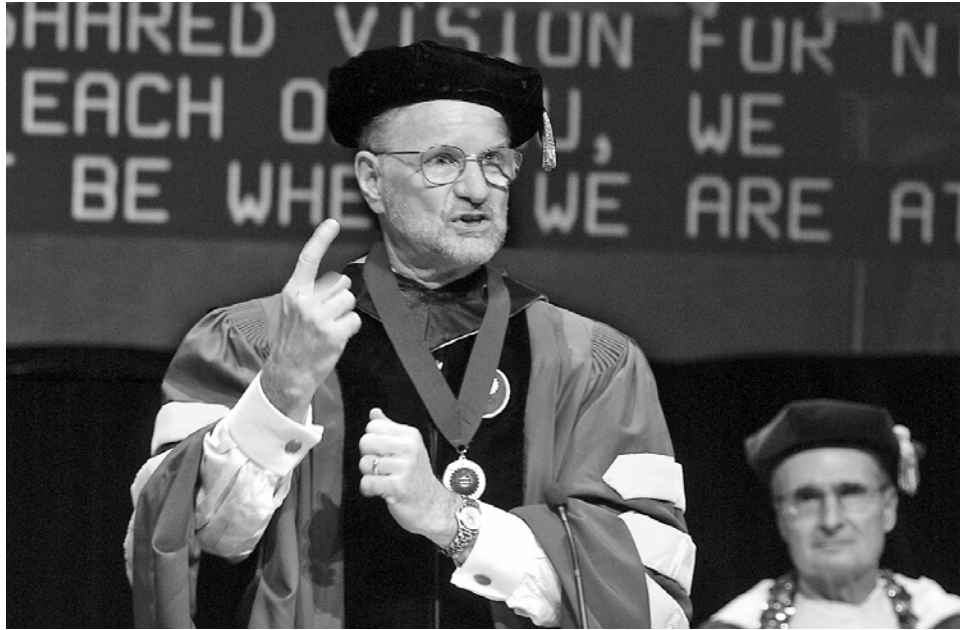
PERFORMANCE INDICATORS (continued)

7. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.				
Indicators	Baseline	2006 Actual	2007	2008
7.1 Consumer Satisfaction	TBD	Above Average	Above Average	Above Average
7.2 Employers/Career Counselors	358	836	665	690
7.3 Secondary Students: • EYF	225	183	200	200

8. Outside sources of revenue will result in NTID's ability to expand its resource base while simultaneously performing additional activities that support its mission.				
Indicators	Baseline	2006 Actual	2007	2008
8.1 Federal Matching Endowment Grant Program (Private funds raised and qualified for matching)	\$239,868	\$932,021	\$1,000,000	\$1,000,000
8.2 Other Private Funds Raised	\$705,235	\$1,557,402	\$1,000,000	\$1,000,000
8.3 Equipment Donations	\$671,077	\$33,148	\$100,000	\$100,000
8.4 Grants and Contracts	\$733,587	\$6,149,575	\$6,500,000	\$6,500,000

STRATEGIC VISION

(adopted February 2005)



NTID's long-range planning document, Strategic Vision 2010, offers a bold multi-year plan to position NTID effectively for the next decade.

STRATEGIC VISION EXECUTIVE SUMMARY

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

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

Decision #1

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

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

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

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

Decision #2

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

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

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

Decision #3

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

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

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STRATEGIC VISION EXECUTIVE SUMMARY (continued)

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

Decision #4

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

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

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

STRATEGIC VISION DECISION #1

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

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

Current Realities and Future Trends

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

Implementation Strategies

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

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STRATEGIC VISION DECISION #1 (continued)

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

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STRATEGIC VISION DECISION #1 (continued)

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

	Enrollments			
	Current	Goal	Current	Goal
Career-Focused Associate Degree Programs	525	385	48%	35%
Transfer Associate Degree Programs	118	220	11%	20%
B.S./M.S. Programs	454	495	41%	45%

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

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

STRATEGIC VISION DECISION #2

NTID will establish:

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

Current Realities and Future Trends

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

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

Implementation Strategies

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

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

STRATEGIC VISION DECISION #3

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

Current Realities and Future Trends

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

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

Implementation Strategies

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

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

STRATEGIC VISION DECISION #4

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

Current Realities and Future Trends

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

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

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

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

Potential Audiences

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

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STRATEGIC VISION DECISION #4 (continued)

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

Implementation Strategies

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

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

STRATEGIC VISION CONCLUSION

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

Identity:

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

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

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

Change:

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

1. The pace of change in the world will continue to accelerate; it is not just the volume, it is the velocity of change. To survive we must learn how to make change a fundamental part of our culture.
2. We will need to be accepting of institutional processes that constantly and repeatedly place our individual and collective activities "under the microscope." Our resources are unlikely to meet our needs; we must become comfortable with a continual reevaluation of the need and efficiency of what we do.
3. We must constantly reposition ourselves, and we must do it now. This applies from expediting the curriculum process to freeing resources on an annual basis to initiate new activities.

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STRATEGIC VISION CONCLUSION (continued)

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

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #1 By 2010 RIT/NTID will offer three distinct types of academic study: <ul style="list-style-type: none"> • Career-focused associate degrees • Transfer associate degrees • Baccalaureate/Master's degrees 								
1. Consolidate 11 A.O.S. programs to no more than three to five career-focused cluster programs that are cost competitive, instantly recognizable, attractive, yet unique.	C. Licata							
a. Programs should array themselves as highly recognizable and appealing with plentiful employment opportunities post graduation.	C. Licata		Begin		Complete			
b. Programs should be more cost competitive with community colleges.	G. Buckley		Begin			Complete		
c. Program enrollment and marketplace viability monitored and regularly assessed.	C. Licata & G. Buckley	Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
d. Programs should be structured to be strictly understood and marketed as terminal degrees, not as prep degrees.	C. Licata & G. Buckley		Begin		Complete			
e. Structure courses on skills needed for jobs, rather than for advanced degree preparation.	C. Licata		Begin		Complete			
2. Offer an array of transfer associate degree programs providing seamless transition to baccalaureate studies.								
a. Increase the number of transfer associate programs to as many as seven.								
b. Market as "2+2" or "2+3" programs.	C. Licata	Begin				Complete		
c. As new RIT B.S. programs are developed, NTID should be part of the planning to assure appropriate A.S. offerings.	C. Licata & G. Buckley	Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
d. Where possible, phase out A.A.S. programs, or modify them to be at least 80% transferable.	C. Licata		Begin				Complete	
3. Revise admission criteria to ensure student success.	A. Hurwitz & C. Licata			Begin				Complete

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
a. Entering students will need to have ACT composite score of ≥ 14 , with a component Reading score of ≥ 13 .	A. Hurwitz & C. Licata					Begin		Complete
b. Transfer associate degree programs will require minimum (and maybe higher) ACT component scores of ≥ 16 for both English and reading.	A. Hurwitz & C. Licata	Begin				Complete		
4. Enrollment in transfer programs will be 20%, baccalaureate, and master's programs up to 65%, with the remaining 35% enrolled in career-focused associate degree programs.	A. Hurwitz & C. Licata			Begin				Complete
a. NTID Enrollment Management in collaboration with the NAT will annually establish admissions targets by ACT scores.	A. Hurwitz & C. Licata		Begin					
5. Transfer associate degree programs will have strong ties to corresponding RIT units.	C. Licata	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
6. NTID faculty to support student success across all degree levels.	C. Licata	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
7. Increase array of B.S. and M.S. programs offered by NTID.	C. Licata						Begin	
8. Establish consortium relationships with other colleges in Rochester.	C. Licata					Begin		

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #2 NTID will establish: <ul style="list-style-type: none"> • Formal referral programs with selected community colleges for students not ready for admission to NTID • An intensive summer program for students who have been admitted to career-focused degree programs, who may wish to improve their English skills in order to reposition themselves to enter a transfer program 								
1. Establish referral partnerships with community colleges.								
a. Invest in creating formal ties to solidify link between NTID and referred students.	C. Licata & E. Rosenfield		Begin			Complete		
b. Work with professionals in these colleges to establish intensive college readiness program.	C. Licata & E. Rosenfield		Begin			Complete		
c. Conduct research to determine who might best benefit from this program, how they benefit, and what pedagogical strategies are effective, particularly for AALANA students.	C. Licata & Research		Begin		Complete			
d. Program outcomes will be designed to provide automatic acceptance to NTID career-focused programs.	C. Licata & E. Rosenfield		Begin			Complete		
2. Develop intensive summer program for students admitted to career-focused associate degree programs, or matriculated in such programs, who might be candidates for transfer associate degree programs.	C. Licata & E. Rosenfield		Begin			Complete		

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #3 NTID will expand its array of access services to meet the changing needs of its students.								
1. Develop and implement a new access services policy.	A. Smith	Begin	Complete					
2. Resources for text-based services will be increased up to the equivalent 55 FTE, and interpreting services will be increased to 110 FTE, by 2005-2006.	A. Smith	Begin		Complete				
3. NTID will become a Center of Excellence in Access Technology as part of RIT's First-in-Class initiative.	A. Hurwitz & J. DeCaro		Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
4. Conduct research and evaluation on the effectiveness of various access services strategies.	A. Smith, C. Licata & Research		Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
5. Develop a cost-effective strategic business plan for the delivery of access services in response to the Strategic Vision decisions and future needs.	A. Smith		Begin	Complete				

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #4 NTID will develop an educational outreach consortium to share its expertise with others to improve the education and career development of individuals who are deaf and hard-of-hearing.								
1. Establish an educational outreach consortium and develop and prioritize a plan to serve the following audiences in grades 7 – 11:								
a. AALANA students	D. Brooks & G. Buckley		Begin		Complete			
b. Women students	E. Rosenfield & G. Buckley		Begin		Complete			
c. Deaf students in need of academic support to complete their secondary degrees as mandated by NCLB Act.	E. Rosenfield & G. Buckley		Begin		Complete			
d. Deaf and hard-of-hearing students through a Summer Academy for Educational Excellence.	E. Rosenfield & G. Buckley				Begin			
2. In 2008, the outreach consortium will expand to include:								
a. Other key K-12 audiences, including teachers, parents, counselors, and pediatricians.	E. Rosenfield & G. Buckley		Begin					
b. College audiences to be explored via our PEPnet/NETAC collaborative efforts with the Department of Education.	D. Brooks & G. Buckley		Begin					
c. Post-college audiences, including employers (NCE) and Alumni (AR and DIIT).	G. Buckley		Begin					

STRATEGIC VISION MAJOR ACCOMPLISHMENTS AND ACTIVITIES

This portion of the NTID Annual Report incorporates reporting on the accomplishments associated with the Strategic Vision 2010, which was implemented by NTID in February 2005. SV 2010 contains four main decision areas, each of which is highlighted below, followed by our accomplishments in that area.

SV 2010 Decision #1: By 2010, RIT/NTID will offer three distinct types of academic study: Career-focused associate degrees, transfer associate degrees, and baccalaureate/master's degrees.

Accomplishments Related to Degree Development. We have completed major curriculum work in support of the future foreseen in the Strategic Vision 2010 plans. This work includes the following developments:

- Obtained approval of the Engineering Core for Applied Optical Technology (AOT), Automation Technology (AT), Computer Aided Drafting Technology (CADT) and Computer Integrated Machining Technology (CIMT) programs; modified the CIMT program from nine quarters to seven quarters with increased emphasis on Computer Numerical Control (CNC); eliminated Semi-Conductor option in AT. Added Precision Optics in AOT; added Geographic Information Systems (GIS) in CADT.
- Obtained approval of the new associate transfer degree (Applied Mechanical Technology) with the College of Applied Science and Technology (CAST) Mechanical and Manufacturing Engineering Technology programs.
- Developed the transfer option for the Laboratory Science Technology (LST) program (LST+2) with CAST's Center of Multidisciplinary Study.
- Developed the preliminary proposal for the new associate transfer degree in Hospitality and Service Management with CAST.
- Developed an implementation plan for revision of English courses and capstone course for career-focused associate degree students.
- Infused communication outcomes and assessment of outcomes into three Communication Studies courses in career-focused programs.

SV 2010 Decision #2: NTID will establish formal referral programs with selected community colleges for students not ready for admission to NTID career-focused programs. NTID will establish an intensive summer program for students who have been admitted to, or are matriculated in, career-focused degree programs, and who may wish to improve their English skills in order to reposition themselves to enter a transfer program.

Accomplishments Related to Referral and English Bridging Programs. We have:

- Developed the community college partnership concept and presented it to potential partners at the national conference of the League for Innovation in Community Colleges.
- Developed an implementation plan for the intensive English bridging program for students who wish to improve English skills and who are "almost ready" for Written Communication II. The goal of the program is to enable students to be accepted into a two-year transfer program.

SV 2010 Decision #3: NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to the changing needs of students.

Accomplishments Related to Access Services. We have continued to make significant improvements in the delivery of access services to deaf and hard-of-hearing students and faculty/staff. We have:

- Increased productivity of the interpreting staff by approximately 10% with additional hours of service provision.
- Continued to expand the number of speech-to-text service providers. Fall 2006 the number increased to 55 FTE providers – up from 12 just two years ago.

(continued)

STRATEGIC VISION MAJOR ACCOMPLISHMENTS AND ACTIVITIES (continued)

- Modified our policies from the old “standard package of services” to a more flexible approach that responds to student needs. We made C-Print™ available to any student who needs it to access RIT courses. We communicated with potential and incoming students to ensure they knew that NTID would provide needed services for all students.
- Increased coverage of accepted access requests from 97% to 98%. For many years, interpreting services delivered 97% coverage of accepted requests. Despite a challenging market for interpreting services, including changes caused by growth in video relay services, and growth in demand greater than projected, we were able to deliver on a new goal of 98% coverage.
- Continued development of the Access Services Database System, which will significantly improve the ability to manage the assignment of access service providers in meeting the 100,000+ hours of support requested annually. We have improved customer service through easy online requesting and providing the ability to check coverage status immediately from any Web browser.

SV 2010 Decision #4: NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf and hard-of-hearing.

Accomplishments Related to Outreach. We have created new outreach initiatives including:

- Established activities aimed at pre-college students:
 - A focus on enhancing Science, Technology, Engineering, and Mathematics (STEM) efforts by establishing a relationship with Princeton Review and offering a pilot ACT (pre-college testing) Preparation course this spring. We captioned the Princeton Review materials; this RIT branding enhances our national Web presence.
 - A Writing Contest held in the spring.
 - A National Science Fair offered in the spring.
 - A Tech GirlZ camp offered in the summer.
 - A Steps-To-Success weekend camp for African American, Latino Americans, and Native Americans (AALANA) students to be offered during the summer.

We have also continued past outreach initiatives including:

- Offered two week-long sessions of Explore Your Future (EYF) with 183 students in attendance.
- Conducted our very successful 5th Annual NTID Job Fair with the highest number of employers in attendance, including eleven new employers.
- Completed a total redesign of NTID’s website, including development of a new student blog feature that has proven very popular with visitors. Site redesign has resulted in record-breaking traffic to the NTID website by external visitors.
- Sponsored the second annual Deaf Sober Camp with 50 community participants attending a one week program at Camp Mark-7. This successful event was followed by quarterly community outreach activities enhancing program opportunities for individuals in recovery.
- Expanded marketing communications efforts greatly, including:
 - Continued strategic planning efforts aimed at generating more qualified prospective student leads
 - Enhanced recruitment of students in support of Strategic Vision 2010
 - Nearly doubled management and support of exhibiting opportunities – going from 23 events in 2004-2005 to 43 events in 2005-2006
 - Developed and executed a marketing plan that included advertising, direct mail to multiple audiences, and Web-based communications in support of six of NTID’s new outreach programs
 - Developed and marketed a new email-based NTID News subscription service.
- Completed the “You Decide” DVD, highlighting our NTID-supported graduates in the workplace at several major employers. The DVD has produced a strong positive response from employers.

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STRATEGIC VISION MAJOR ACCOMPLISHMENTS AND ACTIVITIES (continued)

- Upgraded our “Working Together” workshop to include assistive technologies and information on cochlear implants. It is now fully deliverable from DVD technology.
- Began the first year of a five-year grant from Max Factor for workshops to be held in California. A week-long session of seven different workshops were attended by 154 people.
- Offered high-turnout alumni chapter events in Rochester, NY and Washington, DC jointly with the RIT alumni relations office. Supported Brick City Homecoming weekend, collaborating with the RIT alumni relations office to generate a high participation rate (150+ deaf/hard-of-hearing alumni were in attendance). Revived our print newsletter to reach the 60% of our alumni for whom we do not have e-mail addresses. Restructured chapters of the NTID alumni association to align with the RIT alumni relations chapter operations.
- PEN International:
 - Offered 38 different workshops for 1,318 participants from around the world
 - Extended the PEN network in Russia to include four postsecondary education institutions
 - Created PEPnet-Japan, including 13 different colleges and universities that provide support services for deaf men and women in the mainstream
 - Named a 2006 Education and Academia Laureate by the Computerworld Honors Program.

ADMISSIONS & ENROLLMENT



Current NTID students come from almost all states, the District of Columbia, and many foreign countries.

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

Because deafness is a low-incidence disability and deaf and hard-of-hearing students are widely dispersed throughout the nation's 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicant base increased dramatically, with applications from deaf and hard-of-hearing students increasing by 7 percent from 768 in FY 2005 to 819 in FY 2006.

The number of new students entering NTID during 2005-2006 was 410. The total included 313 deaf and hard-of-hearing freshmen and transfers, 27 first-year deaf or hard-of-hearing graduate students (14 in Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing –MSSE– and 13 in other RIT master's programs), 54 first-year hearing students (41 in the ASL-English Interpretation program, and 14 in the MSSE program). Total enrollment was 1,250 compared to 1,256 for last year. The breakdown of the 1,250 students is as follows:

Undergraduate Programs:	
Career Exploration Studies	75
Sub-baccalaureate Programs	503
Sub-baccalaureate Programs (ASL-English Interpretation – all are hearing)	130
Baccalaureate Programs at RIT (cross-registered)	<u>439</u>
Sub-total	1,147
Graduate Programs at RIT	
Graduate Programs at RIT	47
Graduate Programs at NTID (MSSE – 31 deaf or hard-of-hearing)*	<u>56</u>
TOTAL	1,250

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 26.8 percent of this year's entering class; their representation in the total student body stands at 26 percent of U.S. students. This percentage compares favorably to the national average for degree granting institutions, which is 28.7 percent.**

In addition, NTID enrolled 10 new international students, bringing the total number of international students to 48, or 3.8 percent of the total student population.

	Number	Percent
Students from the U.S.	1,202	96.2
International Students	48	3.8
Total	1,250	100.0

In summary, NTID registered 410 new students and is serving a total of 1,250 students.

* Includes two non-matriculated undergraduate students

** SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Enrollment in Postsecondary Institutions, Fall 2004; NCES 2006-155.

COMPARATIVE ADMISSION DATA

Total applications increased by 7 percent over last year. However, the acceptance rate was 55 percent of applications, significantly below previous years. This is the direct result of increased admission standards implemented four years ago. Total registrations (341) were higher than last year and within our expected range of 325-350.

	Number of Students*				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Total Applicants	776	753	737	768	819
% Increase or decrease from previous year	+7%	-3%	-2%	+4%	+7%
Accepted Applicants	461	435	434	424	450
% Increase or decrease from previous year	-2%	-6%	0%	-2%	+6%
Acceptance Rate (Percent of total applications)	59%	58%	59%	55%	55%
Registrations	355	320	327	322	341
Yield Rate (Registrations as a percent of accepted applicants)	77%	74%	76%	76%	76%

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

SUMMER VESTIBULE PROGRAM

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

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

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

	Number of Students*				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
SVP Students Accepted	306	262	219	248	273
SVP Students Registered at Start of Program	234	195	168	190	219
SVP Students Completing Program	234	195	167	190	217
SVP Students Registered in Academic Programs for Fall Quarter (based on the Fall 21-day report)	232	194	167	189	215

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

ENTERING REGISTERED STUDENTS

Although NTID admits students in each quarter throughout the academic year, the vast majority enter in the fall, either following the Summer Vestibule Program (SVP) or as fall direct-entry students. SVP is a 10-day orientation and career sampling program 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 new students was up 5.9 percent from the previous year, from 322 to 341 students.

	Number of Students*				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Off Term (Winter)	24	20	26	23	12
Off Term (Spring)	22	10	20	19	19
Off Term (Summer)	2	3	2	1	2
Off Term (Subtotal)	48	33	48	43	33
Fall (SVP)	232	194	167	189	215
Fall (Direct Entry)	73	93	112	90	93
Fall (Subtotal)	305	287	279	279	308
Total	353	320	327	322	341

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

INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 108 and, of those, 17 were accepted and 10 registered. This is the lowest number of international registrants in the 16 years we have been admitting them. Canadian students have always represented the largest contingent of international students, but many of them continue to experience a lack of funding resources, which discouraged a number of prospective students

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

	Number of Students*				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Continent of Origin					
Africa	21	19	15	28	34
Asia	14	10	15	24	49
Australia	0	0	0	0	0
Europe	9	4	3	4	4
North America	42	26	17	16	13
South America	4	2	1	3	8
Total Applicants	90	61	51	75	108
Accepted Applicants	40	30	21	13	17
Acceptance Rate (% of Applications)	44%	49%	41%	17%	16%
New Registrations	25	14	13	10	10
Yield Rate (Registrants as a percent of Acceptances)	63%	47%	62%	77%	59%
Returning International Students	65	67	50	50	32
Enrollment (Returning International students plus new registrations)	90	81	63	60	42

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

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

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

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Characteristics*					
Gender					
Male	60%	56%	65%	53%	61%
Female	40%	44%	35%	47%	39%
Marital Status					
Single	98%	99%	99%	99%	99%
Other	2%	1%	1%	1%	1%
Mean Age at Entry	21	21	21	22	21
Parents' Hearing Status					
Both Hearing	90%	96%	90%	90%	92%
Both Deaf	9%	3%	7%	6%	5%
One Hearing/One Deaf	1%	1%	3%	4%	3%
Origin of Students					
United States by Region: 100% of U.S. students distributed across four regions					
West	11%	12%	11%	13%	11%
Midwest	23%	24%	23%	26%	24%
South	17%	17%	18%	23%	19%
Northeast	49%	47%	48%	38%	46%
Distribution of United States and International Students					
United States	94%	96%	96%	97%	96%
International	6%	4%	4%	5%	4%
School Background					
First Time in College	67%	67%	63%	65%	65%
Transfer from Other Colleges	19%	18%	19%	21%	17%
Previously Enrolled at RIT	11%	10%	13%	10%	14%
Graduate Students	3%	5%	5%	4%	4%

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

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

	FY 2006*	
	International	U.S.
Demographics		
Gender		
Male	67%	60%
Female	33%	40%
Entry Age	25	23
Age of Onset of Deafness		
Birth	78%	88%
1 - 3 Years of Age	17%	9%
More than 3 Years of Age	5%	3%
Entry Scores		
Pure Tone Average	99.7 dB	93.8 dB
ACT Composite Score	17.0	17.9
Program Area		
Career Exploration	10%	7%
Career-Focused and Transfer Associate Degrees	31%	46%
Pre-baccalaureate	2%	2%
Other Colleges of RIT	57%	45%
Current (2006) Status of Students Enrolled Fall 2005		
Still Registered	53%	66%
Withdrawn	5%	16%
Graduated	42%	18%

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

**ACT INFORMATION ON ENTERING CLASS
(deaf and hard-of-hearing students only)**

Beginning in 1969, the Stanford Achievement Test (SAT) was used to evaluate educational achievement for admission to NTID. In 1996, the decision was made to replace the SAT with the American College Test (ACT). 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, 246 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 2005.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
American College Test (ACT)*					
ACT English	14.5	14.8	14.8	14.8	13.9
ACT Reading	17.2	16.9	16.9	17.3	16.4
ACT Mathematics	17.5	17.5	17.9	17.5	17.2
ACT Science Reasoning	18.2	18.6	18.6	18.7	18.2
ACT Composite	17.2	17.2	17.4	17.4	16.8

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

**HEARING ASSESSMENT INFORMATION ON ENTERING CLASS
(Deaf and hard-of-hearing students only)**

Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz (cycles per second)]. The hearing level reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz, and 2000 Hz. Normal hearing is in the range of -10 dB to 20 dB.

Moderate hearing loss is defined as having a pure tone average of 40-55 dB, with moderately severe at 56-70 dB, severe at 71-90 dB, and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 93.4 dB.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Average Hearing Level in Best Ear*	96.2 dB	93.5 dB	96.5 dB	94.5 dB	93.4 dB

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

ORIGIN OF STUDENTS AND GRADUATES

NTID students in the current enrollment come from 48 states and the U.S. Territory of Guam. A total of 12 countries are represented among current international students. Since NTID began

accepting students, we have had international students from 37 countries.

Home State or U.S. Territory	Number in Student Body	Total Number of Graduates to Date
	Fall 2006	As of Fall 2006
Alabama	8	20
Alaska	2	7
Arizona	5	22
Arkansas	2	27
California	77	281
Colorado	17	40
Connecticut	24	167
Delaware	8	22
District of Columbia	0	12
Florida	32	142
Georgia	18	49
Guam	1	0
Hawaii	7	18
Idaho	0	3
Illinois	70	330
Indiana	14	87
Iowa	9	46
Kansas	5	38
Kentucky	11	34
Louisiana	10	43
Maine	12	38
Maryland	27	125
Massachusetts	42	285
Michigan	53	222
Minnesota	14	87
Mississippi	1	5
Missouri	24	127
Montana	0	6
Nebraska	10	25
Nevada	3	4
New Hampshire	10	40
New Jersey	63	277
New Mexico	4	18
New York	329	1,584
North Carolina	11	50
North Dakota	4	18
Ohio	42	333
Oklahoma	3	13
Oregon	13	36
Pennsylvania	82	470
Puerto Rico	0	8
Rhode Island	9	33
South Carolina	4	18
South Dakota	5	10
Tennessee	11	35
Texas	27	144
Utah	1	10
Vermont	6	32
Virgin Islands	0	1

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ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2006	Total Number of Graduates to Date as of Fall 2006
Virginia	27	101
Washington	19	46
West Virginia	4	25
Wisconsin	19	79
Wyoming	2	1
Other*	3	6
Subtotal	1,204	5,700
Country	Fall 2006	As of Fall 2006
Australia	0	1
Bahamas	1	0
Bangladesh	1	0
Belgium	0	1
Bolivia	0	1
Bulgaria	1	0
Canada	26	136
Chad	1	0
China	1	1
Czech Republic	0	1
Estonia	0	1
Ghana	2	2
Greece	0	1
India	8	11
Ireland	0	1
Japan	2	2
Kenya	0	1
Malaysia	0	1
Mexico	0	1
Nepal	0	1
Nigeria	0	1
Pakistan	0	2
Philippines	0	2
Portugal	0	1
Saudi Arabia	0	2
Singapore	0	3
South Africa	0	1
Switzerland	1	0
Taiwan	0	4
Tanzania	0	1
Thailand	1	4
Trinidad & Tobago	1	1
Turkey	0	1
Uganda	0	1
United Kingdom	0	2
Venezuela	0	1
Zimbabwe	0	1
Subtotal	46	191
Total	1,250	5,891

* U.S. citizens living in other countries

ACADEMIC PROGRAMS



NTID students are enrolled in a broad array of programs within the College of NTID and in the other seven colleges of RIT.

ACADEMIC PROGRAM HIGHLIGHTS

In the 2004-2005 academic year Academic Affairs began the implementation of the NTID Strategic Vision 2010 by: 1) establishing key curriculum objectives for career-focused degrees and transfer associate degrees; 2) analyzing the support needs for baccalaureate students; 3) developing a proposal for a community college referral program; and 4) re-organizing Academic Affairs, including development of a long-term staffing plan to achieve the 2010 Strategic Vision. Academic Affairs works closely with Student and Academic Services to provide several learning centers and programs that support student academic success. These learning centers and programs are described below and progress in achieving the 2010 Strategic Vision in the 2005-2006 academic year is reported here and in the Strategic Vision section.

Career-Focused Associate Degrees

NTID's Strategic Vision calls for consolidating the 11 career-focused associate degree (A.O.S.) programs into career-focused cluster areas with 35 percent of NTID students enrolled in these programs. The five cluster areas now include: Arts/Imaging, Business, Computing, Engineering Technologies and Science. The career-focused degrees within these clusters are designed to lead directly to employment in high-demand technical jobs.

In 2005-2006, revisions to the Engineering Technologies Cluster were approved and created a common core of courses for Applied Optical Technology, Automation Technology, Computer Assisted Drafting Technology and Computer Integrated Machining Technology. The core educational experiences occur in the first two academic quarters. As part of this curriculum revision, second-year course offerings in the Computer Aided Drafting Technology program, the Automation Technology program and the Applied Optical Technology program also were modified. In addition, the Computer Integrated Machining Technology program was thoroughly revised—reduced from nine quarters to seven quarters and refocused on computer-numerical-control (CNC) machining skill development. The Art and Imaging Studies Department began an intensive review of its curriculum to identify overlapping technologies, emerging software applications, and common skill sets that could be integrated into a common set of first-year courses within the program cluster.

Given the increased emphasis in career-focused programs on preparation for the needs of the job market, a plan was developed to revise English courses and the Capstone course taken by career-focused associate degree students. In addition, work began to develop an Intensive English Bridging Program for students whose goal is to be accepted into a two-year transfer associate degree program. Finally, given the importance of communication skills in the workplace, especially for deaf and hard-of-hearing students, communication outcomes and assessment of these outcomes were completed and infused into the three communication courses that are offered in career-focused programs.

At the beginning of the 2006-2007 academic year, there were 495 deaf and hard-of-hearing students enrolled in career-focused programs. These numbers include students enrolled in A.O.S. and A.A.S. degrees as well as students in Career Exploration Studies.

Transfer Associate Degrees

NTID's Strategic Vision calls for offering an array of transfer associate degrees that provide seamless transition to baccalaureate programs at RIT, and that carry at least 80 percent transferable credits. By 2010, NTID projects that 65 percent of NTID-supported students will be enrolled in two-year transfer programs or baccalaureate degrees. At the beginning of the 2006-2007 academic year, there were 80 students enrolled in NTID's associate-level transfer associate degree and pre-baccalaureate programs.

The number of transfer associate degrees will be increased from two to seven by 2010. In the 2005-2006 academic year, the number of transfer options was increased from two to four. In 2005-2006, a new transfer associate degree was approved in Applied Mechanical Technology. This degree leads to a baccalaureate degree in either the Mechanical or Manufacturing Engineering Technology program. In addition, a new transfer option for the Laboratory Science Technology program was completed, leading to transfer into the College of Applied Science and Technology Center for Multidisciplinary Studies, Applied Arts and Science

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ACADEMIC PROGRAM HIGHLIGHTS (continued)

B.S. degree program. A preliminary proposal for an associate transfer associate degree in Hospitality and Service Management was also completed. Finally, strategies were implemented to support deaf and hard-of-hearing students' participation in the RIT Flex Degree offered through RIT's College of Applied Science and Technology. The numbers of NTID students entering the A.A.S. and B.S. Flex Degree options have increased over the past four years. A team of NTID and Flex program leaders was established to develop a more formal transition arrangement for these students.

Support for Baccalaureate Students

At the beginning of the 2006-2007 academic year, 484 deaf and hard-of-hearing students were fully matriculated in RIT's baccalaureate and graduate programs. NTID faculty and staff provided tutoring, direct instruction, notetaking, academic advising and counseling for deaf and hard-of-hearing students studying in the other colleges of RIT. In addition, interpreting and C-Print™ services were offered through NTID's Department of Access Services.

The goal of the Strategic Vision is to increase the number of deaf and hard-of-hearing students successfully completing baccalaureate degrees in order to increase their ability to compete in the technology job market where the baccalaureate degree is becoming the degree of choice by employers, while continuing to offer degrees to associate-level students. One of the major goals of the re-organization of Academic Affairs was to increase the number of faculty available to support baccalaureate students. Anticipating that the number of deaf and hard-of-hearing students in baccalaureate programs will continue to increase, a committee was established in the 2005-2006 academic year to analyze the support needs of baccalaureate students and to consider innovative ways to provide support services in a manner that is educationally sound and cost effective.

Community College Referral Programs

To support NTID's strategic enrollment goals, a preliminary proposal was developed to establish a referral program with select community colleges so that students not ready for admission to NTID can be referred to transitional studies (college preparatory) programs within these partner community colleges. Upon successful completion of remedial work, these students would be eligible for matriculation at NTID. Another facet of this partnership proposal is to strengthen the ties and relationships with community colleges that currently serve large numbers of deaf students, so these same students can transfer to an RIT baccalaureate program after completing a two-year degree. In 2005-2006, discussions were held with two community colleges regarding working with students who are not yet ready to enter NTID. At this point in time, efforts to work with students not yet ready to come to NTID will be limited to these to community colleges. The concept of building a network of community college partners to enhance transfer of deaf and hard-of-hearing students who have completed associate degrees to baccalaureate degrees at RIT was introduced at the League for Innovation in Community Colleges National Conference. NTID participated in Arizona's Maricopa Community College's transfer day program and began the design of a system to support the transfer of deaf and hard-of-hearing students to RIT. Experience with Maricopa will assist in the development of the network of 5-6 strategically selected community college partners.

Re-Organization of Academic Affairs and Staffing Plan

In 2005-2006, the new Academic Affairs structure was implemented (re-organized from 18 departments to 12). A staffing plan was developed and recruitment for 11 open faculty and one professional staff position was completed. In partnership with RIT's Human Resources Department, staff assistant needs were analyzed and resources were reallocated based on the recommendations. Standing Committees, catalog organization, recruitment materials, SVP (Summer Vestibule Program/orientation) programming and Open House materials were all modified to reflect the new organizational and degree structures. The Strategic Research Agenda framework was completed and project proposals submitted and approved.

(continued)

ACADEMIC PROGRAM HIGHLIGHTS (continued)

Outcomes Assessment

RIT is preparing for Middle States Association review in 2007. NTID completed the Program Learning Outcomes Assessment Plans for each A.O.S. degree program, Interpreting Education, the Master of Science in Secondary Education of Students who are Deaf and Hard-of-Hearing, and Student Academic Support programs. In January 2006, NTID completed the first round of data collection and submitted a college report. Subsequent to the submission of reports from each college, the RIT Outcomes Assessment Report was completed and submitted as part of the Middle States self-study.

American Sign Language and Interpreting Education (ASLIE)

ASLIE enrolled 30 students in the B.S. program and 97 in the A.A.S. program in interpreting. This is the largest class of interpreting students in NTID's history and is a result of a strategic marketing and recruitment plan. Interpreting faculty have re-conceptualized and redesigned the interpreting curriculum in response to changing requirements in the interpreting field and increased requests for transfer from two-year programs. A curriculum modification proposal has been completed and is in the review process.

Professional development outreach activities for practicing interpreters were initiated through a Memorandum of Understanding with the Technical Assistance Centers and the Institute of Higher Education in the New York State Education Department. Three new courses were offered in Summer 2006 for interpreting professionals.

The Faculty Staff Sign Language Education Program (FSSLEP) had an enrollment of 396 faculty and staff from NTID and other departments across RIT. ASL faculty provided instruction in ASL courses as part of the ASL/Deaf Studies (Department of Cultural and Creative Studies) requirement for 24 students, ASL/Deaf Studies Certificate for 57 students, the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing for eight students, and the Provost's Program for 12 RIT faculty and staff. ASL faculty continued to provide sign communication assessment and feedback services for RIT/NTID faculty and staff and MSSE students through the Office of Communication Assessment Services (OCAS). This office conducted 66 Sign Language Proficiency Interviews and four Classroom Sign Language Assessment (CSLA) activities.

Communication Studies and Services (CSS)

The Communication Studies and Services (CSS) Department comprises faculty and staff with expertise and training in the areas of speech-language and audiology. Faculty in the department provide instruction to students in areas related to communication in organizational structures, effective teams, interpersonal situations and other community settings. Audiological and speech-language clinical services were provided to members of the RIT Community throughout the academic year. Faculty provided 57 credit hours of instruction for 169 students and 13 hours of non-credit instruction for 57 students. In addition, faculty and staff provided 3,100 hours of individual speech-language instruction, serving 184 students, and provided 3,494 hours of audiological services to 937 members of the RIT community as well as serving approximately 540 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 268 individuals on a walk-in basis.

CSS also supports the Spoken Communication, Ushers Syndrome, and 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 from Nazareth College in Rochester to work with deaf and hard-of-hearing students.

(continued)

ACADEMIC PROGRAM HIGHLIGHTS (continued)

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

The Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE), now in its 12th year, graduated 27 students in 2006. 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, 127 students have graduated from the program, and nearly all have found teaching positions in residential or mainstream settings. For the 2006-2007 academic year, the MSSE program has an enrollment of 56 full-time students, of which 54 percent are deaf or hard-of-hearing and 13 percent are minority. It is anticipated that 20 students will graduate from the program during the 2006-2007 academic year. There are an additional 12 students who have completed their coursework and hope to finish their capstone projects during this academic year.

In spring 2006, the MSSE program underwent a site visit by a team of auditors from the Teacher Education Accreditation Council (TEAC). The department is waiting for the final recommendation regarding accreditation based on the site visit and self-study.

First Year Experiences/Career Exploration Studies and Summer Vestibule Program

First Year Experiences (FYE)/Career Exploration Studies (CES) programming is designed to maximize first-year student success and persistence. FYE provides an array of courses and co-curricular programs as well as personal/academic counseling designed to help students successfully complete their first year of college. CES allows students the opportunity to explore technical programs while satisfying necessary core and/or prerequisite coursework. The Summer Vestibule Program (SVP), NTID's 10-day summer orientation program for incoming freshman and transfer students, served 219 students in 2006. Efforts to address the unique needs of qualified students directly accepted into an NTID technical program were renewed. Further attempts to integrate NTID student orientation activities with the broader RIT Orientation program were successful.

NTID Learning Center

The NTID Learning Center (NLC) supports teaching and learning partnerships through tutorial support in a variety of discipline areas and computer/multimedia resources (both PC- and Mac-based). 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 2005-2006, the NLC scheduled 430 educational sessions in its classroom facilities, for a total of 931 scheduled 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 34,909 times for a total of approximately 30,745 hours.

Self-Instruction Lab

The Self-Instruction Lab (SIL) comprises state-of-the-art equipment and materials to support development of signed and spoken language communication for faculty, staff, and students. It serves as an environment for both expressive and receptive practice, offering flexible scheduling to meet learner needs as well as supporting individual learning styles. During academic year 2005-2006, students, faculty, and staff signed in to use the SIL facilities 4,228 times for a total of 5,601 hours. Two video production rooms generated 1,353 hours of use in 2005-2006.

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

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

Science program in Secondary Education accounted for 56 students. In addition, large numbers of hearing, deaf and hard-of-hearing students access a variety of part-time and non-credit-bearing coursework at NTID throughout the year.

In fall 2006, the ASL-English Interpretation program accounted for 130 students, and the Master of

PERIOD COVERED	FALL QUARTER		WINTER QUARTER			SPRING QUARTER			SUMMER QUARTER		SUMMER VESTIBULE PROGRAM	
	A	B	A	B	C	A	B	C	A	B	A	B
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	6.5%	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. 04-Sep. 05	1,097	-1.1%	1,029	-1.7%	-6.2%	962	-4.3%	-6.5%	222	-10.8%	190	+13.1%
FY06: Oct. 05-Sep. 06	1,066	-2.8%	988	-4.0%	-7.3%	926	-3.7%	-6.3%	263	+18.5%	201	+0.6%
FY07: Oct. 06-Sep. 07	1,064	-0.19%										

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

* The higher enrollments for FY87 to FY89 were the result of the Rubella epidemic of 1963-65.

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

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

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Career Exploration	97%	99%	100%	100%	97%
Career-Focused and Transfer Associate Degrees	96%	98%	97%	97%	98%
Pre-Baccalaureate	100%	100%	100%	100%	100%
Baccalaureate	92%	91%	91%	92%	90%
ASL-English Interpretation	58%	71%	88%	91%	89%
Master of Science program in Secondary Education (MSSE)	61%*	70%*	77%*	65%*	91%
Overall	92%	92%	93%	93%	94%

* FY 2002 through FY 2005 reflect 9 to 14 Nazareth students brought to NTID through the MSSE program on part-time status. This program was grant funded, and not active in FY 2006.

ENROLLMENT BY DEGREE PROGRAMS

In fall 2006, 61 percent of NTID's 1,250 supported students were enrolled in a broad array of programs within NTID. Thirty-nine percent were enrolled in the other seven colleges of RIT. Of the 1,250 students, 1,064 are deaf and hard-of-hearing students in traditional undergraduate and graduate programs (excluding MSSE and Interpreting). Thus, 46 percent of our deaf and hard-of-hearing students (486) enrolled in traditional undergraduate and

graduate programs 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 Applied Science and Technology has the largest share of deaf and hard-of-hearing students of the other colleges of RIT.

	Student Enrollment Fall 2006	
	Number of Students	Percentage of Total
NTID		
Career Exploration Studies	75	6.0%
Career-Focused and Transfer Associate Degrees		
Accounting Technology	28	
Applied Computer Technology	105	
Applied Optical Technology	9	
Art and Computer Design	76	
Automation Technologies	8	
Business Technology	89	
Computer Aided Drafting Technology	27	
Computer Integrated Machining Technology	16	
Digital Imaging and Publishing Technology	61	
Engineering Technology	25	
Laboratory Science Technology	40	
NTID—Non-Matriculated	2	
Subtotal	486	38.9%
Master of Science in Secondary Education (MSSE)		
Matriculated	54	
Non-Matriculated	2	
Subtotal	56	4.5%
ASL-English Interpretation		
Associate of Applied Science	98	
Bachelor of Science	29	
Deaf Studies	1	
Non-Matriculated	2	
Subtotal	130	10.4%
Pre-Baccalaureate	17	1.4%
NTID SUBTOTAL	764	61.2%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2006	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Business		
Accounting	7	
Business Administration	3	
Finance	6	
Information Systems	5	
International Business	2	
Management	25	
Marketing	2	
Graphic Media Marketing	2	
Undeclared	4	
Subtotal	56	4.5%
College of Liberal Arts		
Career Decision	9	
Criminal Justice	14	
International Studies	2	
Professional and Technical Communication	21	
Psychology	34	
Public Policy	5	
School Psychology	1	
Social Work	14	
Subtotal	100	8.0%
College of Applied Science and Technology		
Management Development	1	
Environmental Management & Technology	2	
Safety Technology	1	
Applied Arts & Sciences	39	
Cross Disciplinary Professional Studies	16	
Packaging Science	5	
Nutrition Management	1	
Food Management	3	
Hospitality and Service Management	4	
Health Systems Management	2	
Civil Engineering Technology	7	
Electrical Engineering	8	
Manufacturing Engineering Technology	4	
Mechanical Engineering Technology	14	
Telecommunications Engineering Technology	2	
Computer Engineering Technology	6	
Undeclared Engineering Technology	1	
Subtotal	116	9.3%
College of Computing and Information Sciences		
Computer Science	9	
Information Technology	27	
Networking	5	
Software Engineering	1	
Medical Informatics	3	
Subtotal	45	3.6% (continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2006	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT (continued)		
College of Imaging Arts and Sciences		
Art Education	1	
Biomedical Photographic Communication	4	
Film and Video	7	
Fine Arts	11	
Graphic Arts Publishing	2	
Graphic Design	21	
Graphic Media	12	
Illustration	4	
Imaging Arts	2	
Industrial Design	4	
Interior Design	8	
Medical Illustration	1	
Metalcrafts	2	
New Media	6	
Printing Tech	1	
Professional Photographic Illustration	17	
Visual Media	4	
Undeclared Crafts	1	
Woodworking and Furniture	2	
Subtotal	110	8.8%
College of Science		
Applied Mathematics	3	
Biochemistry	2	
Biology	8	
Biomedical Sciences	3	
Biotechnology	7	
Chemistry	1	
Environmental Science	3	
Imaging Science	3	
Physician Assistant	1	
Physics	1	
Subtotal	32	2.6%
College of Engineering		
Computer Engineering	3	
Electrical Engineering	3	
Industrial Engineering	5	
Industrial/Manufacturing	1	
Mechanical Engineering	10	
Microelectronic Engineering	1	
Undeclared	2	
Subtotal	25	2.0%
Colleges of RIT Subtotal	484	38.7%
Total	1,250	100.0%

AVERAGE CLASS SIZE BY DISCIPLINE

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

	Fall 2005	2005-2006 Winter 2005	Spring 2006
Accounting Technology	7.8	9.5	7.9
American Sign Language	5.0	0.0	5.0
Applied Computer Technology	6.8	7.3	6.3
Applied Optical Technology	3.8	5.0	6.0
Art and Computer Design	6.6	5.8	6.9
ASL-English Interpretation	11.7	8.5	7.4
Automation Technologies	6.0	5.0	4.5
Business Technology	7.0	7.0	6.6
Communication Studies and Humanities	5.5	7.4	7.4
Computer Aided Drafting Technology	6.4	6.7	6.0
Computer Integrated Machining Technology	5.8	6.1	6.3
Deaf Studies	3.5	10.8	8.3
Digital Imaging and Publishing Technology	6.1	6.3	5.3
English	9.2	14.2	8.3
Freshman Seminar / Career Exploration	10.5	7.8	4.8
Interdisciplinary Studies	9.7	12.0	7.0
Laboratory Science Technology	7.3	7.0	6.5
Master of Science in Secondary Education	11.2	9.8	14.4
Mathematics	8.5	10.4	8.2
Performing Arts	7.1	9.1	8.5
Pre-Baccalaureate	9.5	0.0	6.0
Science	8.8	9.0	9.4
Social Sciences	13.1	14.1	9.0
Speech	7.8	9.7	0.0
Overall Average	7.7	7.9	6.9

EDUCATIONAL SUPPORT: TEACHING

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

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



	Number of Sections	Number of Students	
		Deaf/Hard-of-Hearing	Hearing
College of Applied Science and Technology			
CISCO CCNA2	1	1	8
Introduction to XML	2	1	8
Management Process	1	1	14
Management Process II	1	2	13
Management Process III	1	2	14
Survey of Organizational Change	1	1	11
Subtotal	7	8	68
E. Philip Saunders College of Business			
Business Software Applications	3	37	52
Commercial Law	4	1	31
Effective Communications	1	16	5
Legal Aspects	1	0	7
Subtotal	9	54	95
B. Thomas Golisano College of Computing and Information Sciences			
Computer Science Laboratory	9	15	89
Subtotal	9	15	89
College of Imaging Arts and Sciences			
Survey: Western Art & Architecture	1	2	39
Textile Elective	1	7	10
Subtotal	2	9	49
College of Liberal Arts			
American Sign Language I	2	2	38
American Sign Language II	2	4	29
Arts of Expression	2	18	0
Beginning Spanish I	1	21	0
Beginning Spanish II	1	12	0
Beginning Spanish III	1	6	0
Campaign Management & Planning	1	1	25
Community Agencies	1	11	3
Criminology	1	8	34
Courts	1	10	23
Cultural Immersion I	1	1	2
Deaf Culture in America	1	18	0
Deaf Literature	1	12	12
Fine Arts: Visual Arts	3	64	0
Foundation of Sociology	6	105	0

(continued)

EDUCATIONAL SUPPORT: TEACHING (continued)

	Number of Sections	Number of Students	
		Deaf/Hard-of-Hearing	Hearing
College of Liberal Arts Continued			
History: Modern America	3	58	0
Introduction to Psychology	6	109	0
Legal Research	1	7	24
Literary/Cultural Studies	2	12	0
Major Issues in the Criminal Justice System	2	13	54
Psychology of Teaching and Learning	1	0	16
Practice VI: Assessment & Intervention	1	2	0
Seminar in Criminal Justice	1	1	10
Writing Seminar	12	151	0
Writing & Literature II	1	11	0
Written Argument	1	9	0
Written Communication I	11	112	0
Written Communication II	13	134	0
Subtotal	80	912	270
College of Science			
General Biology Lab	1	4	20
Stellar Astronomy Lab	2	3	33
Subtotal	3	7	53
Center for Human Performance			
Aerobics	3	19	72
Country Line Dancing	2	9	54
CPR and First Aid	1	3	0
Dance: Ballet	1	1	3
Dance: Jazz	2	1	12
Dance: Performance	1	2	3
Eating, Body Image & Food	1	7	7
First Year Enrichment I	2	31	1
First Year Enrichment II	2	25	1
Kundalini Yoga	2	3	76
Officiating: Basketball	1	5	0
Spinning	3	8	46
Wellness for Life	5	64	0
Subtotal	26	178	275
TOTAL	136	1,183	899

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 29 students in 2005-2006, 26 A.A.S. degrees and seven B.S. degrees. Forty-one new students matriculated into the program this fall.

Currently five percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL and Interpreting Education has graduated 493 students.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Admissions	36	48	50	56	41
Enrollment					
A.A.S.	40	70	87	94	98
B.S.	14	12	13	21	29
Deaf Studies*	1	2	0	1	1
Non-Matriculated	10	8	0	0	2
Total	65	92	100	116	130
Graduates	21	12	16	24	29
Placement Rate	95%	95%	95%	96%	96%
Summer Institute on ASL and Interpreting Education	33	34	19	4	21

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

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

The MSSE program is now in its 12th year. To date, 125 students have graduated from the program. All have found teaching positions in schools for the deaf or mainstream programs, while a few others teach hearing students. The FY 2006 graduates accepted teaching jobs in California, District of Columbia, Illinois, Massachusetts, Nevada, and New York.

To complete the program, each student must successfully complete 44 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 field observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Forty-four applications for admission for fall 2006 were received. Thirty-eight were offered acceptance. Of those, 28 matriculated into the program. For the 2006-2007 academic year, the MSSE program has a total enrollment of 56 students; 28 second-year or returning students, and 28 first-year students. Of the 56 matriculated students, 55 percent are deaf or hard-of-hearing, and 15 percent are minority.

Student Data

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Applications	30	53	50	47	44
Acceptances	27	48	46	39	38
New Registrations	19	42	34	28	28
Enrollment	44*	69*	84*	74*	56
Graduates	10	14	12	25	25
Placement Rate	100%	100%	100%	100%	96%

* For 2002 – 2005, included are 9-15 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, but who are part of a grant-supported joint program between NTID and Nazareth College of Rochester to train speech pathologists to work with deaf and hard-of-hearing persons.

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. To assist the process, we implemented an online co-op supervisor evaluation form during FY 2005. Most academic programs require from one to three co-op assignments, which generally add another year to the program length (three

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

During FY 2006:

- 233 students were enrolled in co-op work experiences;
- 52 academic programs had students on co-op;
- 20 faculty and staff visited 73 students at their job sites during the summer.

	Number of Students Involved in Co-op*				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Sub-Baccalaureate					
NTID Career-Focused and Transfer Associate Degrees	118	123	104	89	86
% of Total	51%	50%	40%	39%	37%
Baccalaureate / Master's					
College of Applied Science and Technology	16	20	35	24	39
College of Business	8	14	18	18	19
College of Computing and Information Sciences	33	32	41	33	27
College of Engineering	6	9	8	9	14
College of Imaging Arts and Sciences	14	14	9	14	10
College of Liberal Arts	32	31	34	39	35
College of Science	3	1	9	5	3
Subtotal	112	121	154	142	147
% of Total	49%	50%	60%	61%	63%
Total	230	244	258	231	233

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

STUDENT SUPPORT SERVICES



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

STUDENT SUPPORT SERVICES HIGHLIGHTS

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

Clinical services available to all students:

- **Audiological services**, which include hearing evaluations, hearing aid trials, fittings, cochlear implant mapping, and individual listening therapy that focuses on the development of receptive communication skills.
- **Speech and language services** offered to students who want to enhance their use of spoken English and their general communication competence. Individual and group experiences provide opportunities to improve communication in conversations, group discussions and formal presentations. The Spoken Language Learning and Practice Lab enables students to use computer technology for speech and language analysis and visual feedback.
- **Mental health counseling and psychotherapy** is provided to students who request it, often in conjunction with the RIT Counseling Center and institute psychiatrist. Mental health crisis intervention is available 24 hours a day. Last year, 135 deaf and hard-of-students were seen for these services, with responses to 17 daytime emergencies and 15 evening pager calls.

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. Counselors also work in collaboration with other service providers on campus to assess student learning competencies and develop educational interventions where appropriate.
- **Student Life Team (SLT):** Last year, the SLT continued several traditional late-night and community-wide events for the students and broader NTID and RIT communities. These events averaged 150-200 participants, with some reaching 350 to 400 attendees. Always seeking to broaden its audiences, the SLT collaborated successfully with a number of departments, including RIT's Centers for Residence Life, Student Conduct, Campus Life, and Women's Center. Within NTID, collaborative efforts included First Year Experience, Outreach, Admissions, NTID's Learning Center, and NTID's Center on Employment.

During FY 2006, the SLT staff coordinated successful moves of all student clubs to temporary office space, and then to the new CSD Student Development Center in late summer 2006. Three national search processes were conducted to first fill two interim appointments with fully contracted employees, and second, to identify and hire an Assistant Director who provides appropriate supervision and support for the Student Development Center.

Student-centered and credible within the student community continue to be both the goals and hallmarks of the SLT as they tackle the broad task of co-curricular learning, an exciting and dynamic effort for the SLT staff.

(continued)

STUDENT SUPPORT SERVICES HIGHLIGHTS (continued)

- **Financial aid (domestic students):** In FY 2006, NTID students received a total of \$12,713,075 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 \$8,095. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.
- **Substance and Alcohol Intervention Services for the Deaf (SAISD):** 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.

SUPPORT SERVICES

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

	Hours of Service Tutoring/Advising	Class Sections Served
Business and Computing Technologies	3,545	407
Center for Human Performance	568	15
Imaging Arts and Sciences	2,650	277
Liberal Arts/Social Work	2,436	394
Science and Engineering	5,904	365
Total	15,103	1,458

STUDENT ACCESS SERVICES



NTID provides sign language interpreting, C-Print™(a live captioning system), and notetaking to meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in the other colleges of RIT.

STUDENT ACCESS SERVICES HIGHLIGHTS

To meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges, NTID provides a system of sign language interpreting, real-time captioning, and notetaking. These services enabled more than 650 deaf and hard-of-hearing students to access 23,000 credit hours within RIT's 200 highly competitive academic programs.

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

- **Sign language transliteration** provided by 110 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students may also request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **Real-time captioning** provided as a real-time access service for students who benefit from English text more than sign language transliteration. A growing staff of 55 captionists have trained here in C-Print™, a computer-assisted system developed at NTID for transcribing in real-time what teachers and students say in class. Real-time captioning is also provided for special events and out-of-class needs.
- **Classroom notetaking services** provided by trained student notetakers whose classroom notes are uploaded onto a website for easy access by deaf and hard-of-hearing students.

Other special access services available to NTID students include:

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

A new online data system to expedite requests for access services was developed in FY 2006. Continuing enhancements to this system will improve interaction with access services for all NTID students. A single, convenient website provides one place for all access service requests.

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 communicate effectively 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.

ACCESS SERVICES: INTERPRETING SERVICES

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

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

	In-Class	Non-class Activity	Administrative Activity	Overall Total
Fall	28,081	3,239	1,571	32,891
Winter	27,400	3,479	1,151	32,030
Spring	27,798	3,152	1,707	32,657
Summer	6,469	2,179	1,031	9,679
FY 2006 Total	89,748 (84%)	12,049 (11%)	5,460 (5%)	107,257 (100%)
FY 2005 Total	82,265 (83%)	11,349 (11%)	5,561 (6%)	99,175 (100%)
FY 2004 Total	80,407 (82%)	12,813 (13%)	5,300 (5%)	98,520 (100%)
FY 2003 Total	75,966 (81%)	12,783 (14%)	5,280 (5%)	94,029 (100%)
FY 2002 Total	75,710 (81%)	10,811 (11%)	7,613 (8%)	94,134 (100%)
FY 2001 Total	74,061 (81%)	10,988 (12%)	6,716 (7%)	91,765 (100%)

ACCESS SERVICES: INTERPRETING AND NOTETAKING

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

	Interpreting	Notetaking	Class Sections Served
Business, CAST, and Computing Technologies	23,049	15,680	448
Center for Human Performance	3,997	0	0
Imaging Arts and Sciences	14,928	9,275	275
Liberal Arts	23,589	11,305	323
NTID Students with Approved Accommodations*	3,771	5,048	141
Science and Engineering	20,414	16,170	462
Total Hours	89,748	57,478	1,649

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

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

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

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

The growth in the provision of real-time captioning from FY 2004 to FY 2006 below, is reflective of our strategic planning.

Real-Time Captioning (C-Print)

	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>
Number of classes captioned	82	186	231
Number of class hours	3,140	7,325	9,198
Miscellaneous hours	6	160	152
Total Hours	3,146	7,485	9,350

ACCESS SERVICES: STAFF

In conjunction with the associate degree in ASL-English Interpretation program, NTID offers other interpreter, notetaker, and C-Print™ training. Notetaker training is provided to hearing RIT

students who provide classroom notes for deaf and hard-of-hearing students taking classes in the other colleges of RIT.

Programs	Enrollment				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
In-Service Training for Interpreters	99	105	130	104	93
Notetaker Training	257	246	236	216	201
C-Print Training	N/A	3	8	14	31
Totals	356	354	374	334	325

GRADUATION AND RETENTION



NTID's highly successful academic programs and services over the past five years have resulted in a job placement rate of 95% of the 2005 graduates.

GRADUATION AND RETENTION 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 and hard-of-hearing students and virtually none in technical studies. As a result, nearly 85 percent of deaf adults in the early 1960s found themselves in unskilled or semi-skilled jobs.

NTID's highly successful academic programs and services over the past five years have resulted in nearly 93 percent of graduates who chose to enter the labor force finding employment that is commensurate with the level of their education and training. Figures for 2005 graduates show that 95 percent, or 91 of the 117 students who chose to enter the work force, found employment upon graduation.

These statistics reflect the quality of an NTID education and its value. According to a study conducted by NTID with the Social Security Administration (SSA) in 2004, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates, and associate degrees) earn 43 percent more in their lifetimes than students who withdraw from NTID. As a result, NTID graduates pay more in federal taxes. As the numbers of deaf and hard-of-hearing students in baccalaureate and graduate degrees in other colleges of RIT increase, so too does their potential earning power. Female graduates also do better than females who do not complete degrees, although the earnings differences are not as great as for male graduates. Female graduates earn approximately 25 percent less than their male counterparts earn upon graduation. This fact needs to be tempered by the differing career choices made by males and females. For example, in the 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. 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 (55 percent) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Nonetheless, NTID continues to work at improving its graduation rate.

This year RIT/NTID awarded associate, bachelor's, and master's degrees as well as diplomas and certificates to 284 students. Of those graduates, 4 percent earned certificates and diplomas, 45 percent earned associate degrees, 36 percent earned bachelor's degrees, and 15 percent earned master's degrees. Of the U.S. students, 25 percent of all degrees were granted to minority students. From the graduating class of 2005, 23 out of 24 minority students (96 percent) who chose to enter the workforce found employment.

Over the past 39 years, more than 92 percent of more than 5,000 RIT/NTID 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 (62 percent). The 2004 SSA research also showed that our deaf and hard-of-hearing graduates with bachelor's degrees earn 79 percent of what their hearing peers earn (hearing RIT graduates). National statistics indicate that, in general, disabled workers earn only 70 percent of what their non-disabled peers earn. If we add to the equation the fact that a college degree greatly reduces dependency on Supplemental Social Security transfer payments, the reasons for the dedication of NTID faculty and staff to assure that students graduate and succeed is clear.

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

DEGREES GRANTED: FY 2002 to FY 2006

During the past five years, NTID has awarded more than 200 degrees annually. The number for FY 2006 was 284. During this same time frame, the number of students achieving bachelor's and master's degrees has increased. This change is indicative of the demands being made by deaf and hard-of-hearing persons for access to higher-level

programs and NTID's success in shifting its resources to accommodate the increased numbers of students seeking higher degrees. Of the 284 graduate and undergraduate degrees granted in FY 2006, 52, or 23 percent, were granted to students from minority backgrounds.

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

Sub-baccalaureate Certification:

1. An *Associate in Occupational Studies* (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 completing technical courses satisfactorily, students must complete a specific number of credit hours in English, communication, general education, and mathematics.
2. An *Associate in Applied Science* (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.
3. The *Associate in Science* (A.S.) degree is a transfer associate degree for students seeking admission to bachelor-level studies. This degree requires completion of 90-100 credit hours, half of which must be from liberal arts and science. The rest are from technical and professional areas.

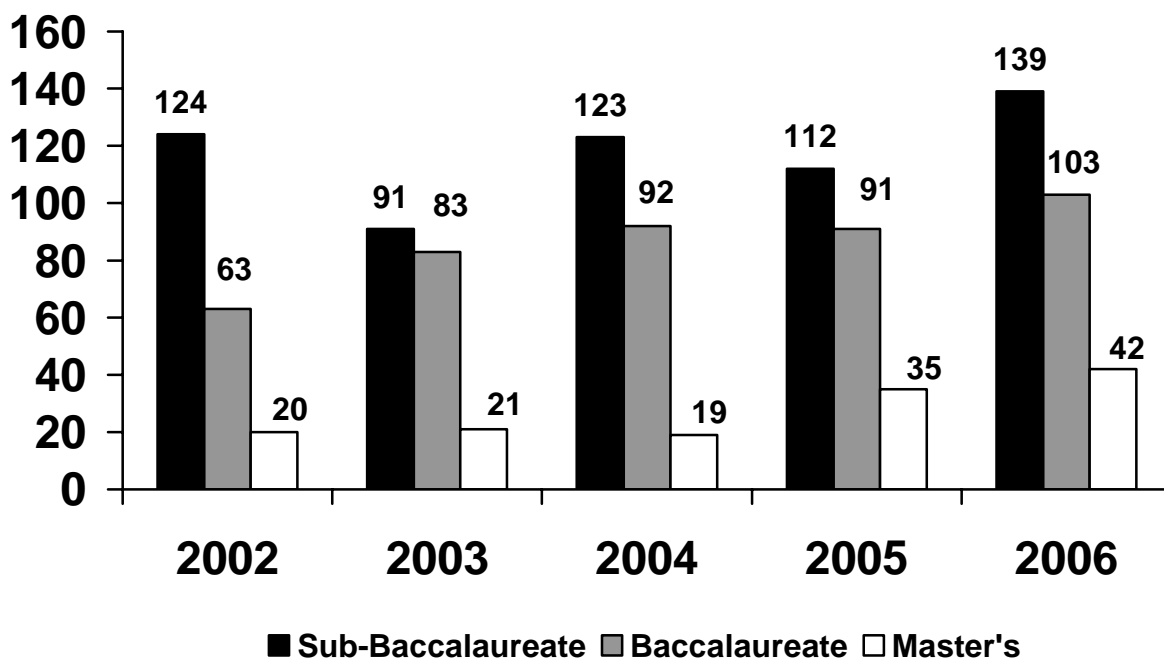
Bachelor's/Master's Degrees:

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

(continued)

DEGREES GRANTED: FY 2002 to FY 2006 (continued)

Degrees Granted



	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Sub-Baccalaureate	124	91	123	112	139*
Baccalaureate	63	83	92	91	103**
Master's	20	21	19	35	42***
TOTAL	207	195	234	238	284

* This number includes 22 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

** This number includes 6 graduates from the ASL-English Interpretation program at the baccalaureate level.

***This number includes 25 graduates from the MSSE program (11 hearing, 14 deaf/hard-of-hearing).

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID supported students on the RIT campus in FY 2005, 57 percent were through programs offered by NTID and 43 percent through the other seven colleges of RIT. Historically, 70 percent of the degrees have been awarded from NTID and 30 percent from the

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

	FY 2006		CUMULATIVE (FY 1970 – FY 2006)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
NTID				
Career-Focused and Transfer Associate Degrees	110	39%	3,558	60%
ASL-English Interpretation	28	10%	486	8%
Master of Science in Secondary Education	25	9%	125	2%
Subtotal	163	57%	4,169	70%
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	31	11%	393	7%
College of Business	8	3%	268	5%
College of Computing and Information Sciences	17	6%	209	3%
College of Engineering	4	1%	63	1%
College of Imaging Arts and Sciences	28	10%	433	7%
College of Liberal Arts	27	10%	332	6%
College of Science	6	2%	104	2%
Subtotal	121	43%	1,802	30%
Total	284	100%	5,971	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 1998. Thus, the most recent three-year average is reported for the 1,061 students who

entered degree programs in the years 2003, 2004, and 2005. 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.

First-Year Persistence Rates*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
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%
2002, 2003, 2004	1,019	763	75%
2003, 2004, 2005	1,061	798	75%

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

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

Nationally, colleges with liberal or open admission policies have first-year persistence rates of 66 percent and 67 percent respectively. This compares to a 75 percent persistence rate for first-year NTID students in a major across 2-year and 4-year degrees (70 percent for 2-year; 86% for 4-year) and 70 percent overall. Students admitted to NTID have ACT composite 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 (49 percent for students admitted into sub-bachelor level programs and 70 percent for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards. The NTID graduate rate of 70 percent for those in bachelor level programs is greater than the 64 percent rate for hearing RIT students in those programs.

National and NTID Persistence Rates*

Selectivity Level	Mid-Range ACT Composite**	First-Year Persistence Rate (All Public Institutions)		Graduation Rates (Public Institutions)	
		2-Year	4-Year	2-Year Degree	Bachelor's Degree
Highly Selective	27-31	NA	93%	NA	76%
Selective	22-27	96	82%	82%	52%
Traditional	20-23	62	72%	30%	39%
Liberal	18-21	56	66%	48%	31%
Open	17-20	52	67%	27%	34%
NTID***	14-20	70%	86%	49%	70%

Colleges	Mid-Range ACT Composite**	First-Year Persistence Rate	Graduate Rate
2-Year (National)	17-20****	52%	31%
NTID Sub-Bac. 2-Year	14-18	70%	49%
4-Year Public (National)	20-23****	71%	40%
4-Year Private (National)	22-27****	72%	57%
RIT Other Colleges	23-28	83%	64%
NTID Bachelor 4-Year	17-23	86%	70%

* Source of National Estimates: Collegiate Retention and Persistence to Degree Rates ACT, 2006. Retrieved from http://www.ACT.org/path/policy/pdf/retain_2006.pdf on 10/30/06.

** Middle 50 percent of ACT Composite scores.

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

**** "Open" selectivity level, typical for 2-year public colleges. "Traditional" selectivity level, typical for 4-year public colleges. "Selective" level, typical for 4-year private colleges.

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 2006. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 21 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 four-year schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all deaf and hard-of-hearing students graduating from 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/Hard-of-Hearing Students by Degree Level	ACT Composite
Degree Level	Percent	Mean
Bachelor in Other Colleges of RIT	24%	24
NTID:		
Pre-bachelor	4%	21
Sub-bachelor	55%	16
Career Exploration	17%	15
Total	100%	
Average Score of All Entering Students		17

TIME REQUIRED TO COMPLETE A DEGREE

With the exception of deaf and hard-of-hearing students directly admitted to an RIT college other than NTID, students who are deaf or hard-of-hearing take a longer time to complete a degree than hearing students. There are many reasons for this, not the least of which is academic preparedness. Deaf and hard-of-hearing students admitted to NTID are generally academically behind their 18- to 19-year-old hearing counterparts. Many enter NTID with ACT composite scores of less than 16 and reading comprehension and language skills between the 7th and 9th grade level. Therefore, considerable time and effort 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) while some programs require more than three-quarters of cooperative education. This extends normal program length by approximately one year; typically, associate degree programs require three years and 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 and hard-of-hearing students take approximately 1.5 times longer than the ideal program length to achieve a degree.

Deaf and hard-of-hearing students who transfer to an RIT baccalaureate program after completing an associate degree, take between six and seven years on average 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 close to six years on average to attain a B.S. degree. Deaf and hard-of-hearing students who directly enter RIT baccalaureate programs graduate in less than five years on average. What is remarkable about the three B.S. cohorts of students is that all deaf and hard-of-hearing students have lower entry level academic skills than do their hearing peers, yet with preparation and support 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 2003, 2004, 2005			
First Degree Category	Number of Students	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after NTID associate degree)	56	20.5	6.3
B.S. degree (transfer from NTID without associate degree)	123	17.0	5.5
B.S. degree (direct entry)	83	15.0	4.8
A.A.S. degree	146	13.0	5.0
A.O.S. degree	152	13.0	4.8

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

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

ORIGIN AND SUCCESS OF DEAF AND HARD-OF-HEARING STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

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

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

Graduation Rates for Deaf and Hard-of-Hearing Students Cross Registered in the Other Colleges of RIT (Cohort Entering 1997 – 1999)				
	Withdrawn	Bachelor's Degree	Total	Graduation Rate
Direct Admit to RIT (deaf/hard-of-hearing)	59	103	162	64%
Transfer from NTID Pre-Baccalaureate	6	52	58	90%
Transfer from Associate Degree Programs at NTID	26	68	94	72%
Deaf/Hard-of-Hearing Students (overall)	91	223	314	71%
Hearing Freshmen	1,775	3,099	4,864	64%
Hearing Transfers	847	1,569	2,416	65%

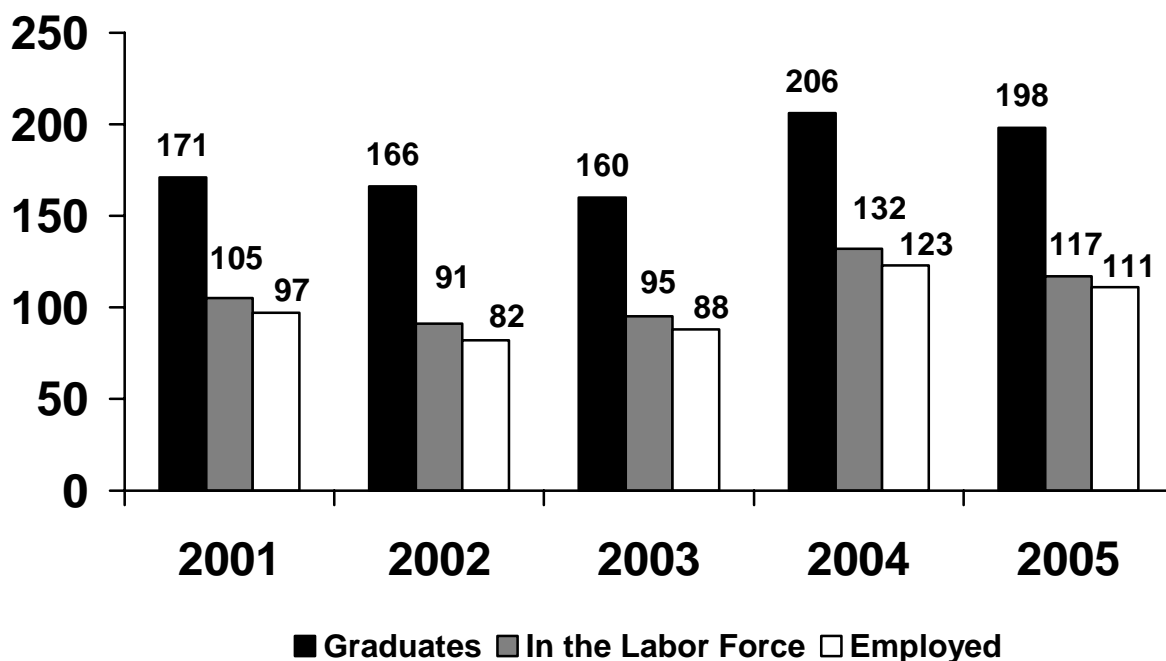
GRADUATION AND EMPLOYMENT

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 RIT or at some other institution of higher education, or choose to become homemakers, or to be idle temporarily while traveling, etc., are not in the labor force. During FY 2005*, 198 deaf and hard-of-hearing students graduated and 117 chose to enter the labor force. One hundred eleven were employed, while six were unable to find employment. Therefore, 59 percent (117/198) are known to have entered the labor force and 95 percent (111/117) found employment. NTID's employment rate over the past five years as calculated above is 93 percent. Of the 81 remaining graduates, 62 are continuing their education toward advanced degrees either at RIT or elsewhere, nine are not looking for employment, and 10 have an unknown status.

Degrees Granted**



* As of the writing of this report, the employment information for 2006 is incomplete; therefore, we report employment rates of 2005 graduates.

** Does not include degrees in ASL-English Interpretation program, the Master of Science program in Secondary Education, 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 website and print resources, to research prospective employers and identify appropriate employment opportunities.

During the academic year, NTID-supported students were offered a variety of workshops and seminars. These workshops included preparation of resumes and cover letters for co-op and permanent job searches, employment advice on issues such as social behavior and communication tips, and exposure to deaf professionals as role models.

During FY 2006:

- 103 NTID students were enrolled in nine sections of "Job Search Process."
- Students sought individualized job search assistance in the NTID Learning Center on 45 different occasions, and on 234 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, for a total of eight sessions, with 118 students participating. They were presented in collaboration with the NTID Student Life Team and the NTID Alumni Office.
- Twelve deaf, hard-of-hearing, and hearing students attended two employment preparation workshops sponsored by the RIT/NTID Career Collaborative, which includes NCE.
- NCE participated in three interactive events for deaf and hard-of-hearing students, along with other NTID departments and student groups.
- NCE Advisors and NTID students traveled three times to New York City to visit IBM and JP Morgan facilities to learn first-hand about various jobs available and for shadowing experience.

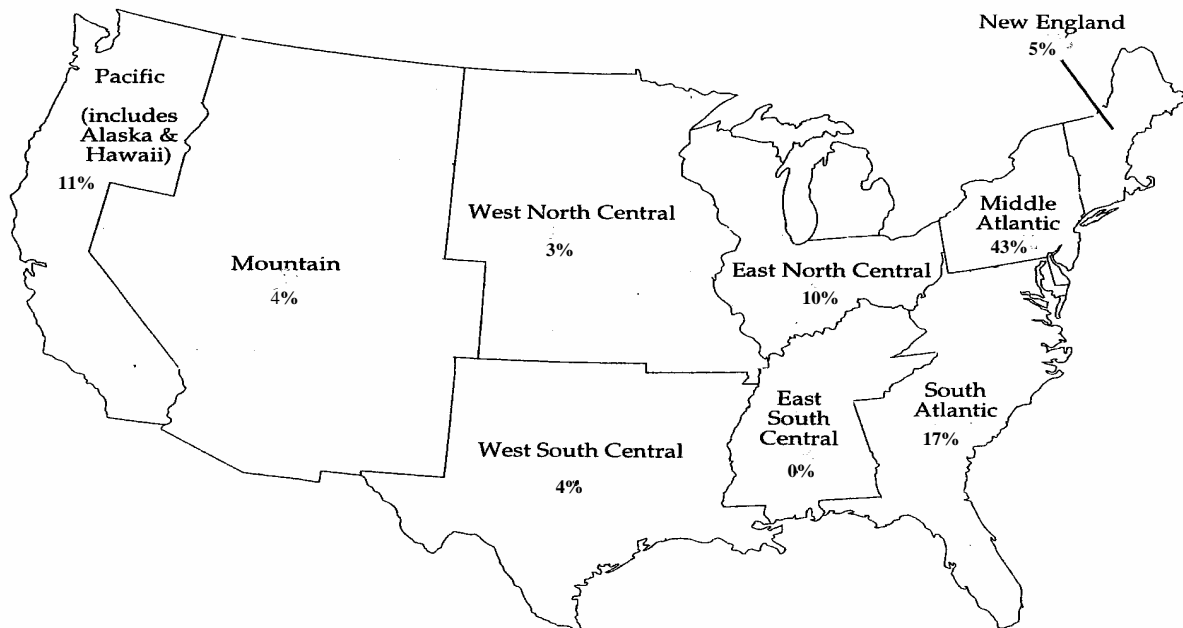
WHERE GRADUATES MOVE AFTER GRADUATION

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 55 percent in other areas of the country. The majority of graduates are

employed in the Northeast and Central parts of the country, areas that have been strong sources of applicants for NTID.

AREA OF PLACEMENT

Area	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005*	Five-Year Average
Other	44%	43%	63%	53%	55%	52%
Rochester	20%	22%	6%	14%	14%	15%
Hometown	36%	35%	31%	33%	31%	33%
Total	100%	100%	100%	100%	100%	100%



International Placement = 3%

* Placement numbers for FY 2006 graduates are incomplete and will be reported next year.

PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 63 percent of NTID graduates have acquired jobs in business and industry, and 27 percent in education, and 10 percent in government.

Sector	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005*	Five-Year Average
Business/Industry	52%	61%	66%	64%	69%	63%
Education/Non-profit	39%	30%	22%	24%	22%	27%
Government	9%	9%	12%	12%	9%	10%
Total	100%	100%	100%	100%	100%	100%

* Placement numbers for FY 2006 graduates are incomplete and will be reported next year.

OCCUPATIONS OF GRADUATES: ENTRY STATUS

Deaf and hard-of-hearing graduates enter a wide variety of jobs. About 29 percent enter jobs in science and engineering professions with another 28 percent in business occupations, and 16 percent in visual communication areas.

The remaining graduates are employed as teachers, counselors, social workers, and other miscellaneous professions.

Occupational Area	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005*	Five-Year Average
Science and Engineering e.g., Engineers, Technicians, Computer Professionals, Machinists, Drafters	23%	23%	38%	31%	31%	29%
Business e.g., Managers, Accountants, Data Entry Technicians, Word Processing Technicians	32%	23%	23%	33%	31%	28%
Visual Communications e.g., Printers, Photographers, Artists, Photo Lab Technicians, Designers	18%	19%	16%	11%	15%	16%
Miscellaneous e.g., Postal Workers, Teachers, Social Workers, Counselors, Maintenance Workers	27%	35%	23%	25%	23%	27%
Total	100%	100%	100%	100%	100%	100%

*Numbers for FY 2006 graduates are incomplete and will be reported next year.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY

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 RIT/NTID. A sample of approximately 1,000 alumni received questionnaires, of which 429 were returned. This data was reported in the previous Annual Report.

New alumni data will be collected in 2007. Below is the occupational data from the 2003-2004 survey recoded into the Standard Occupational Coding (SOC) system, which will replace the previous Census Occupational coding system used. The SOC groups occupations into 12 major categories. Recoding the data into the SOC system serves to prepare readers for subsequent annual reporting.

Occupations of Working Alumni*	All	Males	Females	Sample Job Titles Held by Alumni within Category
Management	2.2%	71.0%	29.0%	Director Human Resources, Academic Chairperson, Production Manager, Foundation Service Coordinator
Business & Financial Operations	2.7%	44.5%	55.5%	Accountant, Financial Planner, Financial Analyst
Computer & Mathematical	8.0%	63.4%	34.6%	Systems Analyst, Software Engineer, Network Administrator, IT Specialist
Architecture & Engineering	5.2%	94.1%	5.9%	Staff Engineer, Electrical Designer, Field Engineer, Architectural Job Captain, IT Architect
Life, Physical, & Social Science	4.0%	30.8%	69.2%	Associate Scientist, Environmental Protection Specialist, School Psychologist, Linguist, Marketing & Communications Coordinator
Community & Social Services	7.7%	24.0%	76.0%	Social Worker, Independent Living Specialist,
Legal	.3%	0.0%	100.0%	Lawyer
Education, Training, & Library	18.8%	31.1%	68.9%	Teacher's Aide, Library Technician, Education Specialist, Teacher of the Deaf, Middle School Teacher
Arts, Design, Entertainment, Sports & Media	20.7%	17.9%	82.1%	Designer, Multimedia Assistant, Visual Information Specialist, Level Designer, Technical Writer
Healthcare Practitioners & Technical	2.4%	37.5%	62.5%	Sonographer, Communication Therapist, Siotherapist, Specimen Technician
Healthcare Support	.3%	0.0%	100.0%	Dental Assistant
Food Preparation & Serving	.3%	0.0%	100.0%	Bartender
Building & Grounds Cleaning & Maintenance	.3%	100.0%	0.0%	Groundskeeper

(continued)

* There are three additional occupational categories in which no alumni reported work during this survey: Protective Service; Farming, Fishing, & Forestry; and Transportation & Material Moving.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY (continued)

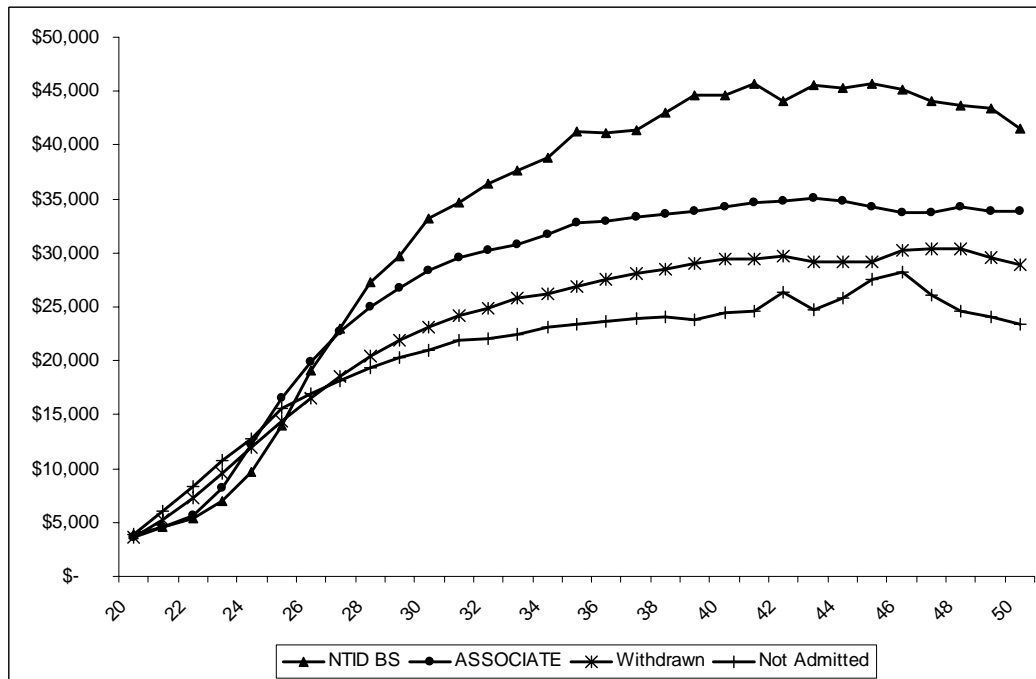
Personal Care & Service	3.1%	30.0%	70.0%	Substitute Houseparent, Childcare Worker, Developmental Aide
Sales & Related	1.9%	50.0%	50.0%	Car Sales Consultant, Packing Sales Representative, Manager of Produce
Office & Administrative Support	15.7%	31.4%	68.6%	Executive Assistant to County Clerk, Computer Operator, Information Technologist, File Clerk, Scheduler, Medical Biller, Production Associate
Construction & Extraction	.9%	100.0%	0.0%	Carpenter, Master Electrician
Installation, Maintenance, & Repair	.6%	100.0%	0.0%	VRS Installer, Network Technician
Production	4.9%	75.0%	25.0%	Auto Painter, Press Operator, Imaging Technician, Baker, Offset Publisher, Seamstress, CNC Machinist, Optical Lab Technician

TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI

The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. Data represented in these figures are from a 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 in part upon degree level attained. By age 50, deaf and hard-of-hearing bachelor's degree graduates earn on average close to \$7,700 more than those with sub-bachelor degrees; who in turn earn \$5,000 more on average than those who withdraw; who earn close to \$5,500 more than those who are not admitted. The increased earnings result in greater federal tax contributions.

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 A.O.S. degree earners from NTID (A.O.S.); (4) Deaf or hard-of-hearing A.A.S. degree earners 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.

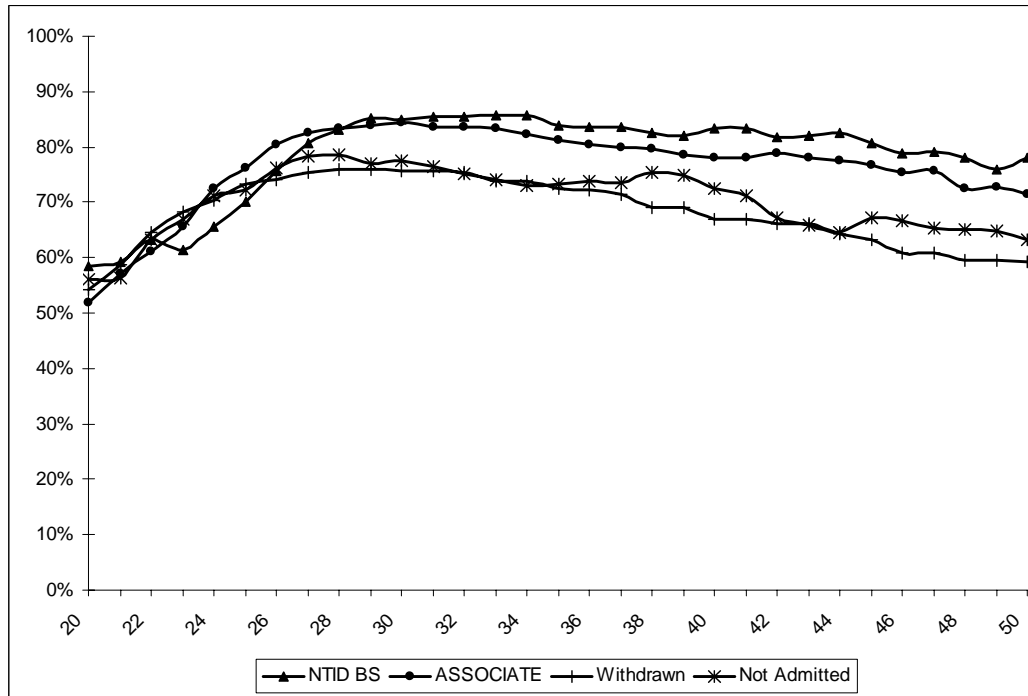
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TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI (continued)

Recent research in collaboration with the Social Security Administration plays in producing income for various categories of individuals. Baccalaureate graduates show the highest percentage generating income at all ages, followed

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

Percent of Alumni Reporting Earnings by Age



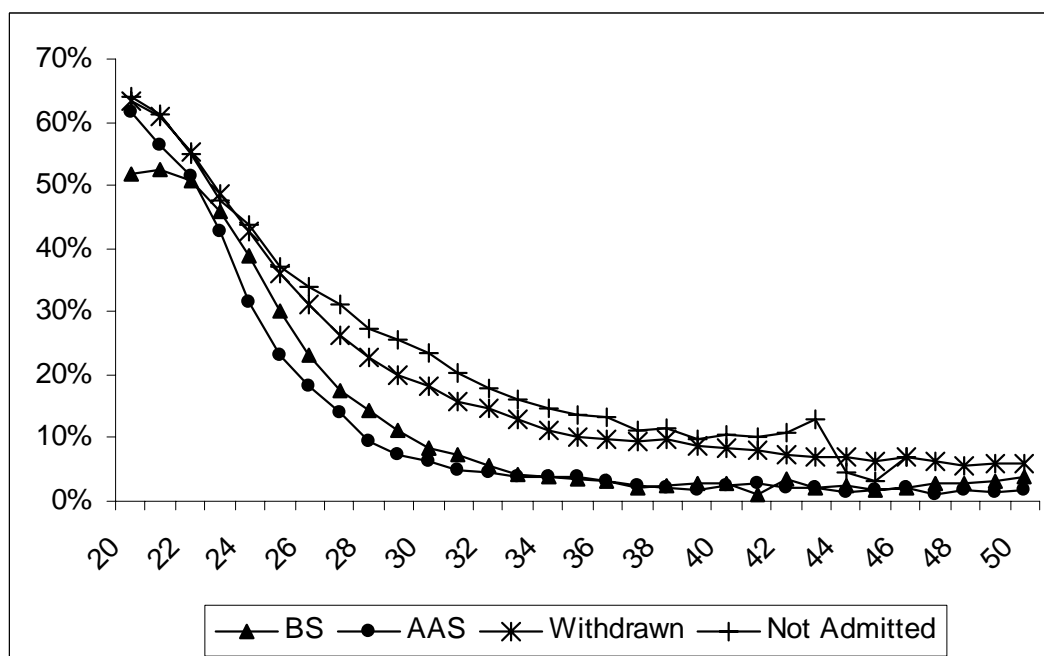
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EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

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 RIT/NTID 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 5 percent of students who withdrew or have been rejected for admission continues 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.

Supplemental Security Income (SSI)



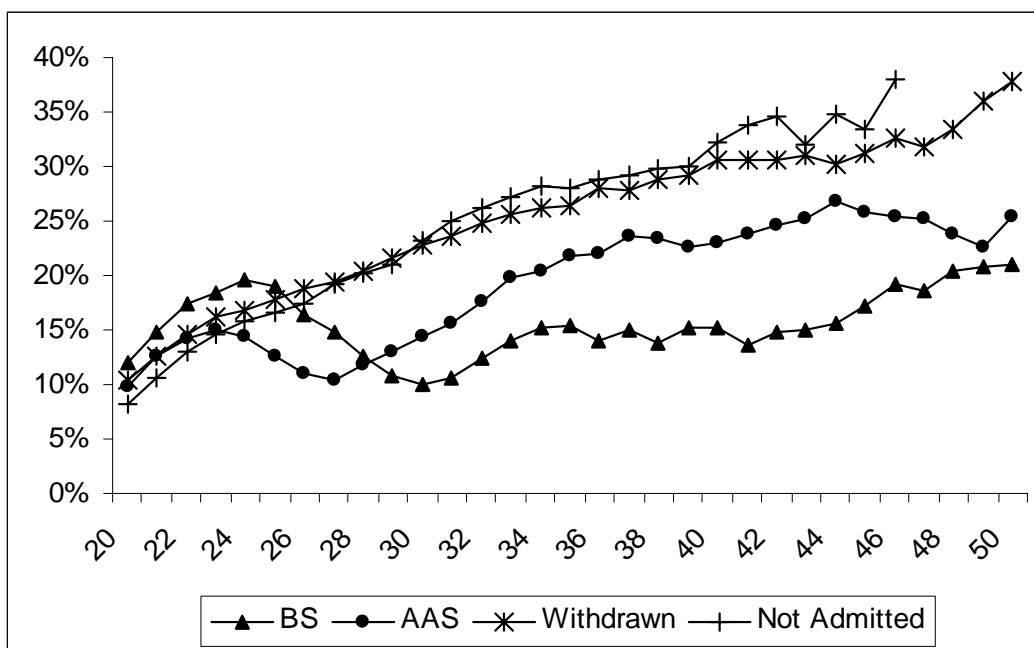
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EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS (continued)

While virtually no one participated in the SSDI program when they were students, by age 50 about 25 percent of graduates with a bachelor's and 21 percent of grads with a sub-bachelor's degree were receiving SSDI benefits. These rates compare favorably to 38 percent for non-graduates.

Social Security Disability Insurance (SSDI)



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 A.O.S. degree earners from NTID (A.O.S.); (4) Deaf or hard-of-hearing A.A.S. degree earners 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.

RESEARCH



In addition to ongoing, programmatic research, NTID researchers respond to immediate needs identified by the administrative team and conduct long- and short-term studies associated with NTID activities.

RESEARCH HIGHLIGHTS

NTID determines topics for research on the basis of a research agenda with priorities derived from a variety of sources in the college and in the field, including the NTID National Advisory Group, the 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 the administrative team as well as long- and short-term projects to comply with performance indicators from the Department of Education. These institutional research projects fall into four categories: 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 four years.

To measure effectiveness, NTID keeps track of the degree to which NTID research findings are reaching external audiences. Personal contacts by researchers with teachers, university faculty, students and alumni, family members of deaf and hard-of-hearing individuals, government, business, and legal professionals, counselors, psychologists, interpreters, other professionals, and community organizations exceeded 1,400 during the 2005-2006 academic year. In addition, researchers shared their findings through 73 presentations and workshops to a variety of groups, through 34 publications, 40 internal reports and distribution of over 3,300 *NTID Research Bulletins*. Additionally, nine 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, through focus groups at national professional meetings, and through the department's publications and website. The results of these solicitations will be used to identify strategically important research issues.

SUMMARY OF RESEARCH ACTIVITIES

Language and Literacy

The Department of Research and Teacher Education 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. In terms of English, this research is seeking to enhance literacy through research on both spoken and written forms of communication and their relationship to access and success. The following are some key outcomes for this area of investigation:

- Eye Fixations in Simultaneous Communication. A manuscript has been prepared, revised, and readied for publication that reports a study of eye movement during reception of short sentences in Simultaneous Communication (SC). Results indicated that the face of the sender was the primary location of eye fixations by the receiver during SC within the context of the experimental task devised for the study. This finding was unaffected by the apparent critical contribution of the signed or spoken component of the SC message, suggesting that eye fixations toward the hands of the sender are not necessary to apprehend essential information at that location. Sender and receiver characteristics also affected visual processes in SC perception. In particular, experienced adult deaf users of SC made more, brief eye fixations than observers who had normal hearing, which could enhance activation of centers that process motion.
- Faculty/Staff Communication Research Project: Students' Judgments of Faculty/Staff Members' Communication Skills. The Student/Faculty Communication Survey is a 20-item rating scale used by students to provide feedback regarding their instructors' communication skills in a classroom setting. The survey items reflect a global perspective, encompassing sign language, spoken language, simultaneous communication, and use of visual materials. Planned data collection was to span a three-year period but, because the survey continued to be used by faculty this year, there was an opportunity to add more ratings to the database. Signed consent was obtained for this extension of the study. Preliminary analysis of the composite dataset validates the intended design of the survey, which does appear to have three scales that pertain to 1) Sign communication, 2) Spoken language communication, and 3) General visual communication. Further analyses will be conducted to determine which subject characteristics, if any, modify these general findings.
- Classroom Sign Language Assessment (CSLA). The original goal of this project was to provide a classroom observational tool that may be used to assess instructors' classroom sign language communication skills, and to identify sign language communication skills appropriate for development. Development of this tool, the Classroom Sign Language Assessment (CSLA), was initiated during 2001-2002. During 2002-2003 and 2003-2004, training of CSLA Team members and pilot use of the CSLA with NTID instructors occurred, with full implementation of the CSLA at NTID occurring during the 2003-2004 Spring Quarter. Project goals now focus on 1) Monitoring and refining, as appropriate, the CSLA process; 2) Examining NTID instructor satisfaction with the CSLA; and 3) Determining reliability of CSLA results within CSLA Teams of two observers.
- Deaf Students' Knowledge of English Quantifiers. English sentences containing the quantifiers *each*, *every*, and *all* are semantically and cognitively complex structures. This fact poses a serious educational challenge to deaf students because knowledge of quantifier sentences is central to learning mathematics and other school subjects. This study, associated with an NSF Science of Learning Center catalyst award to NTID, explored deaf and hearing students' knowledge of English quantifier sentences at middle school, high school, and university levels. Results revealed that, although deaf students have fundamental knowledge of quantifier sentences, they differ in certain ways from hearing students in their interpretations of such sentences. In addition to the impact of this difference on reading comprehension in general, the difference provided valuable insight into the extent to which limited English proficiency negatively impacts deaf students' development of mathematical knowledge and skills.

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SUMMARY OF RESEARCH ACTIVITIES (continued)

Teaching and Learning

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

- Deaf and Hearing Student's Use of Visual-Relational Representation in Solving Mathematical Problems. This research was conducted as part of a multi-university NSF Catalyst Project involving NTID, Gallaudet University, and Bowling Green State University. It examined the use of spatial-relational representation by deaf and hearing students while they were solving mathematical problems. A total of 305 hearing (n = 156) and deaf (n = 149) participants from middle school, high school, and college completed a 15-item mathematical word problem test adapted from Hegarty and Kozhevnikov (1999). The results showed that hearing subjects utilized visual relational representation to a greater extent than the deaf subjects. However, the use of spatial-relational representations was a stronger predictor of performance for the deaf students with this mathematical problem-solving task.
- Elucidating the Visual System Deficits Underlying Hidden Dyslexia in Deaf Students. Specific reading disability is a learning disability that can affect both hearing and deaf individuals. We have found in two previous studies that poor reading skill in deaf students is associated with deficits in the functioning of a specific part of the visual system. These deficits are generally accepted as evidence of dyslexia in the hearing population, suggesting that dyslexia is a hidden contributor to the reading difficulties of deaf poor readers. We have collected and analyzed data on specific visual system functions to clarify the type of visual system deficit present in deaf poor readers. This new information improves our understanding of how visual system deficits are related to reading skill and may lead to improved diagnostic procedures to separate the effects of deafness from the effects of dyslexia on reading development.
- Field-specific Signs in the Classroom: A Study of Concept Representation and Standardization. This project examined the perceptions of science teachers about field-specific (technical) signs, the accuracy of representation of concepts in signs, and the teachers' willingness to adopt and regularly use the signs in the classroom. The study provides insight into the factors influencing sign selection and production. Implications are drawn not only for science teaching, but also for teacher education, interpreter education, and sign language instruction. Teachers with formal content training are significantly more capable of rejecting signs that are conceptually incorrect and may lead students to develop misconceptions.
- Integrating Best Practices in Instruction: Observations of Experienced Teachers. Pre-service teacher programs preparing graduate students to enter the field of education of deaf students need to assist the students in bridging research and theory with actual teaching practices. This study examined how graduate student teacher candidates benefit from observations and discussions about instruction. The focus was on the identification of "best practices" and having graduate students draw implications for their own experiences as "teacher candidates." As a result of this study, teacher candidates are now identifying best practices during observations of veteran teachers and reflecting on their own teaching with regard to these practices. They choose several practices to experiment with during student teaching, film themselves applying these practices, and present on them in the Spring Perspectives course.
- Itinerant Specialist Teachers of Deaf and Hard-of-Hearing Students: Preparing for Changing Roles in Challenging Times. Trends in education of deaf and hard-of-hearing students have shifted from separate to mainstream schools. This trend requires more knowledge and professional development for itinerant teachers who are supporting mainstreamed deaf and hard-of-hearing students. The goal of this project is to collect and analyze data about the knowledge and skills required to be an effective itinerant teacher and to develop curricula for pre- and in-service delivery to this audience. This year the literature on itinerant teachers was reviewed, a focus group with a sample of these teachers was completed, and surveys were collected. Results suggest that itinerants have many roles in the mainstream and often must learn these skills "on the job." They are isolated from other specialist teachers and have difficulty defining their work for others. They feel they would benefit from additional professional development opportunities.

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SUMMARY OF RESEARCH ACTIVITIES (continued)

Sociocultural Influences

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

- National Center on Deaf Health Research. The National Center on Deaf Health Research (NCDHR) is a national center for research on the health care and health literacy issues faced by the deaf community. It is funded by a \$3.5 million grant from the Centers for Disease Control for five years starting in September 2004. The center is in its second year of operation. The National Technical Institute for the Deaf has been awarded a subcontract to conduct research for the NCDHR that will help to define and prioritize the major health issues in the deaf community, and to identify barriers to accessing quality health care and health information. Last year, the NCDHR developed a culturally appropriate modified English language Health Behavior Survey (HBS) and administered it to 170 new students at NTID. This year our Research Committee has conducted extensive analyses of the HBS data set and has begun to develop sign language versions of the HBS to extend our health surveillance to the general deaf and hard-of-hearing population.

Career Development

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

- Deaf Initiative in Information Technology (NSF Grant). We completed year six of the NSF grant to provide workshops to deaf and hard-of-hearing adults in the information technology field. A critical national need exists for individual training in IT and for constant upgrading of skills. Deaf and hard-of-hearing professionals have difficulty in obtaining training and skills that meet their communication and learning style needs, even with an interpreter. This project allows for direct instruction of deaf participants by a faculty member who is skilled in sign language and has current/up-to-date information in the IT field. Fifty percent of the respondents indicated that they took on more responsibilities or obtained a better job after attending DIIT workshops. Seventy-nine percent of the respondents said that information in the DIIT workshop helped them on the job. Eighty-six percent of the respondents indicated that they were more confident with their overall computer skills after attending the DIIT workshop.

Technology Integration

Recent and projected advances in technology have significant impact on the lives of deaf and hard-of-hearing 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

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

the range of technologies as vehicles for enhancing student outcomes, both regarding access of deaf and hard-of-hearing 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™): Focus on Analyses of High-School Multiple Correlation Study. The C-Print system provides a real-time text display that the student can read to understand what is happening in the classroom. In addition, the text file stored in the computer can be examined by students, tutors, and instructors by reading the computer monitor or a hard-copy printout. This project involves research and development of a technology that helps meet NTID goals to develop new approaches for transferring information and knowledge. The C-Print technology provides an alternative for communication access that benefits some of our mainstreamed students. Continued analyses and writing for publication of previously funded C-Print projects are included in this project. New findings indicated that the extent that students, both in high school and in college, used the C-Print saved text and used study strategies with it was related to their motivation.
- C-Print Model for Speech-to-Text Support Services with Educational Software and Automatic Speech Recognition: Year Three of Grant. This project is demonstrating a unique support service model for deaf/hard-of-hearing *postsecondary* students. This grant-funded project has four major goals: 1) To implement the model using automatic speech recognition (ASR), computerized word abbreviations, and educational user interface software; 2) To produce a web-based guide to enhance student use of the C-Print model; 3) To produce materials to train C-Print operators (captionists) to provide the support service; and 4) To evaluate the C-Print model for provision of support services. A finding from interviews was that use of the C-Print real-time display and the tools for participation and learning in the C-Print Pro Client application helped students be more involved in class and classroom learning activities.
- Using a Tablet PC and C-Print to Support Deaf and Hard-of-Hearing Students. The purpose of this project is to adapt the tablet PC to create new educational tools to support mainstreamed deaf/hard-of-hearing students at middle and high school levels. Tablets will be adapted to work in real time with notetaking and with C-Print speech-to-text support services. Tablets enable an individual to use an electronic stylus to create graphics and also permit standard keyboard input. Students may use the tablet to view notes that are taken by a support notetaker whose tablet communicates wirelessly with the student's. Students may also add their own notes. The adaptation of the tablet and C-Print will include modifications so that a C-Print service provider in the classroom with the student can use an electronic pad to provide graphical information along with the predominantly text-based real-time display. One finding was that participants indicated that the tablet technology enabled students to obtain clarification in addition to adding their own thoughts during class.

Institutional Research

Institutional research is research conducted within an institution of higher education to provide information that supports institutional planning, policy information, decision making, and outcomes reporting. This function at NTID is situated within NTID's Office of the Vice President/Dean in collaboration with the Department of Research and Teacher Education. The following are some key outcomes in this area of investigation:

- Use of the COMPASS to Assess Academic Readiness for College. At the request of NTID's Office of Admissions, 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 continue the project, the COMPASS Reading and Grammatical Usage tests were administered to applicants with lower ACT test scores, and these scores were taken into account during the admissions process. Their progress at NTID will be monitored.

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

- Moving through the English Curriculum at NTID. Analyses were undertaken on three cohorts of students (those who entered in the fall of 2002, 2003 and 2004) in order to evaluate “middle performing students” who could be ready for associate degree programs, possibly with an intensive English course. Students were sorted based on whether they met, almost met, or did not meet the “two of three” criterion on eligibility for taking the NTID Language Arts Proficiency Test (i.e., whether they exceeded a cutoff score on two out of three placement tests – the NTID Writing Test, the NTID Reading Test, and the Michigan Test). By focusing on the students who almost met the criterion, and tracking their flow through the NTID English curriculum, analyses informed the NTID English Department’s curriculum development process.
- Deaf Children and Their Families: Educational and Labor Outcomes for the National Longitudinal Survey of Youth (NLSY). A longitudinal study of deaf and hard-of-hearing children and young adults in the National Survey of Youth database is being conducted. This database has detailed information on mothers, their children, family and schooling factors, and college, labor, and career patterns. The research focus is geared towards predicting patterns of schooling success (including postsecondary education) from family and environmental factors. This year, analyses were extended to the ages of 14-21, and growth curve modeling was conducted on the ages 0-14.
- 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 the partners will be able to investigate factors associated with participation in government transfer programs. This year a paper was submitted for publication to the Social Security Bulletin that tracks applicants and students based on whether or not they were on SSI and SSDI programs as children. Additionally, extensive work was done on extending these studies to include the VR-911 database – in order to compare NTID students and applicants to deaf and hard-of-hearing individuals who do not apply to NTID.
- Student Characteristics, First-Year Persistence, and Graduation Rates. Analyses are conducted annually to report on the first-year persistence and graduation rates as required for reporting to the U.S. Department of Education regarding NTID’s Performance Indicators. These have been updated for the current fiscal year.
- The NTID Annual Report. Each year institutional research coordinates the preparation of NTID’s Annual Report (this document), which is due to the Secretary of Education each year. This lengthy document is a comprehensive report of NTID’s yearly activities.

Marketing Research

NTID’s marketing research function executes a continuous program of research that focuses on how deaf and hard-of-hearing students make college choices and on identifying differences within specific student groups. The information learned from this marketing research activity has a direct impact on NTID’s recruitment and marketing strategies and messages. A significant amount of effort is also spent building a network of professionals who are influential to deaf and hard-of-hearing college-bound students.

OUTREACH



NTID's educational outreach efforts include a number of innovative programs designed to share educational information and provide technical assistance to secondary-school deaf and hard-of-hearing children.

OUTREACH HIGHLIGHTS

NTID's educational outreach efforts include a number of innovative programs designed to share educational information and provide technical assistance to alumni, other deaf and hard-of-hearing adults, teachers of deaf and hard-of-hearing students, employers, Vocational Rehabilitation personnel, secondary and middle school students and parents of deaf and hard-of-hearing children. FY 2006 outreach program highlights include pre-college, college, post-college and other outreach activities.

Pre-college Outreach Programs

- NTID's Strategic Vision 2010, a bold multi-year plan to position NTID for the years ahead, mandated an increase in outreach efforts aimed at middle school and high school students. The purpose was to provide educational experiences for these students that would enable them to see a place for themselves in a college environment after graduation. A special focus of this effort was young women and AALANA students. During FY 2006, NTID faculty and staff conducted five new outreach programs: the RIT SpiRiT Writing Contest for grades 10 – 11; the RIT National Science Fair for Deaf and Hard-of-Hearing Students grades 6 – 11; the ACT (American College Test) Prep Class for high school students; Tech Girlz, a summer camp for 8th grade girls; and Steps to Success, a weekend camp for African-American, Latino-American, and Native American (AALANA) students grades 7 – 9. NTID is planning for two additional contests in FY 2007: the MATHCOUNTS Competition for middle school students, and the Digital Arts and Animation Competition for grades 9 – 12.
- Explore Your Future (EYF), a week-long career exploration and evaluation 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 provides opportunities for high school students to learn about themselves and their educational and life/career choices, and is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm-living opportunities give the students a taste of college life. More than 4,015 students have participated in EYF over the past 21 years. In the summer of 2006, 183 students participated in the program.

College Outreach Programs

- The Northeast Technical Assistance Center (NETAC) was established at NTID in 1996 as one of four regional technical assistance centers dedicated to working with secondary and postsecondary institutions, school personnel, and service providers to improve educational access and enhance educational opportunities for students who are deaf or hard-of-hearing. The outreach activities coordinated by NETAC include training, resources, consultation and technical assistance. Funded by the U.S. Department of Education, Office of Special Education Programs, the project successfully completed its second five-year cycle in June 2006.
- NTID's Project Access is designed to help educators incorporate basic strategies to foster better learning for mainstreamed deaf and hard-of-hearing students. NTID faculty have led workshops for faculty and other professionals from across the country and have established a resource website for educators called Class Act, which includes ready-to-use classroom handouts, a place to network and share information, and videotaped faculty and student input. Organized into teaching, communication, support services and environment categories, professors may use the site for strategies and tips to address the challenges they face, and ultimately foster better learning for deaf, hard-of-hearing and hearing students. Last year, there were 132,573 visits to the Class Act website. Of these, approximately 12,000 were repeat visits, indicating a sustained interest in the training and information provided by the website. This year, three online, interactive, instructional modules "Working with Interpreters, Pace of Instruction, and First Day of Class" were added to the Class Act website.

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OUTREACH HIGHLIGHTS (continued)

Post-college Outreach Programs

- The Deaf Initiative in Information Technology (DIIT) project, housed in the Information and Computing Studies (ICS) Department of NTID, provides workshops to enhance the technical skills of deaf and hard-of-hearing IT professionals currently in the workforce or preparing to enter the workforce. In FY 2006, DIIT offered 11 workshops to 90 attendees. These included:
 - Six workshops offered on campus at NITD
 - Three workshops offered in the greater Los Angeles area supported in part by the Max Factor Family Foundation
 - Two workshops offered on campus at NTID prior to the 2006 Second National Training Conference for State Coordinator and Related Professionals Who Serve Individuals Who are Deaf, Deaf-Blind, Hard-of-Hearing and Late Deafened (SCD)
- NTID makes available on a national basis 61 sign language videotapes and two CD-ROMs in 26 technical/specialized content areas for technical communication. These videotapes and CDs are available from the NTID Marketing Communications Department, and the videotapes also are available from Captioned Films for the Deaf. In addition, NTID-produced sign language books for technical communication are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the RIT bookstore.

Additional Highlights

- NTID's Center on Employment (NCE) served a total of 836 employer representatives through 35 training sessions and outreach workshops such as "Working Together: Deaf and Hearing People." Two sessions of "It's a Deaf, Deaf World" were presented to one employer. NCE, through employer grants, sponsored two luncheons for parents of perspective students to discuss the co-op and permanent job search process and support at NTID. NCE staff attended and presented at three national conferences aimed at service providers for the deaf and hard-of-hearing community. NCE attended the National Business Leaders Network (BLN) conference, which is hosted by national employers dedicated to the increased employment of people with disabilities
- Sign Language Proficiency Interview (SLPI) (also known as the Sign Communication Proficiency Interview/SCPI) workshops and follow-up provide training for school personnel and other professionals to implement and conduct sign language communication skills assessment and skills development services for academic and Vocational Rehabilitation personnel and others who work with or who are preparing to work with deaf or hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents and annual reports to guide implementing SLPI use within the context of sign language communication skills assessment-development programs. During FY 2006, SLPI training included: 1) Training for Florida, Utah, and South Carolina Schools for the Deaf and the Blind on development and refinement of Sign Language Program policies, procedures, databases, and annual reports, and use of these documents for monitoring appropriateness of sign language communication skill level expectations and reliability of SLPI ratings; 2) Training of SLPI interviewers-raters for Utah Schools for the Deaf & the Blind, Phoenix College Interpreter Preparation Program, Helen Keller National Center for Deaf-Blind Youths and Adults, the Alabama Department of Mental Health & Mental Retardation, St. Mary's School for the Deaf, the Katzenbach School for the Deaf in New Jersey, and the Michigan School for the Deaf; and 3) Planning a potential workshop for Washington State Office of the Deaf & Hard-of-Hearing. In addition, SLPI services continued to be provided for Canisius College Department of Deaf Education graduate students and two SLPI websites were updated. These two websites provide information for programs that are considering hosting SLPI Workshops, model sign language program philosophy, policy, procedures, and annual report documents, information about conducting SLPI reliability studies, and documents for SLPI Trainers and SLPI Coordinators to conduct SLPI Training Workshops and SLPI In-Service Training.

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OUTREACH HIGHLIGHTS (continued)

- 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. Inquiries about C-Print can be accounted for in three different ways: e-mail, phone calls, and website visits. From January through September, 2006, there were approximately 1,500 email dialogues and 975 phone call discussions to the C-Print Development and Training Office. The main C-Print website received 32,905 visits from January to September 2006. In fall 2003, NTID transitioned C-Print captionist training from a workshop model to an online model. The online training is a distance-education program designed to give individuals the core preparation necessary to provide speech-to-text services, primarily in a classroom setting. Orders for online training totaled 185 from January through September 2006.
- During 2005-2006, NTID Performing Arts celebrated its 31st season by presenting four mainstage and two laboratory productions that involved more than 481 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 5,431 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 neighboring states and nearby provinces in Canada attended performances. This year's on-campus productions included: *The Passion of Dracula*, *Lysistrata*, *Windows of the Soul*, *The Crucible*, *The Lottery*, and an all-dance version of *Pinocchio*. During the 2005-2006 academic year, 509 students registered for and attended Performing Arts classes. In total, 6,421 people were served by NTID Performing Arts activities during the 2005-2006 production season.

SPECIAL CERTIFICATES AND OUTREACH PROGRAMS

In addition to regular degree programs offered to NTID-supported deaf and hard-of-hearing students, special programs are available to deaf, hard-of-hearing, and hearing students from the community. Classes are available primarily through RIT's College of Applied Science and Technology, NTID's Deaf Initiative in Information Technology, and the

Performing Arts at NTID. A total of 175 individuals from the community enrolled in outreach programs. An additional 334 NTID students participated in the programs offered through NTID. Eight special certificates were awarded in the 2005-2006 academic year.

Area of Outreach Enrollment	Number
Performing Arts	85
Deaf Initiative in Information Technology	90

Area of Certificate	Number
Management Development	2
Performing Arts	6

EXPLORE YOUR FUTURE

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

and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm living opportunities give the students a taste of college life. A total of 4,015 students have participated in EYF over the past 21 years. Fifty-two percent of the summer 2005 participants subsequently enrolled at NTID in fall 2006. Two sessions were offered in summer 2006. This year's participants came from 32 states, two countries and one U.S. territory.



	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Number of Participants	183	168	187	194	183
Percentage of Minorities	37%	20%	29%	24%	20%
Percentage Enrolling at NTID	43%	49%	53%	52%	N/A*

* Students from EYF 2006 are currently in the process of applying to NTID

EXPLORE YOUR FUTURE ENROLLMENT BY STATE

Summer 2006 EYF students represented 32 states, two countries and one U.S. territory, as shown below.

Home State or U.S. Territory	Number in EYF Summer 2006
Arizona	1
California	13
Colorado	1
Connecticut	4
Delaware	2
Florida	6
Hawaii	1
Iowa	2
Illinois	20
Kentucky	1
Louisiana	1
Massachusetts	12
Maryland	13
Maine	4
Michigan	13
Minnesota	1
Missouri	4
North Carolina	4
Nebraska	1
New Jersey	13
Nevada	1
New York	17
Ohio	7
Oklahoma	1
Pennsylvania	13
Rhode Island	2
Tennessee	5
Texas	5
Virginia	3
Washington	2
Wisconsin	5
West Virginia	2
Virgin Islands	1
Austria	1
Ontario	1
Total	183

EMPLOYER OUTREACH

NTID initiates and delivers consultation, training, follow-up, and other support services to employers. Through these services, employers become aware of the needs of deaf and hard-of-hearing people for employment and, in partnership with NTID, facilitate

graduates entering the workforce and continuing their career development. A total of 836 employer representatives received training through the NTID Center on Employment (NCE) in 2005-2006.

Employer Training and Educational Programs

- Conducted, delivered, and presented 35 programs for 836 human resources professionals, service providers and company representatives

NCE Job Fair

- Fifth annual NCE Job Fair held December 6, 2005
 - 33 employers attended
 - More than 300 students and others attended

Trips and Conventions

- NCE personnel attended 12 conferences to develop employer contacts and job opportunities
- NTID conducted 20 co-op trips to 73 employers to visit co-op students and to expand and develop co-op and permanent job opportunities

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

- Accommodated 19 employers in recruitment visits, five on-campus orientations, and 10 requested resume packages
- Consulted with 68 alumni and other deaf and hard-of-hearing adults seeking job search assistance
- Distributed more than 900 copies of printed NCE materials to employers, prospective employers, and VR counselors
- Presented four workshops in the greater Los Angeles area as part of a five-year Max Factor grant to inform and educate prospective employers of NTID students and NCE support services

NCE Marketing Highlights

- Posted the very successful "You Decide" NCE video on the NCE website
- Three postcard campaigns for regular mailings to employers
- Continued quarterly electronic newsletters to employers
- Maintained and revised current NCE website
- Revised Program Marketing Pieces describing for employers NTID associate degree programs
- Initiated a major revision of the NCE brochure
- Prepared NCE columns that appeared regularly in NTID publications of *Alumni News*, *Parent News*, and *FOCUS* magazine
- Supported media articles related to employment of co-ops and graduates that appeared in SHRM, NAVSEA, Rock Island Arsenal, and Mellon Financial publications

DEAF INITIATIVE IN INFORMATION TECHNOLOGY

The Deaf Initiative in Information Technology (DIIT) project, housed in the Information and Computing Studies (ICS) Department of NTID, completed its sixth and final year of funding on September 30, 2006. DIIT was supported by two National Science Foundation (NSF) Advanced Technological Education

(ATE) continuing grants. Award number ATE 0070982 for \$526,322 funded the first phase of the project from July 1, 2000 to June 30, 2003. The second three-year phase of the project, DIIT II award number ATE 0302790 for \$686,702, started in July 1, 2003.

The DIIT project is a unique educational model that:

- Addresses the continuing education needs of deaf and hard-of-hearing professionals across the country currently working in or preparing to enter the IT field.
- Addresses the professional development needs of the faculty in the Information and Computing Studies Department (ICS) at NTID.
- Enhances the curriculum for the associate degree programs in information technology.

The primary goals of this national project have been to:

1. Develop and offer curriculum and educational materials to 'upskill' deaf and hard-of-hearing IT professionals currently in the workforce or preparing to enter the workforce.
 2. Enhance the IT skill set and knowledge of the faculty in the ICS Department (formerly known as the Applied Computer Technology Department).
 3. Develop and offer cutting edge IT curriculum and materials in courses for associate degree deaf and hard-of-hearing students at NTID.
- The DIIT project has offered 58 IT workshops, most one week in length, offered at RIT/NTID, to 403 deaf and hard-of-hearing IT professionals. Attendees have come from 26 different states, with the majority from large corporations and government agencies. Others were unemployed or working outside of the IT field hoping to get skills helpful in their job search.
 - In FY 2006, 11 workshops were offered to 90 attendees. These included:
 - Six workshops offered on campus at NITD
 - Three workshops offered in the greater Los Angeles area supported in part by the Max Factor Family Foundation
 - Two workshops offered on campus at NTID prior to the 2006 Second National Training Conference for State Coordinator and Related Professionals Who Serve Individuals Who Are Deaf, Deaf-Blind, Hard-of-Hearing and Late Deafened held in Rochester
 - The model used for the DIIT project (faculty leaves of absence for training followed by the presentation of a workshop), has successfully contributed to the professional development of all members of the Information and Computing Studies Department at NTID. As a direct result of the DIIT project, six faculty members received a total of 12 professional certifications.
 - Another goal of the project is the integration into NTID's undergraduate curriculum of material that faculty have developed while on DIIT-supported leaves. As a result of faculty development through the project, NTID's associate degree curriculum has been significantly updated, with three new concentration strands that include 15 new courses.
 - A fall 2004 survey of DIIT workshop participants revealed that:
 - Fifty percent of respondents obtained a new position or had taken on more responsibilities at their place of employment following participation in DIIT training.
 - Ninety-three percent indicated that participation in the DIIT workshops improved their IT skills.
 - Seventy-six percent said they used workshop information on the job.
 - Eighty-six percent responded that they were more confident with their overall computer skills and with their ability to learn new computer skills. Through this increased confidence comes a willingness to participate in additional training that will allow these deaf professionals to be competitive with their hearing peers and obtain and retain jobs in the increasingly demanding field of information technology.

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DEAF INITIATIVE IN INFORMATION TECHNOLOGY (continued)

- Deaf adults participating in DIIT workshops also participated in panel presentations for deaf and hard-of-hearing undergraduate students at RIT/NTID. This is the first time that many students had the opportunity to interact with successful deaf adults working in a technical field.

Max Factor Family Foundation Gift

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

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

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

In March 2006, the first series of workshops was successfully offered in the Greater Los Angeles area. Seven separate workshops, three DIIT and four Career Building, were offered to a total of 154 participants.

Continuation and Expansion of the DIIT Model

Starting fall 2006, the end of NSF funding for DIIT, the project was renamed Deaf Initiative In Technology, representing an expansion of the DIIT model to other disciplines at NTID. This expansion will be supported by NTID funds with the goal of becoming self-supporting in the future. The DIIT project will be implemented in the Arts and Imaging Studies Department (AIS) during academic year 2006-2007. Plans for AIS faculty LOAs and workshops are being finalized. It is anticipated that a total of sixteen technical workshops will be offered during academic year 2006-2007 seven workshops from the AIS Department, eight from the ICS Department and one from the Business Studies Department.

NETAC

The Northeast Technical Assistance Center (NETAC) was established in 1996 with a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). It is one of four regional technical assistance centers dedicated to working with secondary and postsecondary

institutions, school personnel, and service providers to improve educational access and enhance educational opportunities for students who are deaf or hard-of-hearing. NETAC successfully completed the last of its five-year cycle in June 2006.

The NETAC Central Office is located at RIT/NTID and, through the coordination of designated state-based site coordinators, has served:

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

Through collaboration with the three other regional centers located in the Midwest, Southeast, and Western regions, NETAC has served a broad, national audience including public and private service agencies, consumer and professional organizations, vocational training programs, and a broad array of national professional organizations.

The outreach activities coordinated by NETAC have included training, resources, consultation and technical assistance. Following is a summary of significant NETAC activities and outcomes this reporting period.

New products developed in collaboration/partnership with NTID and others:

- Online Notetaker Training Program. Believed to be the first and only structured online notetaker training program of its kind, the program continues to grow in widespread popularity. This reporting period, the number of individuals from across the country who have registered for the program has nearly doubled, with a total of 4,424 registrations, 2,662 individuals having successfully completed the training, 1,762 currently in training, and more than 250 notetaker coordinators have downloaded the accompanying Coordinator's Handbook, which NETAC developed in collaboration with NTID and Camden (NJ) Community College.
- PEPnet Newsletter. This year, NETAC assumed responsibility for the production and dissemination of a combined regional newsletter *PEPnet Perspectives* that covered all four regional centers. This national collaborative publication was designed, developed and written by NETAC with support from NTID staff. Two issues (fall/winter and spring) were distributed online to more than 19,000 contacts that include service providers, secondary school personnel, disability services coordinators, parents and other consumers.
- Financing Your College Education. This comprehensive online program continues to be a popular resource, particularly the site that deals with information and details regarding scholarships. More than 43,300 viewers visited the page during FY 2006.
- NETAC Tipsheets. The NETAC Tipsheets continue to be a hugely popular online resource with more than 29,800 downloads this year. An evaluation of outcomes study conducted this year (with both questionnaires and focus groups) indicated this resource as the most popular and valuable resource created by NETAC. Additionally, two new tipsheets were developed by NETAC this year: *Remote C-Print™* and *Oral Transliteration*, bringing the total number of downloadable Tipsheets to 36. Over the past five years, the Tipsheets have resulted in more than 95,000 downloads from our website.
- Achieving Goals: Career Stories of Deaf and Hard-of-Hearing Individuals. NETAC completed the production phase of the fifth and final volume of this multiple-award-winning videotape series. The series, which includes intimate individual portraits and testimonials, is designed to share the career

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NETAC (continued)

stories of a wide variety of deaf and hard-of-hearing individuals who have achieved career success in professional, technical, and vocational careers. The accompanying website has continued to grow with the number of individuals willing to share their career stories in online profiles.

Other NETAC Activities:

NETAC Central Office staff and regional coordinators have conducted a total of 221 workshops and trainings, including local, regional and national workshops. An average of 25 participants have attended each activity. Topics offered have included assistive technology, transition, and speech-to-text services, to name a few.

The NETAC Central office continues to receive daily requests for technical assistance. More than 765 inquiries and requests were received and responded to this year primarily from service providers in secondary and postsecondary school settings, as well as from parents and deaf and hard-of-hearing consumers.

This year, NETAC co-sponsored, in collaboration with NTID, Technical Support Services, the 2006 PEPnet National Conference, which was held April 5 – 8, 2006 in Louisville, Kentucky. Numerous NETAC staff and NTID faculty provided keynote addresses and workshops at the conference attended by more than 350 participants from across the U.S.

NETAC participated in a Technology Think Tank conducted in summer 2006 at the University of Tennessee at Knoxville. The Think Tank (also presented as a web seminar) focused on access technology best practices and resources for the future in providing communication access for deaf and hard-of-hearing students and consumers.

In addition to free, downloadable material on the NETAC website, many NETAC printed and/or audiovisual materials are also available through the PEPnet Resource Center and the Educational Resources Information Center (ERIC). Further, selected volumes of the five-volume “Achieving Goals: Career Stories of Deaf and Hard-of-Hearing Individuals” are also available on free-loan from Captioned Media Programs (CMP).

PRE-COLLEGE OUTREACH

NTID's Strategic Vision 2010 called for development of an educational outreach consortium that would allow NTID to share its expertise to improve the education and career development of individuals who are deaf or hard-of-hearing. An outgrowth of this decision was a series of new outreach initiatives designed to provide educational experiences for students in grades 7 – 11.

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

In 2006, RIT/NTID welcomed more than 100 middle school and high school students and their parents from all over the country to five new pilot outreach efforts: two outreach competitions, one college preparatory test class, and two summer camps. Participation is expected to grow annually as marketing efforts and word-of-mouth promotion begin to take hold.

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

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

In 2006, budding scientists in grades 6 – 11 from all over the country were invited to submit science project abstracts for review by the Science Fair committee. The students whose projects were selected were invited to campus in April with their parents and teachers to exhibit their projects. They were required to make a formal presentation to NTID science faculty members, who served as judges. This was the first national science fair for deaf and hard-of-hearing students, and its purpose was to encourage pre-college students to pursue their interest in science. Winners in the middle school and high school divisions received cash prizes and plaques.

RIT SpiRIT Writing Contest

RIT's first annual SpiRIT Writing Contest for deaf and hard-of-hearing students in February 2006 attracted participants in 10th and 11th grade from around the country. Students collaborated with teachers to submit portfolios of the students' best work. Winners had the option of attending NTID's Explore Your Future program or accepting a cash prize.

ACT Prep Class

High school sophomores, juniors and seniors participated in a five week ACT Preparation class to learn test-taking strategies before sitting for the actual American College Test in June 2006. This was the first ACT prep course offered specifically for deaf and hard-of-hearing students. Classes, which began in April 2006, were conducted in English and in sign language by instructors certified by the Princeton Review, creators of the ACT. Emphasis was on helping students improve their ACT scores, thereby broadening their postsecondary education choices. As part of the class, students took several practice tests, and reported that they felt better prepared going into the test because they had learned strategies for how to take it. Future plans involve the offering of ACT Prep Class materials online, so students can do at-home practice as well.

Tech Girlz

Deaf and hard-of-hearing girls entering 8th grade attended Tech Girlz to explore their interests in science, technology, engineering and math. The week-long summer camp held July 30 – August 5, 2006, gave girls the opportunity to learn more about careers in science- and technology-related fields. They built their own computers, analyzed a "crime scene," worked with computer-aided drafting equipment to create a

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PRE-COLLEGE OUTREACH (continued)

magnifying glass, and enjoyed being commanders on a simulated mission to Mars. As part of the program, a day-long workshop was conducted for parents and focused on what colleges expect from high school students, how parents should encourage their students to prepare for college, and how to access financial aid.

Steps to Success

Deaf and hard-of-hearing African-American, Latino American, and Native American students in 7th, 8th, and 9th grades attended the Steps to Success career exploration mini-camp August 4 – 6. The students attended classes designed to expose them to possible career choices and enjoyed hands-on activities—using computers, working with robots, doing science experiments, and more. Parents and guardians benefited from workshops that offered tips on how to support their students through the college decision-making and selection process.

Planning for the following two new initiatives was begun in FY 2006. The programs will be implemented in FY 2007.

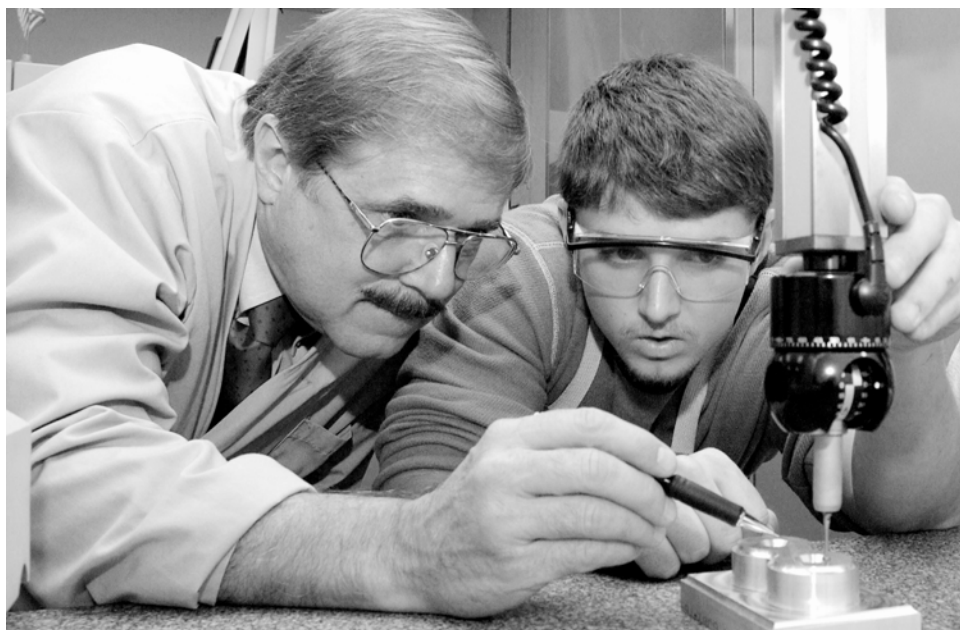
MATHCOUNTS

This national math competition for middle school students challenges their math skills, develops their self-confidence, and rewards them for their achievements. NTID is planning an October 2006 mini-math competition as a preview for the college's first annual MATHCOUNTS competition for deaf and hard-of-hearing students, scheduled for March 24, 2007. This will be the first time this national competition has been made available to students who are deaf or hard-of-hearing.

Digital Arts and Animation Competition

This competition will offer deaf and hard-of-hearing students in grades 9 – 12 the opportunity to enter their best digital artwork in a competition for cash prizes and to display their work in NTID's Dyer Arts Center. Submissions will be accepted in fall 2006, and winners will be announced in March 2007. All winners will be invited to campus to receive their awards and view an exhibit of their work. First place and honorable mentions will be awarded in the following categories: Mixed Digital Media, Web Page Design, Graphic Media, 3-D Animation, Interactive Media, Photo Illustration and Free-Hand Art in Digital Form.

FACULTY & STAFF



NTID's highly qualified faculty and staff members bring to the institute community a wide variety of experiences, skills, and backgrounds.

FACULTY AND STAFF HIGHLIGHTS

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

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 2005-2006 (October 1 to September 30), faculty and staff members received an average wage increase of 2.0 percent.

	Total Number in Position	FY 2006 Average Salary July 1, 2006–June 30, 2007
Professor	34	\$99,250
Associate Professor	74	\$76,608
Assistant Professor*	68	\$65,798
Instructor**	9	\$46,432
Lecturer	16	\$50,926
All Professionals	255	\$44,228
All Technical/Clerical	112	\$29,565
Total	568	\$51,655

* Includes six visiting assistant professors

** Includes six visiting instructors

TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 164 tenure-track positions, 93 percent are tenured. The number of tenure-track positions has decreased from 209 to 164 over the past eight years.

Rank	No. of Tenure- Track Positions	No. of Faculty With Tenure	Percent Tenured				
			FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Professor	34	34	100%	100%	100%	100%	100%
Associate Professor	74	75	100%	100%	100%	100%	100%
Assistant Professor	54*	45	75%	67%	64%	87%	83%
Instructor/Lecturer	2	0	6%	9%	9%	33%	0%
Total	164	154	84%	83%	82%	94%	94%

* Excluded are assistant professors not in tenure-track positions

RANK OF TENURED AND TENURE-TRACK FACULTY*

In FY 2006, senior-level faculty members (professor and associate professor) comprised 66 percent of all ranked tenure-track faculty as compared to 47 percent in FY 1985. However, the percentage of full professors (21 percent) remains below the national average, which is in the 35 to 45 percent range.

Rank	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Professor	26	29	32	33	34
Associate Professor	84	78	74	80	74
Assistant Professor	72	67	58	55	54
Instructor/Lecturer	15	11	11	6	2
Total Faculty	197	185	175	174	164

*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 FY 2006, 98 percent of full-time, tenure-track faculty members held graduate degrees.

	FY 2006 Faculty Tenure and Tenure-Track*	
	<u>Number</u>	<u>Percent</u>
Doctorate	57	35%
Master's	103	63%
Bachelor's	4	2%
Total	164	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.

		FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Full-Time:						
Faculty*	Age	52.0	52.2	53.2	54.2	55.0
	Service	20.1	20.6	21.5	22.6	22.5
Professional Staff	Age	41.6	42.4	43.3	43.3	45.8
	Service	10.8	11.4	12.1	12.1	13.2
Educational Development Faculty	Age	54.1	54.3	55.6	57.4	57.5
	Service	22.1	22.9	23.6	24.9	25.6
General Staff	Age	46.4	45.9	45.4	43.1	49.8
	Service	10.2	10.1	5.8	5.8	12.3
C-Print™	Age	N/A	N/A	N/A	N/A	37.5
	Service	N/A	N/A	N/A	N/A	3.3
Interpreters	Age	N/A	N/A	N/A	N/A	39.4
	Service	N/A	N/A	N/A	N/A	9.3
Total Full-Time	Age	46.8	47.3	48.1	48.2	48.3
	Service	14.7	15.9	16.1	16.1	15.5
Part-Time:						
Faculty	Age	49.3	49.5	49.1	49.9	50.4
	Service	11.1	15.1	13.1	13.5	4.5
Professional Staff	Age	40.0	41.3	43.4	42.4	47.3
	Service	8.6	11.0	11.9	12.1	6.4
General Staff	Age	41.6	46.2	48.1	48.5	46.7
	Service	5.5	10.0	11.6	12.0	3.7
C-Print	Age	N/A	N/A	N/A	N/A	42.8
	Service	N/A	N/A	N/A	N/A	0.4
Interpreters	Age	N/A	N/A	N/A	N/A	42.7
	Service	N/A	N/A	N/A	N/A	14.8
Total Part-Time	Age	43.9	45.9	47.4	47.5	45.3
	Service	9.3	10.8	11.9	12.3	6.6
Total All	Age	46.6	47.1	48.0	48.1	48.0
	Service	14.3	14.9	15.4	15.5	14.6

* Includes visiting faculty and ranked administrators

RETIREMENT STATUS OF NTID FACULTY AND STAFF

NTID's faculty and staff average 48 years of age with 15 years of service. As of October 2006, 38 percent are eligible for retirement.

Position	Currently in Retirement Transition	Age of Eligible* Faculty and Staff					Not Eligible
		≥70	65-69	62-64	55-61	≤54	
Professor	0	1	3	6	20	3	1
Associate Professor	7	0	0	10	35	14	8
Assistant Professor	3	0	0	0	19	11	29
Instructor	0	0	0	0	1	0	3
Lecturer	0	0	0	0	1	1	14
Visiting Assistant Professor	0	0	0	1	0	1	4
Visiting Instructor	0	0	0	0	1	2	3
Professional Staff	1	0	0	6	18	15	100
General Staff	0	0	2	3	14	3	49
Interpreter	0	0	1	0	3	13	98
C-Print™	0	0	0	0	0	0	41
Total	11 2%	1 0%	6 1%	26 5%	112 20%	63 11%	350 62%

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

FACULTY AND STAFF NEW HIRES

In 2006, new hires were focused on critical student access service areas: C-Print™ captionists and interpreters.

	New Hires				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Full-Time:					
Professional Staff	22	11	12	16	29
Faculty	4	4	2	3	8
General Staff	7	7	10	14	3
Total Full-Time	33	22	24	33	40
Part-Time:					
Professional Staff	5	0	0	1	5
Faculty	1	0	0	1	2
General Staff	0	1	0	3	26
Total Part-Time	6	1	0	5	33
Total	39	23	24	38	73

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 7.4 percent, has increased in the last two years. Retirements of current faculty and staff have increased and will continue in the near future. Recruitment of individuals to serve our students will be a priority in the coming years.

Full-Time/Part-Time:	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	
					Percent	Number
Professional Staff	10.3%	5.8%	7.5%	5.8%	7.8%	20
Faculty	2.3%	3.0%	4.8%	7.8%	6.5%	13
General Staff	10.7%	5.4%	3.5%	7.4%	6.3%	7
Total	7.0%	4.7%	5.2%	6.9%	7.0%	40

DIVERSITY & PLURALISM



An educational institution has a moral responsibility not only to reflect society, but also to take the lead in promoting positive change within that society.

DIVERSITY AND PLURALISM HIGHLIGHTS

Students

Minority students who are deaf or hard-of-hearing are a greater proportion of NTID's potential student pool than in the past. Students who are deaf or hard-of-hearing and from minority backgrounds represent nearly 40 percent of all 18- to 21-year-olds in the United States, as compared to 29 percent in 1982. This demographic shift is reflected in the NTID student body as evidenced by the growth in the percentage of minority students in our total student enrollment: 28 percent in the past two years as compared with an average of approximately 8 percent in the years prior to 1988.

The number of U.S. minority students is 287 for this year, the largest number in the past five years. This includes increases over last year in the numbers of African-American students (+8), Latino students (+7), and Asian/Pacific Islander students (+1), and decreases in Native American students (-4) and Others (-4).

NTID major accomplishments in this area in FY 2006 follow. A variety of special strategies are employed in support of these accomplishments.

- Twenty-eight percent of the fall entering class were from minority groups. The percentage in the total student body is also 28 percent, which is more than triple what it was 15 years ago.
- Graduation rates in each diversity category for the current cohort groups were all above the rates reported last year.
- First-year persistence rates in each diversity category for the current cohort groups were all above the rates reported last year, except for Asian American students.
- Twenty-four percent of the 183 high school juniors who participated in our Explore Your Future Program this past summer were members of minority groups. All minority applicants to this program who needed financial assistance received it.

Faculty and Staff

Of 53 employees from ethnic minority populations, 29 are African-American, nine are Latino-American and 15 are other minorities.

Ninety-four out of 99 employees with disabilities are deaf or hard-of-hearing.

Our record is even more impressive when one considers that of the 148 employees who have disabilities or are members of a minority group, 129 are in executive, faculty, or professional positions. Note that the tables on the following pages count some individuals in more than one category; this paragraph only counts them once.

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

NTID continues to exercise a strong Affirmative Action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 27 percent of all hires over the past year were either minority individuals or individuals who have a disability.

NTID's commitment to Affirmative Action and diversity has become an integral component of the institute's plan of work. Department heads and faculty and staff members are making concerted efforts to recruit, hire, and retain individuals from protected classes.

DIVERSITY AND PLURALISM PHILOSOPHY

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

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

DIVERSITY TO PLURALISM

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

Our mission calls upon us to prepare young people who are deaf or hard-of-hearing to be ready to enter a global community. With the continuing shifts in national and international demographics, fulfilling this portion of our mission requires that students be prepared to enter a progressively more diverse society and workplace. Further, per our mission, students will need to develop the willingness, the knowledge, and the skills to live and work in such an environment. This is critical if they are to gain the understanding necessary to participate actively in society and contribute in meaningful ways to their own success and that of the community in which they live.

In addition to preparing students to enter society and the workplace, our academic environment must respond to the needs of people who are both deaf/hard-of-hearing and from minority backgrounds. Our commitment to recognize, to celebrate, and to value cultural diversity and individual differences is grounded in the continuing efforts of our country to forge a pluralistic society. It does not arise merely from political pressure nor rest solely on public law; instead, it is based on a composite of our mission, on a changing student body, and on the changing nature of the world.

An educational institution has a moral responsibility not only to reflect society, but also to lead in promoting positive change within that society. We have taken to heart that the NTID community must vigorously pursue a course of action that capitalizes on its diversity and continues to promote and nurture pluralism as a central theme.

ETHNIC ORIGIN OF ENTERING STUDENTS*

Thirty-seven percent (277) of this year's 756 U.S. applicants were students from minority backgrounds. Their acceptance rate continued to lag behind their non-minority counterparts,

47 percent to 61 percent. The new class included 95 minority students, who represent 28 percent of the newly admitted students.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Total Applicants*	691	686	681	693	756
White	458	457	429	457	479
Percent of Total Applications	66%	67%	63%	66%	63%
Minority	233	229	252	236	277
Percent of Total Applications	34%	33%	37%	34%	37%
Accepted Applicants*	424	413	416	411	422
White	311	304	291	302	292
Acceptance Rate	68%	67%	68%	66%	61%
Minority	113	109	125	109	130
Acceptance Rate	48%	48%	50%	46%	47%
Registrations*	332	306	314	314	337
White	244	221	226	225	242
Yield Rate (Percent of Accepted)	78%	73%	78%	75%	83%
Minority	88	85	88	89	95
Yield Rate (Percent of Accepted)	78%	78%	70%	82%	73%
Breakdown of Minority Registrations:					
Black	32	30	22	28	31
Latino	19	21	18	21	25
Native American/Alaskan	3	2	2	3	1
Asian/Pacific Islander	30	26	31	29	32
Other	4	6	15	8	6
Total Minority	88	85	88	89	95
Percent of Total U.S. Registrations	27%	28%	28%	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 and hard-of-hearing students has increased steadily from 8 percent in FY 1988 to 28 percent in FY 2006. The rate is more than three times what it was 15 years ago.

Until FY 2000 the number of international students was limited to 10 percent by a federally mandated cap. As a

result of the reauthorization of the Education of the Deaf Act in 1998, the cap on international students was increased to 15 percent. However, changes in Vocational Rehabilitation in Canada and limited resources of students from other countries have had a deleterious effect on international enrollment.

GRADUATE AND UNDERGRADUATE STUDENTS

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
White Students	786	766	765	727	734
Percent	76.1%	74.1%	74.4%	72.2%	71.9%
Minority Students					
African-American Students	92	95	79	75	83
Percent	8.9%	9.2%	7.7%	7.5%	8.1%
Latino Students	54	60	48	58	65
Percent	5.2%	5.8%	4.7%	5.8%	6.4%
Native American Students	3	5	7	8	4
Percent	0.3%	0.4%	0.7%	0.8%	0.3%
Asian/Pacific Islander Students	89	97	105	108	109
Percent	8.6%	9.4%	10.2%	10.7%	10.7%
Other*	8	11	24	30	26
Percent	0.8%	1.1%	2.3%	3.0%	2.5%
Subtotal U.S. Minority Students	246	268	263	279	287
Percent	23.8%	25.9%	25.6%	27.8%	28.1%
Subtotal U.S. Deaf and Hard-of-Hearing Students	1,032	1,034	1,028	1,006	1,021
Other Enrollments:					
ASL-English Interpretation Students	65	92	100	116	130
Percent Minority	7.0%	6.0%	9.0%	8.0%	5.4%
Master of Science in Secondary Education	44	69	84	74**	56
Percent Minority	11.4%	10.0%	13.0%	8.0%	14.6%
International Students	90	81	69	63***	46***
Percent of Total NTID Enrollments	7.3%	6.4%	5.4%	5.0%	3.7%
TOTAL ENROLLMENTS	1,231	1,270	1,281	1,256	1,250

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

** Includes nine to fourteen non-matriculated students in the MSSE program.

*** Includes three 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 as summarized on the previous two pages of this report. However, there are noticeable differences among the various groups in terms of persistence

and graduation rates. Overall, for students entering from 1997 to 2005, 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
1999, 2000, 2001	84%	78%	74%	82%	76%
2000, 2001, 2002	78%	76%	73%	87%	77%
2001, 2002, 2003	68%	80%	67%	84%	77%
2002, 2003, 2004	59%	89%	65%	81%	70%
2003, 2004, 2005	68%	86%	68%	84%	75%
Overall	72%	82%	69%	84%	75%

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1993, 1994, 1995	49%	63%	46%	69%	56%
1994, 1995, 1996	44%	61%	47%	71%	56%
1995, 1996, 1997	51%	67%	44%	72%	53%
1996, 1997, 1998	37%	71%	33%	63%	50%
1997, 1998, 1999	46%	74%	47%	65%	55%
Overall	45%	67%	43%	68%	54%

* Figures reported do not include students in the ASL-English Interpretation program or the Master of Science program in Secondary Education.

** Degree cohort analysis

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. Individuals may appear in more than one Affirmative Action category.

FY 2006							
	Total Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/ Administrative/ Manager	48	22 45.8%	1 2.1%	0 0.0%	0 0.0%	8 16.7%	0 0.0%
Faculty	201	98 48.8%	12 6.0%	2 1.0%	4 2.0%	54 26.9%	1 0.5%
Professional	134	78 58.2%	8 6.0%	2 1.5%	4 3.0%	30 22.4%	1 0.7%
Interpreter	115	101 87.8%	4 3.5%	3 2.6%	3 2.6%	1 0.9%	2 1.7%
Technical/ Clerical	71	70 98.6%	4 5.6%	1 1.4%	2 2.8%	9 12.7%	1 1.4%
C-Print™	41	41 100.0%	1 2.4%	0 0%	1 2.4%	0 0%	0 0%
Education Development	6	2 33.3%	0 0%	1 16.7%	1 16.7%	1 16.7%	0 0%
Total*	616	412 66.9%	30 4.9%	9 1.5%	15 2.4%	103 16.7%	5 0.8%

* Individuals may appear in more than one affirmative action category.

AFFIRMATIVE ACTION FACULTY AND STAFF HIRING RESULTS

During FY 2006 individuals from an ethnic minority totaled 18 percent of all new hires, disabled individuals totaled 10 percent and women 86 percent. As in the past, new hires were limited. Individuals may appear in more than one Affirmative Action category.

	Total New Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/Managerial	0	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Faculty	10	6 60%	0 0%	1 10%	1 10%	4 40%	0 0%
Professional	12	8 67%	0 0%	1 8%	1 8%	3 25%	0 0%
Interpreter	21	19 90%	1 5%	2 10%	1 5%	0 0%	0 0%
Technical/Clerical	6	6 100%	0 0%	0 0%	2 33%	0 0%	0 0%
C-Print™	24	24 100%	2 8%	0 0%	1 4%	0 0%	0 0%
Total	73	63 86%	3 4%	4 5%	6 8%	7 10%	0 0%

AFFIRMATIVE ACTION FACULTY AND STAFF TERMINATION RESULTS

During FY 2006 five percent of terminations were individuals from ethnic minorities, 10 percent were disabled individuals, and 73 percent were women. Individuals may appear in more than one Affirmative Action category.

	Total Terminated Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/Managerial	0	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Faculty	13	6 46%	0 0%	0 0%	0 0%	3 23%	0 0%
Professional	20	17 85%	1 5%	0 0%	1 5%	1 5%	0 0%
Technical/Clerical	7	6 86%	0 0%	0 0%	0 0%	0 0%	0 0%
Total	40	29 73%	1 3%	0 0%	1 3%	4 10%	0 0%

RESULTS OF FINANCIAL OPERATIONS



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

FINANCIAL OPERATIONS

In FY 2006, NTID received \$55,348,900 in federal appropriations support to operations. This was a 3.1 percent increase over the appropriation received in 2005. In addition to this, NTID collected non-federal revenue of \$15,382,500 in the form of tuition, room, board, fees, and other miscellaneous revenue. This was a 3.6 percent increase over the previous year. Total revenue for operations, \$70,731,400 represented a 3.2 percent increase over FY 2005. A total of \$932,000 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 FY 2005 to FY 2006 on NTID's Financial Operating results.

Personnel Compensation grew by 2.6 percent from 2005. Salaries and wages were held to less than two percent increase as they 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 9.9 percent from 2005. 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 11 percent from 2005. Cross-registered tuition payments continue to increase as the number and cost of credit hours taken by NTID students in the other seven colleges of RIT grow. Rapidly rising energy costs resulted in physical plant charges rising by 19.2 percent. **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 RIT President's office and the Human Resources division would be representative of the types of costs that are allocated through the overhead. In general, NTID is allocated a proportion of these costs based on the relative size of NTID to the rest of RIT. The overall expense increased by 9.9 percent from 2005.

Support Expenditures include interpreting services purchased from the community, instructional and office supplies, travel, postage, telephone, computer services and miscellaneous categories. Expenditures in the accounts declined by 4.8 percent. **Grant Cost Share** requirements declined by 24.9 percent. These shares will vary annually depending on the nature of the grant requirements in effect. **Financial Aid** supported through operating funds increased by 12.3 percent. There are significant financial aid awards that come from non-operating sources. These include scholarships from endowment accounts and external groups, Pell and state grants, Vocational Rehabilitation awards and miscellaneous student loans. These reduced the support required from the operating funds. Expenditures for **Capital** remained constant in 2006.

Finally, NTID transferred \$1.3 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 FY 2006, NTID received \$55,348,900 in federal support for operations. \$932,000 of that total was directed to the Matching Endowment Program. In addition to this, NTID collected \$15,382,500 in non-federal revenue in the form of tuition, room, board

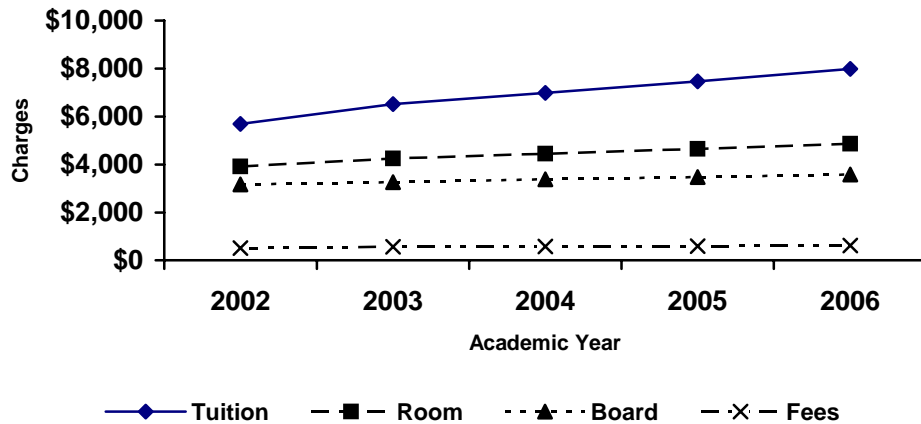
and fees. Total revenue for operations, \$70,731,400, represented a 3.2 percent increase over FY 2005.

	FY 2005	FY 2006	Variance \$	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries and Wages	\$27,231,100	\$27,721,600	\$490,500	1.8%
Benefits	8,153,600	8,567,600	414,000	5.1%
Total Personnel Compensation	\$35,384,700	\$36,289,200	\$904,500	2.6%
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	\$5,656,500	\$6,056,000	\$399,500	7.1%
Cross-Registered Tuition	5,142,600	5,762,400	619,800	12.1%
Physical Plant Services	2,107,900	2,512,900	405,000	19.2%
Indirect:				
Overhead	8,470,600	9,162,300	691,700	8.2%
Total RIT Services	\$21,377,600	\$23,493,600	\$2,116,000	9.9%
Other Expenditures				
Support Expenditures	\$4,436,100	\$4,223,700	(\$212,400)	-4.8%
Grant Cost Shares	847,100	636,300	(210,800)	-24.9%
Financial Aid	1,246,900	1,400,300	153,400	12.3%
Capital	2,455,700	2,452,400	(3,300)	-0.1%
Matching Endowment	415,000	932,000	517,000	124.6%
To/(From) Plant Fund	2,363,300	1,303,900	(1,059,400)	-44.8%
Total Other	\$11,764,100	\$10,948,600	(\$815,500)	-6.9%
Total Expenses	\$68,526,400	\$70,731,400	\$2,205,000	3.2%
REVENUE				
Federal Appropriation	\$53,672,000	\$55,348,900	\$1,676,900	3.1%
Non-Federal Funds	14,854,400	15,382,500	528,100	3.6%
Total Revenue	\$68,526,400	\$70,731,400	\$2,205,000	3.2%

TUITION, ROOM, BOARD, AND OTHER FEES

Tuition increased by 7.0 percent, while room, board, and other fees increased by 3.9 percent, for a total blended increase of 5.3 percent. The amount collected from students in FY 2006

increased by 3.5 percent over the previous year. These non-federal resources constitute 21.5 percent of NTID's total operating revenue.



Rates Charged Students

Academic Year	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Tuition	\$6,099	\$6,525	\$6,981	\$ 7,470	7,992
Room	4,095	4,260	4,452	4,653	4,863
Board	3,171	3,267	3,381	3,483	3,588
Fees	537	558	579	588	618
Total	\$13,902	\$14,610	\$15,393	\$16,194	\$17,061
Collections	\$11,891,100	\$12,664,600	\$13,755,400	\$14,854,400	\$15,382,500
Enrollment (Fall)	1,234	1,231	1,270	1,281	1,256
Collections Per Student	\$9,061	\$9,636	\$10,288	\$10,831	\$12,247

FINANCIAL AID



Not including loans, the average student receives significant financial aid to apply against tuition, room and board, fees, books, transportation, and other expenses.

FINANCIAL AID (Domestic Students)

Grant-in-aid support increased by 15.8 percent along with scholarship awards that grew by 18.3 percent. These served to offset a 3.8 percent decrease in federal and state support. Not including loans, on average, students received

\$8,114 in financial aid excluding loans to apply against a total undergraduate student budget for tuition, room board, fees, books, transportation, etc., of nearly \$19,000.

SOURCE OF AID	2005		2006		DIFF %
	Awards*	Amount	Awards*	Amount	
<u>INSTITUTIONALLY SPONSORED SUPPORT</u>					
Grant-in-Aid:					
NTID Grant-in-Aid	307	\$936,417	296	\$1,101,013	17.6%
RIT Grant-in-Aid	32	100,173	38	99,861	-0.3%
Subtotal Grant-in-Aid	339	\$1,036,590	334	\$1,200,874	15.8%
Scholarships:					
NTID Merit	161	\$407,702	190	\$402,103	-1.4%
NTID Endowments	359	410,056	434	532,723	29.9%
External Groups	83	141,439	99	200,328	41.6%
Subtotal Scholarships	603	\$959,197	723	\$1,135,154	18.3%
SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT	942	\$1,995,787	1,057	\$2,336,028	17.0%
<u>STATE AND FEDERAL SUPPORT</u>					
Grants:					
Pell Grants	462	\$1,277,893	437	\$1,212,809	-5.1%
State Grants	236	527,622	215	493,302	-6.5%
Subtotal Grants	698	\$1,805,515	652	\$1,706,111	-5.5%
Other Federal Support:					
Vocational Rehabilitation	761	\$5,807,487	708	\$5,587,915	-3.8%
Federal Work Study	15	16,878	25	42,805	153.6%
Subtotal Other Support	776	\$5,824,365	733	\$5,630,720	-3.3%
SUBTOTAL FEDERAL AND STATE SUPPORT	1,474	\$7,629,880	1,385	\$7,336,831	-3.8%
<u>LOANS</u>					
Federal Student Loans:					
Subsidized	429	\$1,454,967	424	\$1,440,549	-1.0%
Unsubsidized	380	1,245,444	353	1,178,763	-5.4%
Parent PLUS Loans	47	239,845	58	363,364	51.5%
Subtotal Loans	856	\$2,940,256	835	\$2,982,676	1.4%
TOTAL FINANCIAL AID	3,272	\$12,565,923	3,277	\$12,655,535	.7%
Average Financial Aid per Student		\$10,317		\$10,617	2.9%
Average Financial Aid per Student (Excluding Loans)		\$7,903		\$8,114	2.7%
Domestic Student Enrollment		1,218		1,192	-2.1%

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

EXTERNAL FUNDING SOURCES



NTID receives significant gift income during each fiscal year. These funds support our scholarship funds, equipment, the performing arts program, and many other initiatives.

THE NTID FOUNDATION

NTID received \$3,031,614 in gift income and deferred bequest intentions for FY 2006. These dollars were designated to support our endowed scholarship funds, equipment, artwork, the performing arts program, the CSD Student

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

Contributions of \$1,000 and above received during this fiscal year include:

\$500,000 and Above Level:	The Estate of Edgar L. Sargent
\$100,000 - \$499,999 Level:	Bernard Bragg Martin L. and Suzanne S. Suter
\$50,000 - \$99,999 Level:	Anonymous Donor Graphic Arts Education & Research Foundation Joseph F. Dyer The Estate of Mildred F. Hall J. David McCloskey
\$40,000 - \$49,999 Level:	Anonymous Donor
\$20,000 - \$39,999 Level:	Sally Behnke Citigroup Foundation Robert R. and Donna E. Davila Max Factor Family Foundation T. Alan and Vicki T. Hurwitz Robert F. Panara Donald W. and Jane R. Pulver Eleanor D. Rosenfield United Parcel Service
\$10,000 - \$19,999 Level:	Anonymous # 12 Bank of America Boston Beer Company Lynne Lovejoy Novartis Corporation William F. and Theresa L. Urich
\$5,000 - \$9,999 Level:	Doris W. Blanchard Curt R. and Jean Feuer Robert J. and Susan M. Mather Macfadden and Associates, Inc. Martin F. Roper
\$2,500 - \$4,999 Level:	Donald H. and Marian H. Beil Andrew N. and Mary E. Brenneman James J. and Patricia A. DeCaro International Business Machines La Sala Foundation, Inc. Elizabeth H. O'Brien Procter & Gamble Fund Smith Barney Charitable Trust, Inc. Stonecube, LTD Solon E. Summerfield Foundation, Inc. Guy C. Wonder III

(continued)

THE NTID FOUNDATION (continued)

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

Action Electric Sales, Inc.
Patrick J. Ahern Jr.
Charles A. Arribas
Laurie C. Brewer
Dianne K. Brooks
David B. and Donna E. Calman
Theresa Matteson Coughlan
Jameson and Meredith M. Crane
Terry and Gail Feigenbaum
D. Robert Frisina
David Gopen Foundation
Paula A. Grcevic
David L. Grinnell and Jeannet Leendertse
Roger and Donna E. Gustina
Robert I. and Evelyn K. Harris
Kenneth and Mary Jane Hellyar
Interpretek
Ronald R. and Lyn S. Kelly
Aaron W. and Kimberly S. Kelstone
Donald J. and Mary P. Landry
Barry R. Culhane and Christine M. Licata
Martin G. Lichtenstein
Steven M. and Kim Morse
Harold M. and Mary Mowl
Vincent J. and Jelica Bruer Nuccio
Lee and Myra Perlman
Rochester Area Community Foundation
Thomas G. Raco and Rita T. Straubhaar
Sidonie Merkel Roepke
Carolyn Rowe
Edward A. and Maria C. Schwenger
DiMella Shaffer Associates
Michael S. and Barbara N. Servé
Linda A. Siple and Thomas Gibbons
Sprint Foundation
Gerard G. Walter

Bequest Intentions

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

Bernard Bragg
Eleanor D. Rosenfield
Martin L. and Suzanne S. Suter

(continued)

THE NTID FOUNDATION (continued)

Gifts in Kind

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

Theresa Matteson Coughlan
Paula A. Grcevic
Aaron W. Kelstone
Novartis Corporation
Elizabeth H. O'Brien
Stonecube, LTD
Rita T. Straubhaar
Guy C. Wonder III

NTID Projects/Initiatives

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

Bank of America
CSD
Joseph F. Dyer
Lynne Lovejoy
The Nippon Foundation
South Dakota Association of the Deaf

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 FY 2006, NTID raised \$2,522,571 in cash and equipment for endowment and restricted purposes. Of that amount, \$932,021 was deemed eligible for federal matching dollars.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Cash to Endowment and Restricted Funds	\$2,442,873	\$1,916,891	\$2,032,651	\$2,136,259	\$2,489,423
Equipment and Software	120,288	42,487	71,075	16,651	33,148
Total	\$2,563,161	\$1,959,378	\$2,103,726	\$2,152,910	\$2,522,571

NTID ENDOWMENT PROGRAMS

A total of \$932,021, including matching federal funds, was added to the Federal Matching Endowment Fund corpus in 2006. The market value of NTID's Federal Matching Endowment portfolio stands at \$30,302,423. NTID's total endowments, which include privately raised funds prior to the establishment of the Federal

Matching Endowment Program is \$34,110,938. The market value of the entire portfolio increased by 9.8 percent from last year's value as of September 30, 2006. This is a result of the funds added during the year combined with market conditions.

Values as of September 30, 2006

FEDERAL MATCHING ENDOWMENT FUND:

	Contributed Value	Market Value
Funds Subject to Federal Investment and Spending Guidelines		
Private	\$6,209,288	\$ 9,893,971
Federal	6,140,005*	8,130,684*
Subtotal	\$12,349,293	\$18,024,655
Funds No Longer Subject to Federal Investment and Spending Guidelines		
Subtotal	\$6,002,820	\$12,277,768
Total Federal Endowment	\$18,352,113	\$30,302,423

OTHER NTID ENDOWMENTS:

	Contributed Value	Market Value
Private	\$908,438	\$3,808,515
Total Endowments	\$19,260,551	\$34,110,938

* The federal match for 2006 was \$932,021 and is included in the Contributed and Market values for 2006. The actual receipt of the funds occurred on October 3, 2006 so these amounts will differ from other financial statements. They are included here as they represent the federal contribution for 2006.

SCHOLARSHIPS AND ENDOWED FUNDS

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

Barlow Endowed Scholarship Fund
Alice Beardsley Memorial Endowed Scholarship Fund for Interpreting Students at NTID
Ned Behnke Memorial Endowed Scholarship Fund
Doris W. Blanchard Endowed Scholarship Fund
Farid Bozorgi Memorial Endowed Scholarship Fund
Bernard Bragg Deaf Theatre, Signed Arts, and Deaf Cinema Endowment Fund
Citigroup Endowed Scholarship Fund at NTID
Continental Corporation Endowed Scholarship Fund at NTID
Lillian M. Cowin Memorial Endowed Scholarship Fund
Robert R. and Donna E. Davila Endowed Scholarship Fund
James J. DeCaro Endowed Scholarship Fund
Ronald Dodge Memorial Endowed Scholarship Fund
Ronald Dodge Faculty/Staff Grants Endowed Fund
Dorothy E. Ann Fund (D.E.A.F.) Endowed Scholarship Fund
Mr. and Mrs. Joseph F. Dyer Endowed Scholarship Fund
Max Factor Family Foundation Endowed Scholarship Fund
Rose and George Feigenbaum Endowed Scholarship Fund
Ruth H. Fenyvessy Memorial Endowed Scholarship Fund
Maurice and Maxine Forman Endowed Scholarship Fund
Ann Wadsworth Frisina Memorial Endowed Scholarship Fund
Dr. Robert Frisina Award
Max and Helene Frumkes Memorial Endowed Scholarship Fund
Garlinghouse Endowed Scholarship Fund
Allen and Gloria Gopen Endowed Scholarship Fund
Mildred F. Hall Endowed Scholarship Fund
William Randolph Hearst Endowed Scholarship Fund for Financially Disadvantaged Students at the
National Technical Institute for the Deaf
Frank Horton Endowed Scholarship Fund
T. Alan and Vicki T. Hurwitz Family Endowed Scholarship Fund
Ralph Hymes Endowed Scholarship Fund
Lucille Ritter Jennings Endowed Scholarship Fund
Jephson Educational Trust Endowed Scholarship Fund for the Performing Arts
JHB Anonymous Scholarship Fund
David T. Kearns Endowed Scholarship Fund for Technical Excellence

(continued)

SCHOLARSHIPS AND ENDOWED FUNDS (continued)

Drew and Frances King Endowment Fund
Sara L. Kuhnert Scholarship Fund at NTID
Edward H. Lichtenstein Memorial Endowed Scholarship Fund
Dr. Frank W. Lovejoy Jr. Endowment for Deafness Research
Edmund Lyon Memorial Lectureship
Dr. James C. Marsters Endowed Scholarship Fund
Dr. Genji Murai Endowed Scholarship Fund
NTID Alumni Association Endowed Scholarship Fund
NTID Anonymous #12 Endowed Scholarship Fund
NTID Architectural Technology Award Endowed Scholarship Fund
NTID Business Careers Endowed Scholarship Fund
NTID Emergency EYF Student Scholarship Fund
NTID Foundation Endowed Scholarship Fund
NTID Merit Scholarship Fund
NTID Performing Arts Endowed Scholarship Fund
NTID Science and Engineering Careers Endowed Scholarship Fund
NTID Student Leadership Endowed Fund
NTID Vice President and Dean's Scholarship for Academic Excellence
NTID Visual Communications Endowed Scholarship Fund
NYS Federation of Home Bureaus, Inc. Endowed Scholarship Fund in Honor of Martha Perry
Ruth G. Norton Endowed Scholarship Fund
Milton H. and Ray B. Ohringer Endowed Scholarship Fund
Robert F. Panara Endowed Scholarship Fund
Shirley M. Panara Memorial Endowed Fund
Pulver Family Endowed Scholarship Fund
RIT Celebration of Community Endowed Fund
Mary Hope Robinson Endowment for the Performing Arts
Rothman Family Endowment
Elizabeth Dunlap Sargent Memorial Endowed Scholarship Fund
SASAKAWA Endowed Scholarship Fund
Wilfrid and Isabel Searjeant Endowed Scholarship Fund
S. Richard Silverman Endowed Scholarship Fund for International Deaf Students
Edythe and Edward Sklar Endowed Scholarship Fund
Sprint Endowed Scholarship Fund
Solon E. Summerfield Foundation Endowed Scholarship Fund
Michael A. Swartzman Memorial Endowed Scholarship Fund

(continued)

SCHOLARSHIPS AND ENDOWED FUNDS (continued)

Michael Thomas Endowed Scholarship Fund in the Performing Arts

Eloise Thornberry Endowed Scholarship Fund

W. Paul Urich Memorial Endowed Scholarship Fund

James Ventimiglia Memorial Printing Award Endowed Fund

Elizabeth W. Williams Endowed Fund for the Performing Arts

Joseph C. and Loretta F. Wolf Endowed Scholarship Fund

Louis S. and Molly B. Wolk Foundation Endowed Scholarship Fund for Deaf Students at RIT

The Woman's Club of Rochester Endowed Scholarship Fund for Deaf Students at RIT

Women's Council Endowed Scholarship Fund for Hearing-Impaired Students at RIT

GRANTS AND CONTRACTS

During FY 2006, there were 19 new grant proposals submitted for funding. Eleven, totaling \$10,401,077, were funded; two are still pending; six were not funded. As of September 30, 2006, the annual value of all grants and contracts at NTID totaled \$6,149,575, with a total value over the lives of the projects of \$24,963,265.

Project Title	Grant Provider	Year	Amount FY 2006	Total Value
Aging Auditory System	National Institutes of Health	4 of 5	\$1,303,504	\$6,342,338
PEN-International	Nippon Foundation of Japan	6 of 6	1,125,100	6,138,614
Northeast Regional Center	U.S. Department of Education	1 of 5	1,000,000	5,000,000
Center for Preparation of Educational Interpreters	NYS Education Department	1 of 1*	600,000*	600,000*
Improving Access to STEM Education	National Science Foundation	1 of 3	326,914	996,006
MSSE	U.S. Department of Education	4 of 5	300,000	1,500,000
Project Fast Forward	National Science Foundation	1 of 3	224,521	749,339
Using a Tablet PC	U.S. Department of Education	1 of 2	200,000	400,000
C-Print™ Model for Speech-to-Text Services	U.S. Department of Education	4 of 4	175,000	700,000
Alcohol and Substance Abuse	NYS Education Department	2 of 2	149,290	298,780
Cognitive Underpinnings of Science Learning	National Science Foundation	1 of 1	149,031	149,031
Community Interpreter Training	NYS Education Department	1 of 1	100,000	100,000
Deaf Children and Young Adults	National Science Foundation	3 of 5	98,016	520,848
Visual Language and Visual Learning	National Science Foundation	1 of 5	90,105	482,948
Speech-to-Text Systems	National Science Foundation	1 of 3	81,035	269,542
Rochester Prevention Research Center	Centers for Disease Control	2 of 5	78,951	386,782
Career Exploration in Graphic Communications	Graphic Arts and Education Research Foundation	1 of 1	66,419	66,419
Compensatory Theory and Neuroplasticity	National Institutes of Health	1 of 5	33,053	154,063
Aging Auditory System	National Institutes of Health	1 of 1	30,150	30,150
Speech-Language Pathologists	U.S. Department of Education	1 of 1	18,486	78,405
Total			\$6,149,575	\$24,963,265

* Renewed annually. Funding not guaranteed.

RIT/NTID LEADERSHIP



Left to right: Gerard Buckley, Christine Licata, Eleanor Rosenfield, T. Alan Hurwitz, Albert Smith, and Donald Beil pose around the “tiger’s paw” in the new CSD Student Development Center.

NTID ADMINISTRATIVE TEAM



Dr. T. Alan Hurwitz
Vice President for RIT
Dean of NTID



Dr. Christine Licata
Associate Vice President for
Academic Affairs



Donald Beil
Executive Assistant
for Government and Business
Affairs to the Vice President &
Dean



Dr. Eleanor Rosenfield
Associate Dean
for Student and Academic
Services



Dr. Gerard Buckley
Assistant Vice President
for College Advancement



Albert Smith
Assistant Vice President for
College Operations

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 comprises professionals concerned

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

ACTIVE MEMBERS

Scot Atkins

Founder and Consultant, Thrivo People Solutions

Andrew N. Brenneman

Senior National Account Executive, Sprint Business Solutions

Dr. Richard V. Burkhauser

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

Dr. Lawrence D. Burns

Vice President, Research & Development and Strategic Planning, General Motors Corporation

Rodney Danco, Jr.

Vice President, Finance, Danco Precision, Inc.

Dr. K. Todd Houston

Executive Director and Chief Executive Officer, Alexander Graham Bell Association for the Deaf and Hard of Hearing

Jeff Hutchins

Chairman, Accessible Media Industry Coalition

Jon Levy

Principal, Orange County Department of Education Regional Deaf & Hard of Hearing Program

Timothy R. McCarty

President, Quest: Arts for Everyone

Augustin Melendez

Director and Vice President, Human Resources, Film and Photofinishing Systems Group, Eastman Kodak Company

Dr. Mark David Milliron

Suanne Davis Roueche Endowed Fellow, Senior Lecturer, and Director of the National Institute of Staff and Organizational Development in the College of Education, University of Texas

Jennifer P. Olson, Esq.

Director, Human Services for the Greater Los Angeles Agency on Deafness

Dr. Juanita M. Rodriguez-Colón

Director, Department of Graduate Studies, School of Education, University of Puerto Rico

(continued)

NTID NATIONAL ADVISORY GROUP (continued)

Marilyn Jean Smith

Executive Director and Founder, Abused Deaf Women's Advocacy Services Seattle, WA

Ronnie Mae Tyson-Jones

Adjunct Faculty Member, Florida Community College at Jacksonville

John C. Wyvill

Director, Arkansas Department of Workforce Education

U.S. GOVERNMENT REPRESENTATIVES

The Honorable Charles E. Schumer

Member, U.S. Senate, New York State

The Honorable Louise M. Slaughter

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

The Honorable John "Randy" Kuhl Jr.

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

HONORARY MEMBERS

W. Frank Blount

Chairman and Chief Executive Officer, JI Ventures Inc.

The Honorable Hugh L. Carey

Former Governor, New York State

Nanette Fabray MacDougall

Actress

Jane Ratcliffe Pulver

Member, RIT Board of Trustees; Member, The NTID Foundation; Trustee, Pennsylvania School for the Deaf

NTID FOUNDATION BOARD

The NTID Foundation is an organization of volunteers committed to the advancement of career development and personal growth opportunities for deaf and hard-of-hearing students at NTID. It serves as a link through which foundation board

members external to the institute, foster involvement and private investment to enrich the quality and vitality of the learning environment at NTID.

ACTIVE MEMBERS:

Gracie Coleman

Sr. Vice President of Human Resources, Springs Industries, Inc.

Meredith Crane

Executive Director, Deaf Initiatives, Inc.

Max Factor III

Attorney at Law, Mediation and Arbitration Services

Mary Jane Hellyar

President, Film & Photofinishing Systems Group, Eastman Kodak Co.

David Kearns

Retired Chairman of the Board, Xerox Corporation

Michael Ligas

Director, Sprint Relay, Sprint Nextel

Robert (Bob) Mather

Federal Disability Rights Attorney, U.S. Dept. of Justice

Susan Mather

Assoc. Professor, Gallaudet University

Steven M. Morse

Executive Director IA, Rochester Institute of Technology

Jane Ratcliffe Pulver

Member, RIT Board of Trustees; Trustee, Pennsylvania School for the Deaf

Robert Rice

President and Managing Partner, BayFirst Solutions, LLC

Frank D. Steenburgh

Retired Corporate Officer, SVP/GM, Xerox Corporation

James Stefano

Vice President, Client Services, Synergy Global Solutions

Cynthia F. Walker

George D. Webb II

Sr. Vice President for Operations, Great West Life & Annuity Insurance Co.

RIT OFFICERS

Dr. Albert J. Simone
President

Lisa Cauda
Vice President for Development and Alumni Relations

Dr. Mary-Beth A. Cooper
Vice President, Student Affairs

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

Dr. Stanley D. McKenzie
Provost

Dr. Katherine Mayberry
Vice President, Academic Affairs

Dr. James G. Miller
Senior Vice President, Enrollment Management

Deborah Stendardi
Vice President, Government and Community Relations

Dr. Fred W. Smith
Secretary of the Institute and Assistant to the President

Dr. James H. Watters
Senior Vice President, Finance and Administration

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Chairman, US LEC Corporation

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Daniel J. Bader

'87; President, Helen Bader Foundation, Inc.

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Chairman Emeritus, RIT Board of Trustees; Senior Vice President, Smith Barney

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Retired Senior Vice President, Eastman Kodak Company

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'67; Retired Chairman of the Board, IDEX Corporation

Andrew N. Brenneman

'86; Senior Government Account Executive, Sprint Business Solutions

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Retired Vice President, Marketing, Lawyers Cooperative Publishing Company

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Retired Chairman of the Board and Chief Executive Officer, Rochester Gas and Electric Corporation

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'79; Chief Administrative Officer and Senior Vice President, Eastman Kodak Company

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'64; Chairman Emeritus, RIT Board of Trustees; Retired Executive Vice President, M&T Bank

Nancy H. Burke

Representative, Women's Council of RIT

David J. Burns

President and Chief Operating Officer, Ex One Corporation

Ann L. Burr

Sr. Vice President and General Manager, Vice President for Government and Regulatory Affairs, Citizens Communication

Essie L. Calhoun

Chief Diversity Officer and Director, Community Affairs, Vice President, Eastman Kodak Company

Catherine B. Carlson**

Colby H. Chandler*

Chairman Emeritus, RIT Board of Trustees; Retired Chairman of the Board and Chief Executive Officer, Eastman Kodak Company

(continued)

* Emeritus Member of the Board

** Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

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Chairman and Chief Executive Officer, PAETEC Communications

Mary Lu Clark*

Joseph P. Clayton

Chairman, Sirius Satellite Radio

Thomas A. Curley

'77; Vice Chairman, RIT Board of Trustees; President and Chief Executive Officer, The Associated Press

Robert R. Davila**

Retired Vice President Emeritus, National Technical Institute for the Deaf

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Chairman, E.J. Del Monte Corporation

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'74; Chairman, Newtex Industries, Inc.

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'76; Vice President of Lexus Service, Parts, Customer Satisfaction and Training, Toyota Motor Sales, USA

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'99; Retired Chairman, Mixing Equipment Company, Inc.

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Chairman and Chief Executive Officer, Stonehurst Capital LLC

Thomas H. Gosnell*

'96; Chairman Emeritus, RIT Board of Trustees; Retired Chairman of the Board and Chief Executive Officer, Lawyers Cooperative Publishing Company

Klaus Gueldenpfennig

'77; President and Chairman, Redcom Laboratories, Inc.

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

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Partner, Ward, Norris, Heller, & Reidy LLP

Susan R. Holliday

'85; President and Publisher, Rochester Business Journal

Jay T. Holmes

Retired Executive Vice President and Chief Administrative Officer, Bausch & Lomb, Inc.

John D. Hostutler*

Retired President, Industrial Management Council

Samuel T. Hubbard Jr.

Vice Chairman, RIT Board of Trustees; Chairman and Chief Executive Officer, High Falls Brewing Company, LLP

Frank M. Hutchins* **

Chairman Emeritus and Honorary Vice Chairman, RIT Board of Trustees; Retired Chairman, Hutchins/Young & Rubicam

Bruce R. James*

'64; Chairman Emeritus, RIT Board of Trustees; Public Printer of the United States, United States Government Printing Office

Herbert W. Jarvis*

Former President and Chief Executive Officer, Sybron Corporation

Eric G. Johnson

President and Chief Executive Officer, Baldwin Richardson Foods Company

Thomas F. Judson Jr.

Chairman and Chief Executive Officer, The Pike Company

Kraig H. Kayser

President and Chief Executive Officer, Seneca Foods Corporation

Roger W. Kober*

'84; Retired Chairman and Chief Executive Officer, Rochester Gas and Electric Corporation

Robert J. Kohler Jr.

'59; Retired Executive Vice President and General Manager, TRW Avionics & Surveillance Group

Gary J. Lindsay

'64; C.P.A.

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

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'95; President and Chief Executive Officer, JML Optical Industries, Inc.

Michael C. MacDonald

President of Global Accounts and Marketing Operations, Xerox Corporation

James R. Macfadden

President and Chief Executive Officer, Macfadden & Associates, Inc.

Lawrence J. Matteson

Retired Vice President, Imaging & Information Systems, Eastman Kodak Company

Thomas C. McDermott

Retired Chairman, Chief Executive Officer and President, Goulds Pumps, Inc.

Elizabeth D. Moore

Partner, Nixon Peabody LLP

Michael P. Morley

'69; Chairman RIT Board of Trustees, Retired Chief Administrative Officer and Executive Vice President, Eastman Kodak Company

Ann M. Mulligan*

Brian P. O'Shaughnessy

'84; Partner, Buchanan Ingersoll PC

Sandra A. Parker

Chief Executive Officer, Rochester Business Alliance, Inc.

Wolfgang Pfizenmaier

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INDEX

- 2+2 programs, 16, 19, 27
 2+3 programs, 16, 19, 27
 A.A.S., 19, 49, 50, 60, 75, 81, 90, 91, 92, 93
 A.O.S., 4, 18, 27, 48, 50, 75, 81, 90, 91, 92, 93
 A.S., 3, 4, 19, 27, 60, 75
 Aab, Richard T., 159
 AALANA, 21, 24, 29, 31, 33, 104, 115
 Academic advising, 22, 49, 64, 66
 Academic Affairs, 48, 49, 154, 158
 Academic programs, 16, 38, 47–62, 62, 68, 73, 74
 Academic skills, 80
 Acceptance rate, 37, 40, 130
 Acceptances, 3, 40, 61
 Access Services, 2, 12, 16, 17, 22, 25, 30, 32, 33, 49, 67, 68, 69, 70, 71, 72, 115
 Accreditation, 12, 51
 ACT, 19, 20, 28, 33, 42, 43, 79, 80, 81, 100, 104, 115
 ACT Prep Class, 104, 115
 Admissions, 8, 19, 25, 35–46, 60, 64, 100
 Summary, 3
 Affirmative Action, 128
 Affirmative Action faculty-staff, 133, 134, 135
 Africa, 40, 46
 African-American, Latino-American, and Native American, 21, 104, *See also* AALANA
 Age at entry, 41
 Age of onset of deafness, 42
 Alabama, 45, 105
 Alaska, 45
 Alumni, 13, 17, 24, 34, 88, 90, 96, 104, 110, 118
 Alumni Association, 24, 150
 Alumni satisfaction
 Performance Indicator, 13
 American Sign Language, 60
 American Sign Language and Interpreting Education, 50, 60
 Americans with Disabilities Act, 68
 Anonymous Fund, 150
 Applicants, 37, 40, 130
 Applications, 3, 40, 58, 61, 130
 Applied Mechanical Technology, 32, 48
 Applied Optical Technology, 32, 48, 54, 57
 Architectural Technology Fund, 150
 Arizona, 45, 49, 109
 Arkansas, 45, 156
 Asia, 40
 ASL and Interpreting Education, 60
 ASL/Deaf Studies, 50
 ASL-English Interpretation, 2, 3, 36, 37, 38, 39, 40, 41, 42, 43, 44, 52, 53, 54, 57, 60, 72, 76, 77, 83, 130, 131, 132
 ASLIE, 50
 Assistant professor, 119, 120, 121, 124
 Assistive listening systems, 68
 Associate in Applied Science, 75, *See also* A.A.S.
 Associate in Occupational Studies, 75, *See also* A.O.S.
 Associate in Science, 75, *See also* A.S.
 Associate professor, 119, 120, 121, 124
 Atkins, Scot, 155
 Audiological services, 64
 August, Burton S., 159
 Australia, 40, 46
 Austria, 109
 Automation Technology, 32, 48
 Average age faculty staff, 123
 Average class size, 57
 Average length of service, 123
 Average salary, 119
 B. Thomas Golisano, 58
 Baccalaureate/master's degrees, 16, 18, 27, 32
 Bachelor's degree, 75, 122
 Bader, Daniel J., 159
 Bahamas, 46
 Bangladesh, 46
 Barlow Fund, 149
 Bates, Bruce D., 159
 Beardsley Fund, 149
 Behnke Fund, 149
 Beil, Donald, 144, 153, 154
 Belgium, 46
 Blanchard Fund, 149
 BLN, 105
 Blount, W. Frank, 156
 BLS, 83
 Blue Ribbon (budget reduction), 1, 138
 Board of Cooperative Educational Services of Rochester, 4
 Bolivia, 46
 Bourns, Richard T., 159
 Boyce, Donald N., 159
 Bozorgi Fund, 149
 Bragg Fund, 149
 Brenneman, Andrew N., 155, 159
 Brick City Homecoming, 34
 Briggs, Joseph C., 159
 Briggs, Paul W., 159
 Brooks, Dianne, 31
 Brown Jr., Charles S., 159
 Buckingham, William A., 159
 Buckley, Gerard, 27, 31, 153, 154
 Bulgaria, 46
 Bureau of Labor Statistics, 83
 Burke, Nancy H., 159
 Burkhauser, Richard V., 155
 Burns, David J., 159
 Burns, Lawrence D., 155
 Burr, Ann L., 159
 Business Careers Fund, 150
 Business Leaders Network, 105
 Calhoun, Essie L., 159
 California, 34, 45, 61, 109
 Canada, 40, 46, 106, 131
 Capital, 138, 139, 160
 Captionists, 22, 68, 100, 106, 125, *See also* C-Print
 Career Awareness Program, 23
 Career Building workshops, 112
 Career Exploration Studies, 3, 36, 42, 48, 51, 53, 54, 57, 80, 152
 Career-focused associate degree, 16, 18, 20, 21, 27, 28, 29, 32, 42, 48, 53, 54, 62, 77
 Carey, Hugh L., 156
 Carlson, Catherine B., 159
 Cauda, Lisa, 158
 Center for Human Performance, 59, 66, 70
 Center of Excellence in Access Technology, 22, 30
 Center on Employment, 24, 64, 84, 105, 110, *See also* NCE
 Certificate, 4, 50, 60, 107
 Certification, 51, 75
 Performance Indicator, 13
 Chad, 46
 Chandler, Colby H., 159
 Chesonis, Arunas, 160
 China, 46
 CIMT, 32
 Citigroup Fund, 149
 Clark, Mary Lu, 160
 Class Act, 23, 104
 Clayton, Joseph P., 160
 Clearinghouse on Mathematics, Engineering, Technology and Science, 23
 Clinical services, 64
 Clubs, student, 2
 CNC, 32, 48, 89
 Cochlear implant, 18, 26, 34, 50
 Coleman, Gracie, 157
 College Advancement, 154
 College of Applied Science and Technology, 32, 48, 49, 54, 55, 58, 62, 70, 77, 107
 College of Business, 55, 58, 62, 77
 (continued)

Index (continued)

- College of Computing and Information Sciences, 55, 58, 62, 77
- College of Engineering, 56, 62, 77
- College of Imaging Arts and Sciences, 56, 58, 62, 77
- College of Liberal Arts, 55, 58, 59, 62, 75, 77
- College of Science, 56, 59, 62, 77
- College Operations, 154
- Colleges of RIT, 2
- Colorado, 45, 105, 109
- COMETS, 23
- Communication Studies and Services, 23, 50
- Community college referral, 16, 21, 24, 29, 32, 48, 49, 65
- COMPASS, 19, 100
- Computer Aided Drafting Technology, 32, 48, 54, 57
- Computer Integrated Machining Technology, 32, 48, 54, 57
- Computer Numerical Control, 32, *See also* CNC
- Computerworld Honors Program, 34
- Congress, 1, 2
- Connecticut, 45, 109, 113
- Continental Corporation Fund, 149
- Contributions, 144
- Co-op, 2, 4, 62, 84, 105, 110
Summary, 2
- Cooper, Mary-Beth A., 158
- Cornell University, 90, 91, 92, 93, 101
- Counseling, 8, 22, 49, 51, 64
- Countries, 46
- Cowin Fund, 149
- C-Print, 4, 16, 22, 23, 33, 49, 67, 68, 71, 72, 100, 106, 113, 123, 124, 125, 133, 134, 152
Summary, 4
- Crane, Meredith, 157
- Cross-registered students, 20, 22
- CSD Student Development Center, 64, 144, 153
- CSLA, 50, 97
- Cultural and Creative Studies, 50
- Curley, Thomas A., 160
- Czech Republic, 46
- D. Robert Frisina Quad, 144
- Danco, Jr., Rodney, 155
- Davila Fund, 149
- Davila, Robert R., 160
- dB, 42, 44
- Deaf Initiative in Information Technology, 4, 23, 99, 105, 107, 111, 112, *See also* DIIT
- DeCaro Fund, 149
- Decibel, 44
- Degree level of faculty, 122
- Degrees granted, 4, 75, 76, 77
- Del Monte, Ernest J., 160
- Delaware, 45, 109, 113
- Digital Arts and Animation Competition, 104, 116
- DIIT, 23, 24, 31, 99, 105, 111, 112, *See also* Deaf Initiative in Information Technology
- Diploma, 4
- Direct entry, 39
- DISCOVER, 64
- District of Columbia, 35, 45, 61, 113
- Diversity, 127–35
Performance Indicator, 12, 13
Summary, 2
- Dixit, Sudhakar G., 160
- Doctorate, 122
- Dodge Funds, 149
- Dorothy E. Ann Fund, 149
- Duffus, Ada Frances, 160
- Dyer Fund, 149
- E. Philip Saunders, 58
- Earnings, 2, 13, 74, 90, 91
Performance Indicator, 13
- Earnings growth rate
Performance Indicator, 13
- Education of the Deaf Act, 1, 7–8, 7, 8, 9, 96, 131
- Educational Development Faculty, 123
- Educational interpreting, 3
- Eisenhart, Richard H., 160
- Employment, 8, 16, 18, 19, 27, 48, 74, 81, 83, 84, 85, 88, 90, 96, 97, 99, 100, 105, 110, 111
- Employment rate
Performance Indicator, 13
- Endowed Funds, 149, 150, 151
- Endowment, 4, 9, 14, 138, 139, 147, 148, 149, 150
- English Bridging Programs, 32
- Enrollment, 5, 12, 35–46, 36, 52, 54, 55, 56, 109
Performance Indicator, 12, 13
Summary, 2, 3
Vision, 20
- Entry age, 42
- Equipment donations
Performance Indicator, 14
- Estonia, 46
- Ethnic origin students, 130
- Europe, 40
- Expenses, annual
summary, 2
- Explore Your Future, 4, 23, 33, 104, 108, 115, 128, *See also* EYF
- External funding sources, 143
- EYF, 23, 33, 104, 108, 109, 150,
See also Explore Your Future
- Factor III, Max, 157
- Faculty, 117, 123, 125, 126
- Faculty Staff Sign Language Education Program, 50
- Federal appropriations, 138, 139
- Fees, 2, 3, 140
- Feigenbaum Fund, 149
- Fein, Nancy L., 160
- Female, 41, 42, 74, 133, 134, 135
- Fenyvessy Fund, 149
- Financial aid, 3, 65, 138, 139, 141–42, 142
Summary, 2
- Financial operations, 137–40
- Financing Your College Education, 113
- First Year Experience, 51, 64
- First-in-Class initiative, 22, 30
- First-year persistence rate, 78, 79, 101, 132
- Fiscal year
Federal, 5
RIT, 5
- Fitch, Margie, 160
- Flex degree, 49
- Florida, 45, 105, 109, 156
- Forman Fund, 149
- Foundation Fund, 150
- Frisina Funds, 149
- Frumkes Fund, 149
- FSSLEP, 50
- Full-time new hires, 125
- Fundraising, 147
Summary, 4
- Garlinghouse Fund, 149
- Gender, 41, 42
- General staff, 123, 124, 125, 126
- Georgia, 45
- Ghana, 46
- Gleason, James S., 160
- Golisano, B. Thomas, 160
- Gopen Fund, 149
- Gordon, Lucius R., 160
- Gosnell, Arthur A., 160
- Gosnell, Thomas H., 160
- Government Performance and Results Act (GPRA), 11
- Graduate programs, 3, 36
- Graduate students, 41
- Graduation rates, 73–93, 79, 82, 101, 132
Performance Indicator, 12
- Grant cost share, 138
- Grant-in-aid, 3, 142
- Grants and contracts
Performance Indicator, 14
- Graphic Arts and Education Research Foundation, 152
- Greece, 46
- Greek organizations, 2
- Guam, 45
- Gueldenpfennig, Klaus, 160
- Hale, William B., 161

(continued)

Index (continued)

- Hall Fund, 149
Hall, Brian H., 161
Hallenbeck, Alfred M., 161
Hawaii, 45, 109
Hearing Aid Shop, 50
Hearst Fund, 149
Hellyar, Mary Jane, 157
Holliday, Susan R., 161
Holmes, Jay T., 161
Hospitality and Service
 Management, 32, 49, 55
Hostutler, John D., 161
Houston, K. Todd, 155
Hubbard Jr., Samuel T., 161
Human Resources, 8, 49, 88,
 138, 155, 157
Hurwitz Fund, 149
Hurwitz, T. Alan, 1, 27, 28, 30,
 144, 149, 153, 154, 158
Hutchins, Frank M., 161
Hutchins, Jeff, 155
Hymes Fund, 149
Idaho, 45
Illinois, 45, 61, 109
India, 46
Indiana, 45
Indirect charges, 138
Instructor, 119, 124
Instructor/Lecturer, 120, 121
Integrated Postsecondary
 Education Data System, 36
Intensive summer program, 16,
 21, 29, 32
Intercollegiate sports, 2
Interfaith religious center, 2
International students, 36, 37,
 38, 39, 40, 41, 42, 43, 44, 45,
 62, 131, 132
 Summary, 2
 Surcharge, 3
Interpreters, 22, 50, 68, 96, 123,
 124, 125
 Summary, 4
 Training, 4
Iowa, 45, 109
IPEDS, 36
Ireland, 46
James, Bruce R., 161
Japan, 34, 46, 152
Jarvis, Herbert W., 161
Jennings, 149
Jephson Fund, 149
JHB Anonymous Fund, 149
Job Fair, 33, 110
Johnson, Eric G., 161
Judson Jr., Thomas F., 161
Kansas, 45
Kayser, Kraig H., 161
Kearns Fund, 149
Kearns, David, 157
Kentucky, 45, 109, 114
Kenya, 46
King Fund, 150
Kober, Roger W., 161
Kohler Jr., Robert J., 161
Kuhl Jr., John, 156
Kuhnert Fund, 150
Labor force status, 90, 91
Laboratory Science Technology,
 32, 48, 54, 57
Lecturer, 119, 124
Levy, Jon, 155
Licata, Christine, 27, 28, 29, 30,
 145, 153, 154
Lichtenstein Fund, 150
Ligas, Michael, 157
Lindsay, Gary J., 161
Loans, 3, 142
Lobozzo II, Joseph M., 162
Los Angeles, 105, 110, 111,
 112, 155
Louisiana, 45, 109
Lovejoy Endowment, 150
LST, 32
Lyon Lectureship, 150
MacDonald, Michael C., 162
MacDougall, Nanette Fabray,
 156
Macfadden, James R., 162
Maine, 45, 109, 113
Malaysia, 46
Male, 2, 41, 42, 74
Male/Female ratio, 2
Maricopa Community College,
 49
Marital status, 41
Marketing Communications
 Department, 105
Marsters Fund, 150
Maryland, 1, 45, 109, 113
Massachusetts, 45, 61, 109, 113
Master of Science in Secondary
 Education, 3, 36, 50, 51, 54,
 57, 61, 77, 131, *See also*
 MSSE
Master's degree, 75, 122
MATHCOUNTS, 104, 116
Mather, Robert, 157
Mather, Susan, 157
Matteson, Lawrence J., 162
Max Factor, 34, 105, 110, 111,
 112, 144, 149
Mayberry, Katherine, 158
McCarty, Timothy R., 155
McDermott, Thomas C., 162
McKenzie, Stanley D., 158
Mechanical and Manufacturing
 Engineering Technology, 32
Melendez, Augustin, 155
Mellon Financial, 110
Merit Fund, 150
Mexico, 46
Michigan, 45, 101, 105, 109
Middle States Association, 12,
 50
Midwest, 41, 113
Miller, James G., 158
Milliron, Mark David, 155
Minnesota, 45, 105, 109
Minority faculty and staff, 128
Minority students, 36, 128
Mission of NTID, 1, 2
Mississippi, 45
Missouri, 45, 109
Moderate hearing loss, 44
Moderately severe hearing loss,
 44
Montana, 45
Moore, Elizabeth D., 162
Morley, Michael P., 162
Morse, Steven M., 157
MSA. *See* Middle States
 Association
MSSE, 13, 36, 50, 51, 53, 54,
 61, 76, 131, 152, *See also*
 Master of Science in
 Secondary Education
 Performance Indicator, 13
Mulligan, Ann M., 162
Murai Fund, 150
National Advisory Group, 155,
 156
National Center for Education
 Statistics, 36
National Center on Employment.
 See NCE
National Institutes of Health, 152
National Science Fair, 33, 104,
 115
National Science Foundation,
 24, 111, 152, *See also* NSF
NAVSEA, 110
Nazareth College, 50, 53, 61
NCE, 4, 31, 84, 105, 110, *See*
 also Center on Employment
Nebraska, 45, 109
Nepal, 46
NETAC, 23, 24, 31, 104, 113,
 114, *See also* Northeast
 Technical Assistance Center
Nevada, 45, 61, 109
New Hampshire, 45, 113
New hires, 125
New Jersey, 45, 105, 109, 113
New Mexico, 45
New York, 2, 4, 45, 50, 51, 61,
 84, 106, 109, 113, 156, 162
New York State Board of
 Regents, 4
Nigeria, 46
NLC, 51
Non-Federal funds, 139
Normal hearing, 44
North America, 40
North Carolina, 45, 109
North Dakota, 45
Northeast, 23, 41, 85, 104, 113,
 152
Northeast Technical Assistance
 Center, 23, 104, 113, *See*
 also NETAC
Norton Fund, 150
Notetaking, 16, 22, 49, 58, 67,
 68, 70, 100
 Summary, 4

(continued)

Index (continued)

- NSF, 24, 97, 98, 99, 111, 112,
 See also National Science
 Foundation
- NTID Foundation, 144, 145, 146,
 157
- NTID Learning Center, 51, 84
- NTID Research Bulletin, 96
- NYS Education Department, 152
- NYS Federation of Home
 Bureaus Fund, 150
- O'Shaughnessy, Brian P., 162
- OCAS, 50
- Occupations by category, 87,
 88, 89
- Occupations of graduates, 87
- Office of Communication
 Assessment Services, 50
- Ohio, 45, 109
- Ohringer Fund, 150
- Oklahoma, 45, 109
- Olson, Esq., Jennifer P., 155
- Online, 113
- Ontario, 109
- Oregon, 45, 105
- Orientation Weekend, 38
- Outreach, 1, 8, 16, 17, 23, 24,
 31, 33, 50, 64, 103–16, 103,
 104, 105, 107, 108, 110, 113,
 115
 Performance Indicator, 14
 Summary, 4
- Pakistan, 46
- Panara Funds, 150
- Parents' hearing status, 41
- Parker, Sandra A., 162
- Part-time, 125
- Pell grants, 2, 3, 138, 142
- PEN, 23, 34, 144, 152
- Pennsylvania, 45, 109, 113, 156,
 157
- PEPnet, 23, 24, 31, 34
 Newsletter, 113
- Performance indicators, 96
- Performance Indicators, 11–14,
 101
- Performing Arts, 57, 106, 107,
 149, 150, 151
- Performing Arts Fund, 150
- Perry Fund, 150
- Persistence, 78, 79, 132
- Personnel Compensation, 138,
 139
- Pfizenmaier, Wolfgang, 162
- Philippines, 46
- Pimentel, Albert T., 162
- PL 89-36, 2
- Placement
 Business and Industry, 4
 Education, 4
 Government, 4
 Sector, 86
 Summary, 2, 4
- Placement rate, 73
 Performance Indicator, 13
- Plant fund, 138, 139
- Pluralism, 127–35
- Portugal, 46
- Positive change
 Performance Indicator, 13
- Post-college audiences, 17, 24,
 31
- Postsecondary Education
 Programs Network. See
 PEPnet
- Pre-baccalaureate, 42, 53, 54,
 57, 82
- Pre-college audiences, 17
- Previously enrolled, 41
- Princeton Review, 33, 115
- Private funds raised
 Performance Indicator, 14
- Professional staff, 123, 124,
 125, 126
- Professionals, 119
- Professor, 119, 120, 121, 124
- Profound hearing loss, 44
- Project Access, 23, 104
- Provost's Deaf Access
 Committee, 68
- Psychotherapy, 64
- Public assessment
 Performance Indicator, 13
- Puerto Rico, 45, 113, 155
- Puglia, Susan M., 162
- Pulver Fund, 150
- Pulver, Jane Ratcliffe, 156, 157,
 162
- Pure tone average, 42
- Pure tones, 44
- Quality
 Performance Indicator, 13
- Rank of faculty, 121
- Real-time captioning, 68, 71,
 See also C-Print
- Referral, 32, 49
- Registrations
 Summary, 3
- Research, 95–101
 Agenda, 49, 96
 Summary, 2
- Retention, 73–93
 Performance Indicator, 12
- Retirement, 124
- Revenue, 139
 Performance Indicator, 14
- Rhode Island, 45, 109, 113
- Rice, Robert, 157
- Richards, Thomas S., 162
- RIT Board of Trustees, 159–63
- RIT Celebration of Community
 Fund, 150
- RIT services, 138, 139
- Robinson Endowment, 150
- Rodriguez-Colón, Juanita M.,
 155
- Room and board, 2, 3, 140
- Rosenfield, Ellie, 29, 31, 144,
 145, 153, 154
- Rothman Endowment, 150
- Rusitzky, Harris H., 162
- Russia, 34
- SAISD, 65
- Sands, Richard E., 162
- Sansone, Janet F., 163
- Sargent Fund, 150
- Sasakawa Fund, 150
- Sassano, Carl E., 163
- SAT, 43
- Satisfaction
 Performance Indicator, 14
- Saudi Arabia, 46
- SCD, 105
- Scholarships, 3, 65, 113, 138,
 142, 149
- Schumer, Charles E., 156
- Science and Engineering Fund,
 150
- Science, Technology,
 Engineering, and
 Mathematics, 33
- SCPI, 105
- Searjeant Fund, 150
- Secretary of Education, 1, 101
- Section 504 of the Rehabilitation
 Act, 68
- Self-Instruction Lab, 51
- Semi-Conductor option, 32
- Shapiro, James E., 163
- SHRM, 110
- Sign Communication Proficiency
 Interview, 105
- Sign Language Proficiency
 Interview, 105
- Sign language transliteration, 68
- SIL (Self-Instruction Lab), 51
- Silverman Fund, 150
- Simone, Albert J., 1, 158, 163
- Singapore, 46
- Sklar Fund, 150
- Slaughter, Louise M., 156
- SLPI, 105
- SLT, 64
- Smart classrooms, 2, 51
- Smith, Albert, 30, 153, 154, 159
- Smith, Fred W., 158
- Smith, Marilyn Jean, 156
- Sober Camp, 33
- SOC, 88
- Social Security Administration,
 13, 74, 90, 91, 92, 93, 101
- Social Security Disability
 Insurance, 92, 93, 101
- South, 18, 41, 45, 46, 105
- South America, 40
- Southeast, 113
- Speech and language services,
 64
- Spellings, Margaret, 1
- Sprint Fund, 150
- SSA. See Social Security
 Administration
- SSDI, 92, 93, 101
- SSI, 92, 93, 101
- Staff, 117

(continued)

Index (continued)

- Standard Occupational Coding, 88
- Stanford Achievement Test, 43
- State, 3, 4, 45, 46, 50, 61, 98, 109, 111, 142, 156
- Steenburgh, Frank D., 157
- Stefano, James, 157
- STEM, 33, 152
- Stendardi, Deborah, 158
- Steps to Success, 33, 104, 116
- Strategic plan, 1
- Strategic Vision 2010, 15–34, 16, 32, 33, 48, 71, 104, 115
- Student and Academic Services, 48, 154
- Student Development Center, 64, *See also* CSD Student Development Center
- Student government, 2
- Student Leadership Fund, 150
- Student Life Team, 64, 84
- Student satisfaction, 12
- Substance and Alcohol Intervention Services for the Deaf, 65
- Summer Vestibule Program, 38, 39, 49, 51
- Summerfield Fund, 150
- Summers, John M., 163
- Supplemental Social Security, 74
- Support expenditures, 138, 139
- Support Services, 63–66
- SVP, 38, 39, 49, 51
- Swartzman Fund, 150
- Switzerland, 46
- Taiwan, 46
- Tanzania, 46
- TEAC, 51
- Tech GirlZ camp, 33, 104, 115
- Technical/Clerical, 119
- Tennessee, 45, 109, 114
- Tenured faculty by rank, 120
- Tenure-track positions, 120
- Terminations, 126
- Terminations minorities, 135
- Texas, 45, 109, 155
- Text-based transliteration, 16, 22
- Thailand, 46
- Thomas Fund, 151
- Thornberry Fund, 151
- Time to degree, 81
- Ting, Sharon, 163
- Tipsheets, 113
- Transfer associate degrees, 16, 18, 19, 20, 27, 29, 32, 42, 48, 49, 53, 54, 62, 75, 77
- Transfer from other colleges, 41
- Trinidad & Tobago, 46
- TRIO, 24
- Tucker, Frederick T., 163
- Tuition, 2, 3, 139, 140
- Turkey, 46
- Tutoring, 8, 20, 22, 49, 51, 58, 66
- Summary, 4
- Tyson-Jones, Ronnie Mae, 156
- U.S. Bureau of Census, 74
- U.S. Department of Education, 1, 9, 12, 24, 31, 36, 50, 61, 96, 101, 104, 113, 152, 155
- U.S. Territory, 45, 46, 109
- Uganda, 46
- United Kingdom, 46
- Upward Bound, 24
- Urich Fund, 151
- Ushers Syndrome, 50
- Utah, 45, 105
- Value added
- Performance Indicator, 13
- Venezuela, 46
- Ventimiglia Fund, 151
- Vermont, 45, 113
- Vice President and Dean's Scholarship, 150
- Video relay services, 33
- Virgin Islands, 45, 109, 113
- Virginia, 46, 109
- Visiting assistant professor, 124
- Visiting instructor, 124
- Visual Communications Fund, 150
- Vocational Rehabilitation, 2, 3, 17, 18, 65, 104, 105, 131, 138, 142
- von Bucher, Judy B., 163
- Walker, Cynthia F., 157
- Washington (state), 34, 46, 105, 109
- Washington DC. *See* District of Columbia
- Watson, Chester N., 163
- Watters, James H., 158
- Wayland-Smith, Robert D., 163
- Webb II, George D., 157
- West, 18, 41, 46, 109, 157
- Western, 113
- Whiteside Jr., William A., 163
- Whitman, Christine B, 163
- Williams Fund, 151
- Wilmot, Thomas C., 163
- Wisconsin, 46, 109
- Withdrawn, 42, 82, 91
- Wolf Fund, 151
- Wolk Fund, 151
- Woman's Club of Rochester Fund, 151
- Women's Council Fund, 151
- Writing Contest, 33, 104, 115
- Wyoming, 46
- Wyvill, John C., 156
- Yield Rate, 37, 40, 130
- Zarella, Ronald L., 163
- Zimbabwe, 46



Dr. T. Alan Hurwitz, Vice-President for RIT and Dean of NTID (right), shown with Dr. and Mrs. Albert J. Simone following an NTID-wide tribute to them upon the pending retirement of President Simone.

ANNUAL REPORT

National Technical Institute for the Deaf