National Technical Institute for the Deaf

ANNUAL REPORT

OCTOBER 1, 2006 - SEPTEMBER 30, 2007

R·I·T

Rochester Institute of Technology

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December 31, 2007

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

Dear Secretary Spellings:

The *Annual Report 2007* in your hands fulfills the Education of the Deaf Act requirement that the National Technical Institute for the Deaf, a College of the Rochester Institute of Technology (RIT/NTID) "… shall prepare and submit an annual report to the Secretary …" But well beyond that we are delighted to provide this report, our 41st, for it presents with pride a summary of activities undertaken at RIT/NTID during Fiscal Year 2007.

The financial and other support we receive from our government has influenced the lives of thousands of deaf and hard-of-hearing individuals. We hope all readers of this report – particularly those in the Executive and Legislative branches of our Federal government – will share in our pride; to all of you, your attention to RIT/NTID is deeply appreciated and sustains our efforts.

You will be pleased that our students are truly a national student body, representing almost every state.

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

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

We are delighted to report that our five-year plan to reduce our budget by $5 million over five years ended in Fiscal Year 2007 with documented reductions of $6,194,100 and 48.7 headcounts reduced. These accomplishments represent the sound fiscal stewardship that we exercise with the federal funds we receive through your support.

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

www.ntid.rit.edu/media/annual_report2007.pdf

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

With warm regards,

Dr. William Destler
President, RIT

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

Cover: Abiodun Odunlami, 2007 NTID Commencement Delegate and speaker. Abi received her A.A.S. degree in Laboratory Science Technology and is now pursuing her B.S. through RIT's College of Applied Science and Technology.

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

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF – AT A GLANCE

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

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

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

LOCATION:
Western New York, in suburban Rochester.

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

ENROLLMENT:
Total of 1,343 students enrolled.
Undergraduate*: 1,102 deaf and hard-of-hearing students, 130 hearing students (enrolled in ASL-English Interpretation program).
Graduate: 110 students (59 hearing, deaf and hard-of-hearing in the Master of Science program in Secondary Education of Students Who Are Deaf or Hard-of-Hearing and 51 deaf and hard-of-hearing in the other colleges of RIT). These students study and reside on a campus that includes 14,646 hearing students studying at the baccalaureate, master's and doctoral levels.

MALE/FEMALE RATIO:
52 percent male, 48 percent female.

DIVERSITY:
Of the 1,343 students enrolled, 30 percent are minority students and 3.6 percent are international students, representing 13 different countries.

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

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

RIT CAMPUS TECHNOLOGY:
Extensive wireless computer access, dozens of smart classrooms with state-of-the-art computers and multimedia-based technologies, microcomputer labs, computer graphics and computer-aided drafting labs, microelectronics and computer engineering facilities, digital printing presses, a laser optics lab, robotics program and fully networked residence halls, equipped with strobe lights and telephone amplifiers.

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

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

PLACEMENT:
Historically, 95 percent of deaf and hard-of-hearing graduates who have chosen to enter the labor market have obtained jobs in business, industry, government, education and other fields.

COMMUNICATION/SUPPORT:
Instructors use a variety of communication strategies while teaching, including sign language, spoken language, fingerspelling, printed/visual aids and Web-based instructional materials. Support and access services include notetakers, tutors, real-time captioning services and the largest interpreting staff for a college program in the United States.

ANNUAL EXPENSES 2006-2007

Tuition	$ 8,559
Room	$ 5,034
Board	$ 3,714
Fees	$ 642
Total	$17,949

FINANCIAL AID:
A combination of grant-in-aid, Vocational Rehabilitation, Pell, federal and state grants are available to students in need. In addition, 62 endowed funds generate scholarship support for students based on financial need and academic merit. Average aid per domestic student: $9,040, 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.

* One hearing undergraduate student is a miscode in the data file for our 21-day report. This error has since been corrected in our system.

New Registrations	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Admissions (Deaf and Hard-of-Hearing Students Only)					
Applications	753	737	768	819	939
Acceptances	435	434	424	450	522
Registrations	320	327	322	341	377
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	48	50	56	41	34
M.S. in Secondary Education	42	34	28	28	27
Total New Registrations	**410**	**411**	**406**	**410**	**438**
Enrollment (Deaf and Hard-of-Hearing Students Only)					
Sub-Baccalaureate Programs					
Career Focused Programs	N/A	N/A	N/A	N/A	450
Transfer Associate Programs	N/A	N/A	N/A	N/A	113
Subtotal Sub-Baccalaureate	**545**	**542**	**514**	**503**	**563**
Baccalaureate Programs at RIT	434	427	438	439	443
Graduate Programs at RIT	45	42	53	47	51
Subtotal Baccalaureate and Graduate at RIT	**479**	**469**	**491**	**486**	**494**
Career Exploration Studies	85	86	61	75	97
Subtotal Deaf and Hard-of-Hearing Students Only	**1,109**	**1,097**	**1,066**	**1,064**	**1,154**
Other Enrollments					
Educational Interpreting	92	100	116	130	130
M.S. in Secondary Education	69*	84*	74*	56	59**
Subtotal Other	**161**	**184**	**190**	**186**	**189**
Total Enrollment	**1,270**	**1,281**	**1,256**	**1,250**	**1,343**
Withdrawn					
All Students	18%	16%	16%	16%	16%
Graduates					
Total Degrees Granted	195	234	238	284	251
Degree Level					
Certificate	5%	1%	2%	3%	1%
Diploma	1%	1%	0%	1%	1%
Associate (A.O.S.)	19%	26%	17%	14%	17%
Associate (A.A.S.)	15%	18%	21%	23%	19%
Associate (Interpreting)	6%	7%	10%	8%	10%

(continued)

* For 2003 – 2005, included are 9-15 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, but who are part of a grant-supported joint program between NTID and Nazareth College of Rochester to train speech pathologists to work with deaf and hard-of-hearing persons.
** One additional graduate is a full-time student pursuing a graduate degree.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Bachelor's (Interpreting)	N/A	N/A	N/A	2%	4%
Bachelor's	43%	39%	36%	34%	33%
Master's	4%	3%	4%	6%	6%
Master's (MSSE)	7%	5%	10%	9%	9%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Placement					
Permanent Placement	88	123	111	103	N/A*
Placement Rate	93%	93%	95%	95%	N/A*
By Sector of the Economy					
Business and Industry	66%	64%	69%	64%	N/A*
Government	12%	12%	22%	26%	N/A*
Education	22%	24%	9%	10%	N/A*
Cooperative Work Experiences	258	231	233	272	N/A*
Access/Support Services					
Notetaking Hours	54,437	50,220	46,989	57,478	59,466
Tutoring Hours	14,487	14,886	14,516	15,103	15,045
Interpreting Hours	94,029	98,520	99,175	107,256	110,840
C-Print™	N/A	3,146	7,485	9,350	15,440
Outreach (Number of Participants)					
Interpreter Training**	105	130	104	93	97
Explore Your Future	168	187	193	183	253
Notetaker Training	246	236	216	201	261
C-Print	N/A	3	8	14	7
National Center on Employment					
Workshops	29	31	32	35	33
Participants	663	640	831	836	958
Deaf Initiative in Technology	78	70	91	90	88

(continued)

* Placement numbers for September 1, 2006 through August 31, 2007 graduates 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.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Financial Aid (Domestic Students)					
Grant-in-Aid	$974,234	$1,059,076	$1,036,590	$1,200,874	$1,306,250
Vocational Rehabilitation	5,564,705	5,695,165	5,807,487	5,587,915	6,257,424
Pell Grants	1,126,403	1,214,120	1,277,893	1,212,809	1,241,903
State Grants	476,184	485,514	527,622	493,302	536,811
Federal Loans	1,895,509	2,641,914	2,940,256	2,982,676	3,274,300
Scholarships and Other	826,472	949,547	976,075	1,177,959	1,523,423
Total Financial Aid	**$10,863,507**	**$12,015,336**	**$12,565,923**	**$12,655,535**	**$14,140,111**
Average Aid per Domestic Student (Excluding Loans)*	**$7,860**	**$7,883**	**$7,903**	**$8,114**	**$9,040**
Rates Charged Students					
Domestic student rates**					
Tuition	$6,525	$6,981	$7,470	$7,992	$8,559
Room	4,260	4,452	4,653	4,863	5,034
Board	3,267	3,381	3,483	3,588	3,714
Fees	558	579	588	618	642
Total	**$14,610**	**$15,393**	**$16,194**	**$17,061**	**$17,949**
Fundraising Activity					
Cash to Endowment and Restricted Funds	$1,916,891	$2,032,651	$2,136,259	$2,489,423	$2,840,116
Equipment and Software	42,487	71,075	16,651	33,148	124,052
Federal Funds Matched***	$705,000	$615,000	$415,000	$932,021	$828,000

* Total financial aid less loans divided by domestic student enrollment.
** International students pay a 100% surcharge, or $17,118 for tuition. Charges for room, board, and fees are the same as for domestic students.
*** There is no longer a separate appropriation for the Matching Endowment Program. Any monies matched must be funded through operating funds efficiencies.

NOTE OF EXPLANATION

RIT/NTID deals with three “years:”

1. The federal fiscal year begins October 1 and ends September 30
2. The RIT fiscal year begins July 1 and ends June 30
3. The 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 2006-2007 academic year.

- Demographic analysis of the 1,343 students enrolled in fall 2007-2008 (438 new students recruited throughout 2006-2007, and 905 returning students) is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,250 students enrolled throughout 2006-2007 - comprising 840 returning students and 410 new students recruited throughout 2005-2006.

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," and guides our activities.

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

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

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

In addition, 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 2007* meets this requirement.]

(1) The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs … of NTID. [Refer to the Executive Summary and Note of Explanation.]

(2) For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:

(A) The number of students enrolled full- and part-time. [Refer to the Academic Program and Diversity & Pluralism sections.]

(B) The number of these students who completed or graduated from each of the educational programs. [Refer to the Graduation and Persistence and Diversity & Pluralism sections.]

(C) The disposition of these students upon graduation/completion of programs at NTID … in comparison to students from non-minority backgrounds. [Refer to the Graduation and Persistence and Diversity & Pluralism sections.]

(D) The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels. [Refer to the Student Support Services section.]

(E) The number of recruitment activities by type and location for all educational levels. [Refer to the Outreach section.]

(F) Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired. [Refer to the Faculty and Staff and Diversity & Pluralism sections.]

(G) …

(3) (A) A summary of the annual audited financial statements and auditor's report … as required under section 4353 of this title. [The audit of RIT is provided to the Secretary as is a separate schedule for NTID.]

(continued)

(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.]

(4) For the preceding fiscal year, a statement showing the receipts of … NTID and from what federal sources, and a statement showing the expenditures … by function, activity, and administrative and academic unit. [Refer to the Financial Operations section.]

(5) A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title. [Refer to the External Funding section.]

(6) A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year. [Refer to the External Funding section.]

(7) Such additional information as the Secretary may consider necessary. [We respond on a regular basis to requests for additional information from staff of the Department of Education.]

Agreement with RIT: Certification Regarding Inventions

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

PERFORMANCE INDICATORS

NTID uses a series of performance indicators to measure its on-going activities.

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.

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**	**2007 Actual**	**2008**	**2009**
Accreditation	Middle States Assoc. (MSA) Accreditation 1997	MSA Accreditation Completed 2007	Participate in MSA Recommendations for 5-Year Periodic Review Report 2012	(Next MSA Full-Term 10-year Accreditation 2017)
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 2008

Maintain a diverse enrollment that fully utilizes current human and physical resources while enriching the students' collegiate experience.				
Indicators	**Baseline**	**2007 Actual**	**2008**	**2009**
Enrollment	1,185	1,343	1,250	1,250
Diversity (% Minority)	22%	31%	>National Demographic %'s	>National Demographic %'s

Maximize the number of students successfully completing a program of study.				
Indicators	**Baseline**	**2007 Actual**	**2008**	**2009**
Student Persistence Rate: (From 1st to 2nd Year) • Sub-Baccalaureate • Baccalaureate • Overall	 75% 84% 76%	 73% 85% 77%	 70% 86%	 70% 87%
Graduation Rate: • Sub-Baccalaureate • Baccalaureate • Overall	 50% 51% 50%	 49% 72% 55%	 53% 71% **	 52% 71% **

(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.

** The "Overall" indicator is no longer a formal target.

PERFORMANCE INDICATORS (continued)

Prepare graduates to find satisfying jobs in fields commensurate with their education.				
Indicators	**Baseline**	**2007 Actual**	**Source**	**Goal**
Placement Rate	93%	95%	NTID Placement Records—2004-2005 graduates	95%
Earnings Parity with Hearing Peers	80%	80%	Study conducted with Social Security Administration 2007	Conduct another study in 2008
Earnings Growth Rate	3%/year	3%/year	Study conducted with Social Security Administration 2007	Conduct another study in 2008 ≥Consumer Price Index
Value Added: Graduates earn substantially more than students who withdraw	Sub-B.S. 17% B.S. 45%	Sub-B.S. 6% B.S. 40%	Study conducted with Social Security Administration 2007	Conduct another study in 2008
Alumni Satisfaction	Satisfied with Education 94% Would Recommend NTID 97%	Satisfied with Education 93% Would Recommend NTID 97%	From a study of NTID alumni conducted in 2007	Conduct another study in 2010 ≥90% satisfaction

Prepare professionals to work with deaf and hard-of-hearing persons.				
Indicators	**Baseline**	**2007 Actual**	**2008**	**2009**
Enrollment:				
• Interpreting	84	130	130	130
• MSSE	16	59	60	60
Diversity:				
• Interpreting (% Minority)	12%	6%	12%	12%
• MSSE (% Minority)	12%	14%	12%	12%
Employment Rate				
• Interpreting	95%	96%	95%	95%
• MSSE	95%	83%	95%	95%
Professional Certification:				
• MSSE (NYS Cert.)	71%	54%	90%	90%

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**	**2007 Actual**	**2008**	**2009**
Effective Positive Change	Publications (25) Presentations/ Workshops (52)	Publications (28) Presentations/ Workshops (48)	Publications (25) Presentations/ Workshops (50)	Publications (25) Presentations/ Workshops (50)
Ensure Quality: (% Peer Review)*	90%	64%	90%	90%

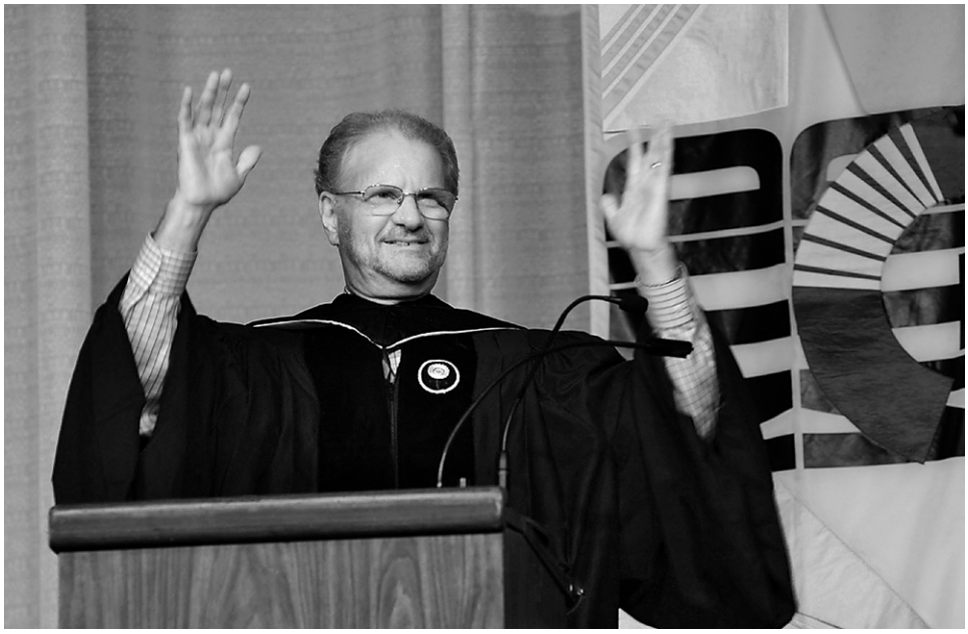
(continued)

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

Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.				
Indicators	**Baseline**	**2007 Actual**	**2008**	**2009**
Consumer Satisfaction	TBD	Above Average	Above Average	Above Average
Employers/Career Counselors Representatives	358	958	665	690
Secondary Students: • EYF Participants	225	253	200	200

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**	**2007 Actual**	**2008**	**2009**
Federal Matching Endowment Grant Program (Private funds raised and qualified for matching)	$239,868	$828,000	$1,000,000	$1,000,000
Other Private Funds Raised	$705,235	$2,012,116	$1,000,000	$1,000,000
Equipment Donations	$671,077	$124,052	$100,000	$100,000
Grants and Contracts	$733,587	$6,292,899	$6,500,000	$6,500,000

STRATEGIC VISION



“Strategic Vision 2010” was adopted in February 2005 and is guiding our activities during this five-year period.

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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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 (Adopted February, 2005)

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

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

Current Realities and Future Trends

- RIT is emerging as a major technological university. In doing so, it is clearly raising academic standards at all levels; NTID must follow this lead.
- Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level.
- NTID's greatest strength may be its outstanding track record of assisting high-potential students not only to gain admission to, but to graduate successfully from the other colleges of RIT at rates comparable to or better than their hearing peers.
- A large proportion of incoming NTID students want baccalaureate degrees. We cannot deliver on that desire for students not academically prepared for college, but NTID could become a center for highly qualified deaf and hard-of-hearing students seeking these degrees.
- NTID is facing increased competition from local community colleges that offer similar associate-level degree programs, close to home and at far less cost.
- Research shows dramatic earnings gains for baccalaureate-level graduates as compared to associate-level graduates.
- We anticipate that the increased use of cochlear implants at an earlier age may ultimately raise the academic skill levels of deaf and hard-of-hearing high school graduates; thus, the pool of more highly qualified students may continue to grow. At the same time, the pool of A.O.S.-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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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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4. By 2010, 20 percent of NTID students will be enrolled in transfer associate degree programs, 45% in baccalaureate and master's degree programs, and 35 percent will be enrolled in career-focused associate degree programs. The enrollment vision for FY 2010 is as follows:

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

Due to the significant shift in enrollment toward transfer, baccalaureate and master's degree programs, NTID Enrollment Management in collaboration with the 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 (Adopted February, 2005)

NTID will establish:

- Formal referral programs with selected community colleges for students not ready for admission to NTID career-focused programs
- An intensive summer program for students who have been admitted to, or are matriculated in, career-focused degree programs, and who may wish to improve their English skills to reposition themselves to enter a transfer 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 (Adopted February, 2005)

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

Current Realities and Future Trends

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

- It is highly probable that incoming students will take for granted that they will receive the same level of access services here that they have received elsewhere before applying to NTID. If they learn that their expected type of service is not provided, or that it is difficult to get services, they may choose to go elsewhere for their education. We need to anticipate these expectations and establish access services that attract and retain students.

- The large, diverse community of deaf, hard-of-hearing, and hearing individuals comprising RIT, coupled with the array of scientific and technological expertise at RIT should position us well to develop cutting-edge access technologies for deaf students.

Implementation Strategies

1. Develop and implement a new access services policy that will respond to the academic access needs of deaf and hard-of-hearing students who take courses in other RIT colleges and whose access needs cannot be met by sign language transliteration service.

2. Meet the expected increased demand by expanding text-based transliteration services human resources from 14 FTE captionists in 2004-2005 to the equivalent of 55 FTE by 2005-2006. Interpreting services human resources will be expanded from 105 FTE in 2004-2005 to 110 FTE by 2005-2006.

3. Develop new technological solutions for increasing access services as an institute priority. We will become a Center of Excellence in Access Technology as a part of RIT's First-in-Class initiative. 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 (Adopted February, 2005)

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

Current Realities and Future Trends

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

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

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

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

Potential Audiences

- For pre-college audiences, we could positively impact the kindergarten through 12th grade education of deaf children via teacher preparation and consultation, as well as applied research on content, methodology, application of instructional technologies, and mainstreaming. The intention is to increase the skills of deaf and hard-of-hearing students in the college-bound pipeline.
  - We could have direct instructional interventions by NTID regarding students at the middle school through high school levels.

- For college audiences throughout the nation, our intention could be to close the communication gap of deaf and hard-of-hearing students with their hearing peers. This could occur via direct student services such as remote C-Print™ or on-air tutors, or indirect services such as faculty consultation regarding access technology.

- NTID's Communication Studies and Services Department currently does a significant amount of outreach with implant centers. This could be used as a tool to attract students to NTID.

- For post-college audiences, we could focus on providing technical training for deaf and hard-of-hearing adults that matches the areas of our undergraduate and graduate programming efforts. These efforts could enhance the overall career trajectory of deaf and hard-of-hearing adults.

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

Implementation Strategies

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

2. Following an immediate focus on students, NTID will expand its outreach consortium in 2008 to include:
   a. Other key K-12 audiences such as parents, counselors and pediatricians
   b. College audiences to be explored via our PEPNet/NETAC collaborative efforts with the Department of Education
   c. Post-college audiences include employers (NTID Center on Employment) and alumni (Alumni Association and DiiT)

NOTE: It is important to point out that implementation 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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4. Faculty and staff who have a good idea for change, must take ownership of it and help make it happen. They must take more risks. Sharing a good idea with someone is simply not enough.

5. Managers must look for ways to nurture and support change among their colleagues.

6. We must begin an immediate dialog on the impact of cochlear implants on the deaf community, and ultimately on NTID. Even if we are uncomfortable with the discussion, we must begin it now.

7. NTID needs to nurture more opportunities for leadership by deaf and hard-of-hearing faculty and staff. We will establish a system that will identify, encourage, mentor, and support this talent.

8. We must create a culture of collegiality that fosters social interaction among faculty and staff; and we will.

STRATEGIC VISION 2010 MAJOR ACCOMPLISHMENTS AND ACTIVITIES

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

SV 2010 Decision #1 – Degree Development

By 2010, RIT/NTID will offer three distinct types of academic study: Career-focused associate degrees, Transfer degrees, and Baccalaureate/Master's degrees.

We have completed major curriculum work in support of the future foreseen in the Strategic Vision 2010 plans. This has meant considerable curriculum development and strategic partnering with colleagues in other RIT colleges; in total approximately 45 NTID faculty and staff members have been involved in the following changes.

- Career-Focused Associate Degree Curriculum Changes
  1. Completed and received university approval of a curriculum merger of "Art and Computer Design" and "Digital Imaging and Publishing Technology" programs with development of new A.O.S. and A.A.S. degrees in Arts and Imaging Studies.
  2. Completed and adopted our proposal for a new A.O.S./A.A.S. Capstone course.
  3. Developed English courses for future piloting.

- Transfer Associate Degree Development
  1. Completed an Articulation Agreement with the College of Applied Science and Technology Center for Multidisciplinary Studies for an "Administrative Support Technology A.A.S degree +2" option. Students will concentrate either in Human Resources Management or Computer Graphics.
  2. Completed and received university approval of an A.S. in Hospitality and Service Management.

- Baccalaureate/Master's Degrees
  1. Completed and received university approval of a B.S. in ASL-English Interpretation.
  2. Revised the structure and oversight activity for the Master of Science Program in Secondary Education of Students who are Deaf or Hard-of-hearing (MSSE) Capstone Project.

SV 2010 Decision #2 – Referral and English Bridging Programs

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

The following significant activities occurred during this year.

- Began activities, which are on schedule, related to the community college partnership program.

- Announced a Community College Partnership Program Coordinator early in the Spring quarter; this appointment will provide a major impetus to this activity.

- Begun development of Intensive English Bridging courses for potential piloting in 2007-2008.

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SV 2010 Decision #3 – Access Services

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

We will become a Center on Access Technology as a part of RIT's First-in-Class initiative.

We have continued to make significant improvements in the delivery of access services to deaf and hard-of-hearing students, faculty, and staff, including the following activities:

- Hired 40 new access services staff members; trained additional captionists to fill nearly our entire C-Print™ staffing expansion; and continued the work of establishing and expanding a new single Access Services unit for all access needs – including interpreting, captioning, and notetaking.

- Increased the total volume of access services provided (interpreting, captioning, and notetaking) and the percentage of successful coverage.

- Implemented a mandated transition from exempt to non-exempt for approximately 125 interpreter and coordinator positions in Access Services. Practices and policies that evolved over 27 years of exempt status had to be quickly adjusted for the Fair Labor Standards Act and RIT policies and systems. New payroll and scheduling practices were developed to maintain quality services for students and to keep our staff unharmed in base pay and benefits.

- Continued to improve communication with students about the access services provided. We enjoyed strong partnerships with the NTID Student Congress (NSC). Student feedback was helpful in establishing both myAccess.rit.edu, a new website portal for all access service requests, and a new IM communication tool, AIM screen name NTIDAccess.

- The Center on Access Technology for Students who are Deaf and Hard-of-Hearing (CAT), was established through SV 2010 to address the challenges of utilizing or adapting new technologies for use in postsecondary education. The Center investigates, evaluates, and reports on the most effective use of access technologies and accelerates the implementation of best practices within postsecondary deaf education. Its current focus areas are: classroom access technologies; mobile technologies; audio and sound technologies; and training and evaluation services. CAT has made great progress in its first year, with multiple externally-funded projects and submitted proposals.

SV 2010 Decision #4 – Outreach

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

Extensive accomplishments occurred with these outreach initiatives. Additional details are contained in the Outreach section of this report.

- Northeast Regional Center. On October 1, 2006 the Northeast Regional Center (NERC) at NTID, formerly the Northeast Technical Assistance Center (NETAC) was awarded a five-year $5,000,000 grant from the U.S. Department of Education, Office of Special Education Programs.

  The Northeast Regional Center is one of four regional centers comprising the Postsecondary Education Programs Network (PEPNet) that assists secondary and postsecondary institutions in more effectively addressing the transition, postsecondary, vocational, technical, continuing, and adult education needs of individuals who are deaf and hard-of-hearing.

- Explore Your Future. Explore Your Future (EYF) completed another successful year. It is a five-day career exploration and evaluation program for deaf and hard-of-hearing students about to enter their senior year of high school.

- TechGirlz Camp. TechGirlZ Camp is a one week summer camp program for deaf and hard-of-hearing girls entering the 8th Grade who have a strong interest in science, technology, engineering, and math fields (STEM). Students built a personal computer, spent time in the chemistry and manufacturing labs, and toured the Rochester Museum and Science Center and Challenger program.

- SpiRIT Writing Contest. High school students submitted multiple writing samples, including an essay or a report written for a school assignment, a creative writing piece, and a writing sample of 250 words written specifically for the competition. The writing included topics such as: physician-assisted suicide; supporting the fight for independence from Great Britain; the Black Death; and should the National Basketball Association have a dress code.

- Steps to Success. Deaf and hard-of-hearing African-American, Latino American, and Native American (AALANA) students attended Steps to Success, a career exploration mini-camp. These students, entering 7th, 8th, or 9th grades, explored career options through hands-on experiences using computers, working with robots, and doing science experiments. Counselors and technical faculty role models presented the program.

- Digital Arts and Animation Competition. Students submitted projects to compete in the Digital Arts and Animation Competition. Categories included mixed digital media, photo illustration, web page design, graphic media, 3-D animation, interactive media, and free-hand art in digital form.

  The five first place winners, accompanied by parents and teachers, came to RIT to attend the Deaf Rochester Film Festival where the winners' art works were displayed and winners received recognition.

- MATHCOUNTS. NTID hosted the first-ever MATHCOUNTS competition for deaf and hard-of-hearing middle school students. The competition involved students from schools throughout New York, Maryland, Florida, and California, competing as individuals and teams to solve a variety of mathematical problems within designated time periods. All students were currently in grades 6, 7 and 8.

  The mission of the nationwide MATHCOUNTS Foundation is to increase enthusiasm for and enhance achievement in middle school mathematics throughout the United States. MATHCOUNTS materials challenge students' math skills, develop their self confidence, and reward them for their achievements.

ADMISSIONS & ENROLLMENT

The majority of new students enter NTID in the fall, most after completing our career-oriented Summer Vestibule Program (SVP).

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

Because deafness is a low-incidence disability, with deaf and hard-of-hearing students widely dispersed throughout the nation's 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicants increased dramatically, with applications from deaf and hard-of-hearing students increasing by 15 percent from 819 in FY 2006 to 939 in FY 2007.

The number of new students entering NTID during 2006-2007 was 438. The total included 377 deaf and hard-of-hearing freshmen and transfers, 24 first-year deaf or hard-of-hearing graduate students (10 in Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE) and 14 in other RIT master's programs), 51 first-year hearing students (34 in the ASL-English Interpretation program, and 17 in the MSSE program).

Total enrollment was 1,343 compared to 1,250 for last year. The breakdown of the 1,343 students is as follows:

	Deaf or Hard-of Hearing	Hearing	Total
Undergraduate Programs:			
Career Exploration Studies	97	0	97
Career Focused Associate programs	450	0	450
Transfer Associate Programs	113	0	113
Sub-Baccalaureate (ASL-English Interpretation)	0	130	130
Baccalaureate Programs at RIT (cross-registered)	442	1*	443
Sub-total	1,102	131	1,233
Graduate Programs at RIT	51	0	51
NTID (MSSE Program)**	31	28	59
Total Enrolled Students	**1,184**	**159**	**1,343**

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 31 percent of this year's entering class; their representation in the total student body stands at 29.9 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 49, or 3.6 percent of the total student population.

	Number	Percent
Students from the U.S.	1,294	96.4
International Students	49	3.6
Total	**1,343**	**100.0**

In summary, NTID registered 438 new students and is serving a total of 1,343 students.

* One hearing undergraduate student is a miscode in the data file for our 21-day report. This error has since been corrected in our system.
** Includes two non-matriculated undergraduate students, and four students from our Nazareth program.
*** 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 15 percent over last year. The acceptance rate was 56 percent of applications, higher than previous years. Total registrations (377) were higher than last year.

	Deaf and Hard-of-Hearing Freshman and Transfers Number of Students*				
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Total Applicants	753	737	768	819	939
% Increase or decrease from previous year	-3%	-2%	+4%	+7%	+15%
Accepted Applicants	435	434	424	450	522
% Increase or decrease from previous year	-6%	0%	-2%	+6%	+16%
Acceptance Rate (Percent of total applications)	58%	59%	55%	55%	56%
Registrations	320	327	322	341	377
Yield Rate (Registrations as a percent of accepted applicants)	74%	76%	76%	76%	72%

*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.

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

	Number of Students*				
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
SVP Students Accepted	262	219	248	273	293
SVP Students Registered at Start of Program	195	168	190	219	254
SVP Students Completing Program	195	167	190	217	253
SVP Students Registered in Academic Programs for Fall Quarter (based on the fall 21-day report)	194	167	189	215	253

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

ENTERING REGISTERED STUDENTS

Although NTID registers new students in each quarter throughout the academic year, the vast majority enter in the fall, either following the Summer Vestibule Program (SVP) or as fall direct-entry students. SVP is a 10-day orientation and career sampling program 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 10.5 percent from the previous year, from 341 to 377 students.

	Number of Students*				
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Winter (Off Term)	20	26	23	12	18
Spring (Off Term)	10	20	19	19	25
Summer (Off Term)	3	2	1	2	0
Subtotal Off Term	**33**	**48**	**43**	**33**	**43**
Fall (SVP)	194	167	189	215	253
Fall (Direct Entry)	93	112	90	93	81
Subtotal Fall	**287**	**279**	**279**	**308**	**334**
Total	**320**	**327**	**322**	**341**	**377**

* 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 145 and, of those, 18 were accepted and 10 registered. This matches the last two years and is the lowest number of international registrants in the 17 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 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Continent of Origin					
Africa	19	15	28	34	48
Asia	10	15	24	49	62
Australia	0	0	0	0	0
Europe	4	3	4	4	7
North America	26	17	16	13	26
South America	2	1	3	8	2
Total Applicants	**61**	**51**	**75**	**108**	**145**
Accepted Applicants	**30**	**21**	**13**	**17**	**18**
Acceptance Rate (% of Applications)	**49%**	**41%**	**17%**	**16%**	**12%**
New Registrations	**14**	**13**	**10**	**10**	**10**
Yield Rate (Registrants as a percent of Acceptances)	**47%**	**62%**	**77%**	**59%**	**56%**
Returning International Students	**67**	**50**	**50**	**32**	**34**
Enrollment (Returning International students plus new registrations)	**81**	**63**	**60**	**42**	**44**

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

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

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

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Characteristics*					
Gender					
Male	56%	65%	53%	61%	52%
Female	44%	35%	47%	39%	48%
Marital Status					
Single	99%	99%	99%	99%	99%
Other	1%	1%	1%	1%	1%
Mean Age at Entry	21	21	22	21	21
Parents' Hearing Status					
Both Hearing	96%	90%	90%	92%	85%
Both Deaf	3%	7%	6%	5%	5%
One Hearing/One Deaf	1%	3%	4%	3%	10%
Origin of Students					
United States by Region: 100% of U.S. students distributed across four regions					
West	12%	11%	13%	11%	10%
Midwest	24%	23%	26%	24%	20%
South	17%	18%	23%	19%	23%
Northeast	47%	48%	38%	46%	47%
Distribution of United States and International Students					
United States	96%	96%	95%	96%	97%
International	4%	4%	5%	4%	3%
School Background					
First Time in College	67%	63%	65%	65%	74%
Transfer from Other Colleges	18%	19%	21%	17%	16%
Previously Enrolled at RIT	10%	13%	10%	14%	6%
Graduate Students	5%	5%	4%	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 2007*	
	International	**U.S.**
Demographics		
Gender		
Male	70%	55%
Female	30%	45%
Entry Age	26	23
Age of Onset of Deafness		
Birth	85%	89%
1 - 3 Years of Age	15%	8%
More than 3 Years of Age	0%	3%
Entry Scores		
Pure Tone Average	99.1 dB	93.3 dB
ACT Composite Score	16.7	17.8
Program Area		
Career Exploration	7%	4%
Career-Focused and Transfer Associate Degrees	21%	32%
Pre-baccalaureate	2%	1%
Other Colleges of RIT	70%	63%
FY 2007 Status of Students Enrolled FY 2006		
Still Registered	68%	69%
Withdrawn	6%	12%
Graduated	26%	19%

* 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.

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

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

This year, 350 accepted applicants submitted ACT scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students were slightly higher than those of students entering in 2006.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
American College Test (ACT)*					
ACT English	14.8	14.8	14.8	13.9	14.8
ACT Reading	16.9	16.9	17.3	16.4	17.3
ACT Mathematics	17.5	17.9	17.5	17.2	17.7
ACT Science Reasoning	18.6	18.6	18.7	18.2	19.0
ACT Composite	17.2	17.4	17.4	16.8	17.5

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

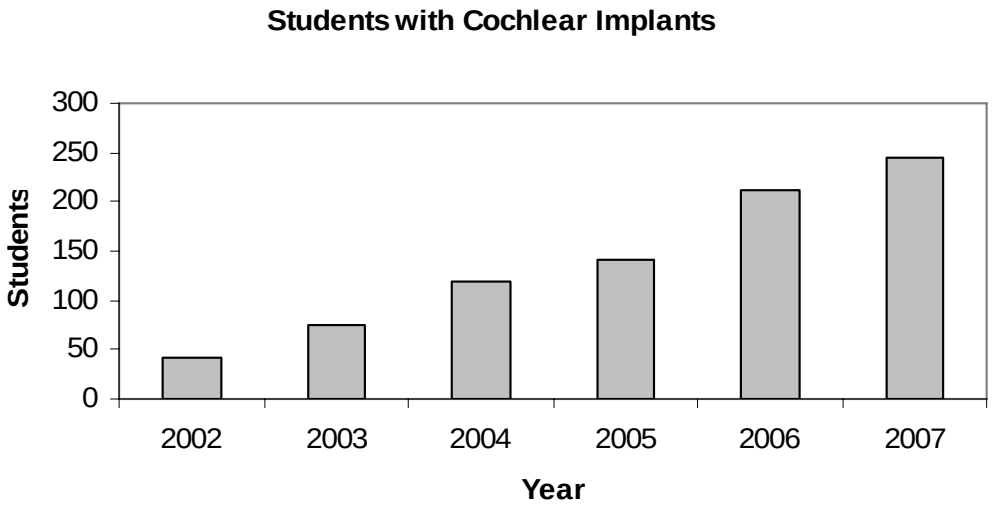
HEARING ASSESSMENT AND COCHLEAR IMPLANT INFORMATION ON ENTERING CLASS

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 92.6 dB.

The number of students with cochlear implants has increased to 245 this year.

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

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Average Hearing Level in Best Ear	96.2 dB	93.5 dB	96.5 dB	94.5 dB	93.4 dB	92.6dB
Students with Cochlear Implants	75	120	142	179	217	245



ORIGIN OF STUDENTS AND GRADUATES

NTID students come from 49 states and the U.S. Territories of Guam, Puerto Rico and the Virgin Islands. A total of 13 countries are represented among current international students. Since NTID began accepting students, we have had international students from 46 countries.

Home State or U.S. Territory	Number in Student Body Fall 2007	Graduates to Date As of Fall 2007	Cumulative Students to Date*
Alabama	10	21	49
Alaska	1	8	19
Arizona	4	24	74
Arkansas	1	28	61
California	76	294	668
Colorado	19	44	100
Connecticut	22	173	329
Delaware	7	23	58
District of Columbia	2	12	32
Florida	28	147	337
Georgia	19	50	142
Guam	1	0	2
Hawaii	7	19	34
Idaho	0	3	13
Illinois	79	341	768
Indiana	11	88	209
Iowa	9	49	100
Kansas	5	38	92
Kentucky	8	38	111
Louisiana	9	44	98
Maine	14	40	101
Maryland	38	128	316
Massachusetts	50	289	582
Michigan	54	229	510
Minnesota	11	90	169
Mississippi	2	5	19
Missouri	23	131	258
Montana	1	6	16
Nebraska	10	26	64
Nevada	2	4	15
New Hampshire	13	42	81
New Jersey	73	289	579
New Mexico	7	18	65
New York	340	1,646	3,439
North Carolina	11	51	120
North Dakota	2	18	34
Ohio	50	337	637
Oklahoma	3	14	35
Oregon	13	37	86
Pennsylvania	83	484	998
Puerto Rico	0	8	17
Rhode Island	10	34	72
South Carolina	5	18	42
South Dakota	3	10	20
Tennessee	9	36	84
Texas	38	148	371
Utah	2	10	22

(continued)

* Includes current and withdrawn students and graduates.

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2007	Graduates to Date As of Fall 2007	Cumulative Students to Date*
Vermont	6	33	72
Virgin Islands	1	1	4
Virginia	37	104	252
Washington	23	51	132
West Virginia	7	25	60
Wisconsin	25	80	187
Wyoming	2	2	6
Other**	8	5	53
Subtotal	**1,294**	**5,893**	**12,814**

Country	Number in Student Body Fall 2007	Graduates to Date As of Fall 2007	Cumulative Students to Date*
Australia	0	1	1
Bahamas	1	0	1
Bangladesh	0	0	2
Belgium	0	1	1
Bermuda	0	0	1
Bolivia	0	1	1
Brazil	0	0	1
Bulgaria	1	0	1
Cameroon	0	0	1
Canada	22	145	278
Chad	1	0	1
China	4	1	6
Colombia	0	1	1
Czech Republic	0	1	1
Dominican Republic	0	0	1
Ecuador	0	0	1
Estonia	0	1	2
Ghana	3	2	6
Greece	0	1	2
Hong Kong	0	0	1
India	9	11	24
Ireland	0	1	2
Jamaica	0	0	3
Japan	3	3	6
Kenya	0	1	1
Malaysia	1	1	2
Mexico	0	1	2
Nepal	0	1	1
Nigeria	0	1	3
Pakistan	0	2	3
Philippines	0	2	3
Portugal	0	1	1
Saudi Arabia	0	2	2
Singapore	0	4	4

(continued)

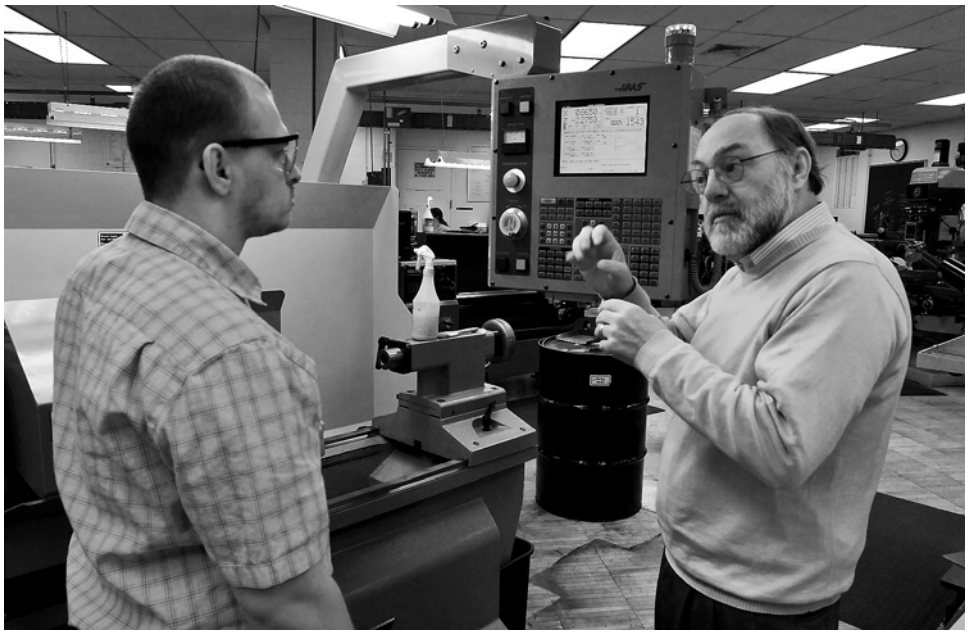
* Includes current and withdrawn students and graduates.
** U.S. citizens living in other countries.

ORIGIN OF STUDENTS AND GRADUATES (continued)

Country	Number in Student Body Fall 2007	Graduates to Date As of Fall 2007	Cumulative Students to Date*
South Africa	0	1	1
Somalia	0	0	1
Switzerland	1	0	1
Taiwan	1	4	6
Tanzania	1	1	2
Thailand	1	5	7
Trinidad & Tobago	0	1	2
Turkey	0	1	1
Uganda	0	1	1
United Kingdom	0	2	3
Venezuela	0	1	1
Zimbabwe	0	1	1
Other	0	3	4
Subtotal	**49**	**207**	**398**
Total	**1,342**	**6,100**	**13,212**

* Includes current and withdrawn students and graduates.

ACADEMIC PROGRAMS



Academic programs are the core of the work offered through direct instruction in the College of NTID and the support and access services we provide to our students enrolled in the other seven colleges of RIT.

ACADEMIC PROGRAM HIGHLIGHTS

The progress toward achieving Strategic Vision 2010 during the 2006-2007 academic year is reported here and in the Strategic Vision section of this report.

In the 2004-2005 academic year, Academic Affairs began implementation of 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 Strategic Vision 2010. Academic Affairs works closely with Student and Academic Services to provide several learning centers and programs that support student academic success.

Career-Focused Associate Degrees

NTID's Strategic Vision calls for consolidating 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. At the beginning of the 2007-2008 academic year, 49 percent of NTID-supported students were enrolled in career-oriented associate degree programs.

In 2006-2007, the following program and curricular revisions, and facility updates were made to achieve Vision 2010. Consolidation of the Art and Computer Design and Digital Imaging and Publishing Technology curricula was completed and approved by the college, the Institute and New York State. Students now take a common set of first-year courses with the option of selecting from different program clusters. To support the instructional process for the growing the number of students majoring in Laboratory Science Technology, the three science technology labs were completely remodeled and updated. The English courses and Capstone course taken by career-focused associate degree students were revised and prepared for piloting. English course revisions included developing Intensive English Bridging courses for students whose goal is to be accepted into a two-year transfer associate degree program, and designing career-focused English courses for students preparing to complete associate degrees and go directly into the workplace. The A.A.S. and A.O.S. capstone courses were revised to use problems from the student's technical major to apply and consolidate his/her critical thinking, presentation and writing skills. Given the importance of communication skills in the workplace, especially for deaf and hard-of-hearing students, communication outcomes and assessment plans were completed and infused into the three communication courses that are offered in career-focused programs. In 2006-2007, collection of outcomes assessment data began and the Cochlear Implant Listening Center was configured to meet the growing demand for receptive communication training for students with cochlear implants.

At the beginning of the 2007-2008 academic year, there were 547 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 25 percent of NTID-supported students will be enrolled in two-year transfer programs, and 45% will be in baccalaureate degrees. At the beginning of the 2007-2008 academic year, there were 101 students enrolled in NTID's associate-level transfer degree and pre-baccalaureate programs.

NTID's goal is to increase the number of transfer associate degrees to seven by 2010. In the 2006-2007 academic year, the number of transfer options was increased from four to six. A transfer associate degree in Hospitality and Service Management was approved by the New York State Education Department, and an articulation agreement with RIT's College of Applied Science in the Center for Multidisciplinary Studies

(continued)

(CMS) was completed for an Administrative Support Technology A.A.S. degree + 2 option. Students transferring to CMS will concentrate either in Human Resource Management or Computer Graphics. Finally, a team of NTID and CMS program leaders have continued to develop a more formal transition arrangement for students who wish to pursue a baccalaureate degree in Multidisciplinary Studies.

Strategic Vision 2010 calls for 20 percent of NTID-supported students to be enrolled in transfer associate degree programs. At the beginning of the 2007-2008 academic year, nine percent of NTID students were enrolled in transfer associate degree programs, and this percentage is expected to continue to increase as we expand the number of transfer associate degrees available and market these degrees as 2 + 2 opportunities.

Support for Baccalaureate Students

At the beginning of the 2007-2008 academic year, 492 deaf and hard-of-hearing students were fully matriculated in RIT's baccalaureate and graduate programs. NTID faculty and staff provided tutoring, direct instruction, academic advising and counseling for deaf and hard-of-hearing students studying in the other colleges of RIT. In addition, interpreting, notetaking and C-Print™ services were offered through NTID's Department of Access Services. To enhance tutoring of baccalaureate students and lab support for students in the Applied Computer Technology associate degree program, the NTID Golisano Lab was renovated, adding computers and instructional space.

The goal of Strategic Vision 2010 is to increase the number of deaf and hard-of-hearing students successfully completing baccalaureate degrees in order to increase their ability to compete in the technology job market where the baccalaureate degree is becoming the degree of choice by employers, while continuing to offer degrees to associate-level students. One of the major goals of the reorganization 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.

Strategic Vision 2010 calls for 45 percent of NTID-supported students to be enrolled in baccalaureate and master's degree programs in the other colleges of RIT. At the beginning of the 2007-2008 academic year, 42 percent of NTID-supported students were enrolled in baccalaureate or master's degree programs.

Community College Referral Programs

In 2006-2007, work focused on strengthening 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. NTID participated in Arizona's Maricopa Community College's transfer day program for the second year and continued to support the transfer of deaf and hard-of-hearing students to RIT. A request for information was sent to interested community colleges from our networking at the meeting of the League for Innovation in 2005-2006. A new temporary position, Coordinator of Community College Partnerships, was created to focus on visiting with interested colleges and building the transfer network to RIT baccalaureate programs for deaf and hard-of-hearing students. At the end of 2007-2008, the results of these efforts will be reviewed for continued funding of this project and position.

Reorganization of Academic Affairs and Staffing Plan

In 2006-2007, reorganization of Academic Affairs was completed with the merger of the Science and Engineering Support Department with the Department of Science and Mathematics and the Department of Engineering Studies. Department chairs were appointed for the newly constituted Department of Science and Mathematics and Department of Engineering Studies in consultation with the faculty of each

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department. Academic Affairs now consists of 11 departments led by the Associate VP for Academic Affairs and assisted by the Associate Dean for Academic Administration, the Curriculum Resource Associate (50 percent), the New Faculty Orientation and Training Coordinator (25 percent), and the Senior Research Associate. One additional staff assistant position supporting new faculty training, professional development and student rating of teaching was moved to the Associate VP's Office.

Outcomes Assessment

RIT completed its Middle States Association reaccreditation review in 2007. As part of the process, NTID completed Student 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 or Hard-of-Hearing (MSSE), and Student Academic Support programs. In November 2007, NTID completed the second round of data collection and submitted the second college Student Outcomes Assessment report. We are beginning to see programs utilize results to improve courses, co-curricular experiences and redesign assessment approaches. Business Studies, Art and Computer Design, Laboratory Science Technology, MSSE, Communication Studies and Liberal Studies used outcomes data for program improvement.

The Middle States Association (MSA) accreditation site visit to RIT occurred March 21-23, 2007. A major interest and emphasis of Middle States review is student learning outcomes assessment. NTID has developed outcomes assessment plans for several years, made solid progress and continues to refine our plans and utilize results to improve our programs. This is reported at our website at: https://www.ntid.rit.edu/VPandDean/soa.

The paragraphs below are taken from the initial report presented to RIT by the visiting MSA team:

> *At the college level, the Team was particularly impressed by the breadth and depth of institutional research studies completed by the National Technical Institute for the Deaf (NTID). In the 2006 Annual Report, NTID has outlined its strategic vision, along with clearly articulated goals and objectives, supported by a very comprehensive presentation of data and information ranging from student enrollment, services, academic programs, faculty and staff support, to outcome measures such as graduation rates and student employment. In interviews with NTID administrators, the Team learned about NTID's nationwide tracking of its graduates' employment and salary history over a 30-plus-year time span. We want to commend this exemplary research effort to measure the level of success of NTID's graduates.*
>
> *It is interesting to note that, because NTID receives substantial funding from the federal government as one of two national institutions serving the deaf and hard-of-hearing (Gallaudet University is the other), it is subject to certain federal requirements to demonstrate its performance. Those requirements are similar to those at the center of the current vigorous national debate about education data systems, requirements that are being opposed by some in the higher education world on the grounds that such systems would violate privacy and cannot be made secure. NTID's success suggests that there are ways to address those very real concerns without abandoning the effort to develop better data systems to support improved assessment and accountability. As the headline of a recent NTID news release proclaims, 'Been There, Done That!' NTID appears to be in a good position to show others the way on this important issue.*

American Sign Language and Interpreting Education (ASLIE)

During the 2006-2007 academic year, ASLIE enrolled 30 students in the B.S. program and 107 in the A.A.S. program in ASL-English Interpretation. 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

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reconceptualized 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 was submitted and approved by the New York State Education Department.

Professional development outreach activities for practicing interpreters continued through a Memorandum of Understanding with the Technical Assistance Centers and the Institute of Higher Education in the New York State Education Department. Two new courses were offered in summer 2007 for interpreting professionals from New York State.

The Faculty Staff Sign Language Education Program (FSSLEP) had an enrollment of 407 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 41 students, ASL/Deaf Studies Certificate for 75 students, the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing for 50 students, and the Provost's Program for eight 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). During 2006-2007, faculty conducted 19 Sign Language Proficiency Interviews and five Classroom Sign Language Assessment (CSLA) activities.

Communication Studies and Services (CSS)

The Communication Studies and Services Department (CSS) comprises faculty and staff with expertise and training in the areas of speech-language and audiology. Faculty in the department provide credit-bearing instruction to students in areas related to communication in organizational structures, effective teams, interpersonal situations and other community settings. Other areas where direct instruction is provided are Freshman Seminar and the MSSE program. In these areas, faculty provided 51 credit hours of instruction for 155 students in 2006-2007, with an additional 274 contact hours of communication support to the Job Search Process course.

Audiological and Speech-Language clinical services were provided to members of the RIT community throughout the 2006-2007 academic year. Faculty and staff provided 3,240 hours of individual speech-language instruction, serving 181 students, and provided 2,518 hours of audiology services to 813 students and others at RIT.

Instruction in NTID's Spoken Language Learning and Practice Lab (SLLPL) includes the use of recent technologies designed to enhance students' spoken communication skills. During the 2006-2007 academic year, the lab served an additional 244 students on a walk-in basis, while the Hearing Aid Shop served approximately 680 members of the RIT community.

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

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

The Master of Science program in Secondary Education of Students who are Deaf or Hard-of-hearing (MSSE), now in its 13th year, graduated 24 students in 2007. MSSE graduates receive initial certification from New York State in an academic content area (grades 7-12) and in education of students who are deaf or hard-of-hearing (grades K-12). They also receive provisional certification from the Council on Education of the Deaf. To date, 149 students have graduated from the program, and nearly all of them have found teaching positions in residential or mainstream settings. For the 2007-2008 academic year,

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the MSSE program has an enrollment of 59 students, of which 53 percent are deaf or hard-of-hearing and 14 percent are minority. It is anticipated that up to 28 students will graduate from the program during the 2007-2008 academic year. There are an additional six students who have completed their coursework and hope to finish their capstone projects during this academic year.

The MSSE program received its five-year accreditation from the Teacher Education Accreditation Council (TEAC) on June 28, 2007.

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 two-week summer orientation program for incoming freshman and transfer students, served 254 students in 2007. Eighty-one students were directly admitted to NTID programs (an increase of 40 students compared to SVP 2006). Continued integration with the broader RIT Orientation program occurred.

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 the 2006-2007 academic year, the NLC scheduled 528 educational sessions in its classroom facilities, for a total of 714 scheduled hours. The NLC offers individual and small group tutoring and studying in mathematics, science, English, accounting and career services. In FY 2007, math tutors worked a total of 1,658 hours in the NLC, science and engineering tutors worked a total of 5,075 hours and English tutors worked a total of 1,432 hours. Individual students signed up to use NLC computers 38,698 times in FY 2007 for a total of approximately 31,151 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 the 2006-2007 academic year, students, faculty and staff signed in to use the SIL facilities 4,235 times for a total of 5,457 hours. Two video production rooms generated 1,470 hours of use in 2006-2007.

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.

In fall 2007, the ASL-English Interpretation program accounted for 130 students, and the Master of Science program in Secondary Education accounted for 59 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.

PERIOD COVERED	FALL QUARTER		WINTER QUARTER			SPRING QUARTER			SUMMER QUARTER		SUMMER VESTIBULE PROGRAM	
	A	B	A	B	C	A	B	C	A	B	A	B
FY 88:* 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%
FY 89:* Oct. 88-Sep. 89	1,171	-5.9%	1,078	-6.0%	-7.9%	1,014	-4.1%	-5.9%	231	-18.1%	281	-9.6%
FY 90: Oct. 89-Sep. 90	1,096	-6.4%	1,022	-5.2%	-6.8%	969	-5.2%	-4.4%	299	+29.4%	274	-2.5%
FY 91: Oct. 90-Sep. 91	1,105	+.8%	1,048	+2.5%	-5.2%	982	+1.3%	-6.3%	255	-14.7%	245	-10.6%
FY 92: Oct. 91-Sep. 92	1,086	-1.7%	1,027	-2.0%	-5.4%	991	+1.0%	-3.5%	260	+2.0%	259	+5.7%
FY 93: Oct. 92-Sep. 93	1,130	+4.1%	1,058	+3.0%	-6.4%	978	-1.3%	-7.6%	251	-3.5%	235	-9.3%
FY 94: Oct. 93-Sep. 94	1,092	-3.5%	1,021	-3.6%	-6.9%	978	0.0%	-4.4%	299	+16.1%	196	-19.9%
FY 95: Oct. 94-Sep. 95	1,045	-4.5%	977	-4.3%	-6.5%	900	-7.9%	-7.8%	240	-19.7%	272	+38.8%
FY 96: Oct. 95-Sep. 96	1,056	+1.0%	968	-0.9%	-8.3%	933	+3.7%	-3.6%	194	-19.2%	260	-4.4%
FY 97: Oct. 96-Sep. 97	1,085	+2.7%	1,021	+5.5%	-5.9%	965	+3.4%	-5.5%	187	0.0%	253	-2.7%
FY 98: Oct. 97-Sep. 98	1,085	0.0%	1,010	-1.1%	-6.9%	960	-0.5%	-5.0%	189	1.1%	241	-4.7%
FY 99: Oct. 98-Sep. 99	1,155	6.5%	1,030	2.0%	-10.8%	976	1.7%	-5.2%	217	14.8%	255	5.8%
FY 00: Oct. 99-Sep. 00	1,107	-4.2%	1,040	1.0%	-6.6%	1009	3.4%	-3.0%	221	1.8%	256	0.0%
FY 01: Oct. 00-Sep. 01	1,113	0.5%	1,045	0.5%	-6.1%	1,017	0.8%	-2.7%	236	6.8%	242	-5.5%
FY 02: Oct. 01-Sep. 02	1,151	3.4%	1,056	1.1%	-8.3%	1,007	-.9%	-4.6%	224	-5.1%	234	-5.0%
FY 03: Oct. 02-Sep. 03	1,122	-2.5%	1,027	-2.7%	-8.5%	994	-1.3%	-3.2%	228	+1.8%	195	-15.0%
FY 04: Oct. 03-Sep. 04	1,109	-1.2%	1,047	+1.9%	-5.6%	1,005	+1.1%	-4.0%	249	+4.8%	168	-13.8%
FY 05: Oct. 04-Sep. 05	1,097	-1.1%	1,029	-1.7%	-6.2%	962	-4.3%	-6.5%	222	-10.8%	190	+13.1%
FY 06: Oct. 05-Sep. 06	1,066	-2.8%	988	-4.0%	-7.3%	926	-3.7%	-6.3%	263	+18.5%	201	+0.6%
FY 07: Oct. 06-Sep. 07	1,064	-0.1%	998	+1.0%	-6.2%	963	+4.0%	-3.6%	339	+28.9%	254	-7.5%
FY 08: Oct. 07-Sep. 08	1,154	+8.5%										

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

* The higher enrollments for FY 88 and FY 89 were the result of the Rubella epidemic of 1963-65.

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

On average, 95 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 2003	FY 2004	FY 2005	FY 2006	FY 2007		
						Number	
					Percent	Full-Time	Total
Career Exploration	99%	100%	100%	97%	99%	96	97
Career-Focused and Transfer Associate Degrees	98%	97%	97%	98%	98%	526	540
Pre-Baccalaureate	100%	100%	100%	100%	100%	18	18
Cross Registered Baccalaureate and Graduate	91%	91%	92%	95%	92%	444	481
ASL-English Interpretation	71%	88%	91%	89%	91%	118	130
Master of Science program in Secondary Education (MSSE)	70%*	77%*	65%*	91%	85%	50	59
Overall	92%	93%	93%	94%	95%	1,252	1,325**

* FY 2002 through FY 2005 include 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. In FY 2007, 4 new students from Nazareth are included in the count.
** Information on full-time status is not available for 18 currently registered students.

ENROLLMENT BY DEGREE PROGRAMS

In fall 2007, 63 percent of NTID's 1,343 supported students were enrolled in a broad array of programs within NTID. Thirty-seven percent were enrolled in the other seven colleges of RIT, including 51 students in graduate programs. Of the 1,343 students, 1,153 are deaf and hard-of-hearing students in traditional undergraduate and graduate programs (excluding MSSE and Interpreting). Thus, 43 percent of our deaf and hard-of-hearing students (494) enrolled in traditional undergraduate and graduate programs are partially or fully enrolled in the other colleges of RIT.

NTID's Applied Computer Technology A.O.S. 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 2007	
		Number of Students	Percentage of Total
NTID			
Career Exploration Studies			
(NCXP)	Career Preparation/Foundation	64	
(NCXU)	Career Exploration Undecided	33	
Subtotal		**97**	**7.2%**
Career-Focused and Transfer Associate Degrees			
(NACA)	Applied Computer Technology (AAS)	22	
(NACO)	Applied Computer Technology (AOS)	74	
(NACT)	Applied Computer Technology	26	
(NAGA)	Art and Computer Design (AAS)	3	
(NAGG)	Art and Computer Design (Affiliated)	7	
(NAGO)	Art and Computer Design (AOS)	36	
(NAIA)	Art and Imaging Studies	10	
(NAIG)	Art and Imaging Studies (Affiliated)	10	
(NAIO)	Art and Imaging Studies	27	
(NAMA)	Applied Mechanical Technology (AAS)	3	
(NAUA)	Automation Technologies (AAS)	3	
(NAUO)	Automation Technologies (AOS)	4	
(NBBG)	Business Technology (Affiliated)	14	
(NBBO)	Business Technology (AOS)	50	
(NBNA)	Accounting Technology (AAS)	34	
(NBND)	Accounting Technology (DP)	1	
(NBNG)	Accounting Technology (Affiliated)	1	
(NBSA)	Business (AS)	34	
(NCDA)	Computer Aided Drafting Technology (AAS)	5	
(NCDO)	Computer Aided Drafting Technology (AOS)	25	
(NDIA)	Digital Imaging and Pub Technology (AAS)	14	
(NDIG)	Digital Imaging and Pub Technology (Affiliated)	2	
(NDIO)	Digital Imaging and Pub Technology (AOS)	25	
(NETG)	NTID Engineering Technologies	32	
(NHMA)	Hospitality and Service Management	1	
(NLSA)	Laboratory Science Technology (AAS)	19	
(NLSO)	Laboratory Science Technology (AOS)	32	
(NMTO)	Computer Integrated Machining Tech (AOS)	15	
(NOTA)	Administrative Support Technology (AAS)	12	
(NOTD)	Administrative Support Technology (DP)	1	
(NTDZ)	NTID General (non-degree, non-matriculated)	3	
Subtotal		**545**	**40.6%**

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		Student Enrollment Fall 2007 Number of Students	Percentage of Total	
ASL-English Interpretation				
(NITA)	ASL English Interpretation (AAS)	5		
(NITF)	ASL English Interpretation (BS)	121		
(NITK)	Deaf Studies (Certificate)	2		
(NITZ)	ASL English Interpretation (non-matriculated)	2		
Subtotal		**130**	**9.7%**	
Master of Science in Secondary Education (MSSE)				
(NMSE)	Secondary Education of Students Deaf/HH (MS)	53		
(NMSZ)	Secondary Education of Students Deaf/HH (MS)	2		
(NORG)	Graduate Teacher (Non-Degree)	4		
Subtotal		**59**	**4.4%**	
Pre-Baccalaureate – Students in the College of NTID				
(NAPF)	Pre-College Visual Communication	7		
(NAPL)	Pre-College Liberal Arts	4		
(NAPQ)	Pre-College Undecided	1		
(NAPE)	Pre-College Engineering Legal Tech	1		
(NAPS)	Pre-College Science	5		
Subtotal		**18**	**1.3%**	
NTID Subtotal		**849**		**63.2%**
BACCALAUREATE STUDENTS IN OTHER RIT COLLEGES				
College of Applied Science and Technology				
(ICEZ)	Non-Degree Student	1		
(IEME)	Environmental Management and Technology	2		
(IMDB)	Applied Arts and Sciences	1		
(IMDF)	Applied Arts and Sciences (Day)	51		
(IPKT)	Packaging Science	4		
(ISMD)	Nutrition Management	2		
(ISMF)	Food Management	1		
(ISMK)	Hospitality and Service Management	7		
(ISMM)	Hospitality – Tourism Management	1		
(ITFC)	Civil Engineering Technology	10		
(ITFE)	Electrical Engineering Technology	4		
(ITFF)	Manufacturing Engineering Technology	3		
(ITFM)	Mechanical Engineering Technology	18		
(ITFP)	Computer Engineering Technology	7		
(ITFS)	Electrical/Mechanical Engineering Technology	1		
(ITFT)	Telecommunications Engineering Technology	1		
(ITFZ)	Undeclared Engineering Technology	3		
(ITPE)	Electrical Engineering Technology	1		
(ITPL)	Electrical/Mechanical Engineering Technology	1		
Subtotal		**118**	**8.8%**	

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ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2007	
		Number of Students	Percentage of Total
College of Business			
(BBUA)	Business Administration-Accounting	12	
(BBUF)	Business Administration-Finance	7	
(BBUG)	Business Administration-Management	15	
(BBUI)	Management Information Systems	3	
(BBUM)	Business Administration-Marketing	6	
(BBUT)	Business Administration-International Business	3	
(BBUU)	Business Administration-Undeclared	6	
(BREP)	Graphic Media Marketing	3	
Subtotal		**55**	**4.1%**
College of Engineering			
(EECC)	Computer Engineering	2	
(EEEC)	Electrical Engineering-Computer Engineering Option	1	
(EEEE)	Electrical Engineering	1	
(EENG)	Engineering-Undeclared	2	
(EIEI)	Industrial Engineering	5	
(EMCR)	Microelectronic Engineering	3	
(EMEA)	Mechanical Engineering-Aerospace Option	1	
(EMEM)	Mechanical Engineering	6	
(EMEN)	Mechanical Engineering-Dual Degree	1	
Subtotal		**22**	**1.6%**
College of Imaging Arts and Sciences			
(JADA)	Art and Design	2	
(JADC)	Graphic Design	15	
(JADF)	Fine Arts-Studio	5	
(JADI)	Interior Design	8	
(JADL)	Illustration	6	
(JADU)	Industrial Design	6	
(JADW)	New Media Design and Imaging	2	
(JPHA)	Professional Photographic Illustration	3	
(JPHB)	Biomedical Photographic Communication	4	
(JPHD)	Professional photo Illustration-Advertising BFA	5	
(JPHQ)	Film and Video	4	
(JPHR)	Professional Photo Illustration-Journal	5	
(JPHU)	Visual Media	7	
(JPRV)	Graphic Media	13	
(JPRW)	New Media-Publishing	2	
(JSCM)	Metal Crafts and Jewelry	2	
(JSCU)	Undeclared Crafts	1	
(JSCW)	Woodworking and Furniture Design	4	
Subtotal		**94**	**7.0%**

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ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2007		
		Number of Students	Percentage of Total	
College of Liberal Arts				
(GCJC)	Criminal Justice	13		
(GLAT)	RIT Exploration Program	6		
(GPPE)	Public Policy BS/MS Dual Degree	1		
(GPSY)	Psychology	42		
(GPTA)	Advertising and Public Relations	4		
(GPTC)	Professional and Technical Communication	13		
(GSSI)	International Studies	2		
(GUCS)	Urban and Community Studies	1		
Subtotal		**82**	**6.1%**	
College of Science				
(SBIB)	Biology	4		
(SBIC)	Bioinformatics	1		
(SBIF)	Biology	1		
(SBIT)	Biotechnology	8		
(SBIV)	Environmental Science	2		
(SCHB)	Biochemistry	4		
(SCHC)	Chemistry	1		
(SMAM)	Applied Mathematics	5		
(SPSP)	Physics	2		
(SSBS)	Biomedical Sciences (BS)	4		
Subtotal		**32**	**2.4%**	
College of Computing and Information Sciences				
(VCSG)	Computer Science	7		
(VKSF)	Information Technology	21		
(VKSM)	Medical Informatics	2		
(VKSW)	New Media Information Technology	1		
(VNSA)	Applied Networking and System AD	7		
(VNSF)	Information Security and Forensics	1		
(VSEN)	Software Engineering	1		
Subtotal		**40**	**3.0%**	
Subtotal Baccalaureate Students in Other Colleges		**443**		**33.0%**
GRADUATE STUDENTS IN OTHER RIT COLLEGES				
College of Applied Science and Technology				
(IEMH)	Environmental, Health and Safety Management	1		
(IMDM)	Cross/Disciplinary Professional Studies	13		
(IPKG)	Packaging Science	1		
(ISMC)	Human Resources Development	2		
(ISMM)	Hospitality – Tourism Management	1		
(ITFO)	Telecommunications Engineering Technology (MS)	1		
Subtotal		**19**	**1.5%**	

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ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment Fall 2007	
		Number of Students	Percentage of Total
College of Business			
(BBUB)	Business Administration	4	
Subtotal		**4**	**.3%**
College of Engineering			
(EECC)	Computer Engineering	1	
(EEEE)	Electrical Engineering	1	
(EIER)	Industrial and Manufacturing Engineering	1	
(EMEB)	Mechanical Engineering BS/MS Dual Degree	1	
Subtotal		**4**	**.3%**
College of Imaging Arts and Sciences			
(JADC)	Graphic Design	1	
(JADG)	Computer Graphics Design	3	
(JADU)	Industrial Design	1	
(JPHC)	Imaging Arts	1	
(JPRT)	Printing Technology	1	
Subtotal		**7**	**.5%**
College of Liberal Arts			
(GBSP)	School Psychology	1	
(GPPE)	Public Policy BS/MS Dual Degree	1	
(GPPS)	Science, Technology and Public Policy (MS)	1	
(GPTM)	Communication and Media Technologies	3	
Subtotal		**6**	**.4%**
College of Science			
(SCHC)	Chemistry	1	
(SCLC)	Clinical Chemistry	1	
(SIMG)	Imaging Science	2	
Subtotal		**4**	**.3%**
College of Computing and Information Sciences			
(VCSG)	Computer Science	**1**	
(VKSD)	Software Development and Management	**2**	
(VKSF)	Information Technology	**3**	
(VKSV)	Interactive Multi-Media Development (Grad Cert)	**1**	
Subtotal		**7**	**.5%**
Subtotal Graduate Students in Other Colleges		**51**	**3.8%**
Total		**1,343**	**100%**

AVERAGE CLASS SIZE BY DISCIPLINE

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

	2006-2007		
	Fall 2006	**Winter 2006**	**Spring 2007**
Accounting Technology	8.3	9.2	9.8
American Sign Language	8.0	7.0	5.5
Applied Computer Technology	6.9	7.7	7.1
Applied Optical Technology	4.6	2.0	2.0
Art and Computer Design	8.3	8.3	7.5
ASL-English Interpretation	9.7	9.9	8.1
Automation Technologies	5.2	3.0	3.4
Business Technology	6.2	6.7	9.8
Communication Studies and Humanities	7.5	9.5	11.2
Computer Aided Drafting Technology	7.1	9.1	7.5
Computer Integrated Machining Technology	6.2	6.5	4.8
Deaf Studies	17.0	13.5	15.0
Digital Imaging and Publishing Technology	4.9	5.4	5.3
English	9.9	9.8	9.4
Freshman Seminar / Career Exploration	10.2	8.4	8.2
Interdisciplinary Studies	5.6	13.5	12.0
Laboratory Science Technology	8.8	10.0	7.7
Master of Science in Secondary Education	9.0	10.1	13.6
Mathematics	9.2	9.4	9.8
Performing Arts	6.4	8.9	9.3
Pre-Baccalaureate	9.0	0.0	0.0
Science	10.4	9.4	11.0
Social Sciences	11.5	12.5	12.3
Overall Average	**8.2**	**8.6**	**8.7**

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			
Management Process	1	1	31
Management Process III	1	1	28
Multidisciplinary Life	3	19	46
Subtotal	**5**	**21**	**105**
E. Philip Saunders College of Business			
Business Software Applications	2	20	44
Financial Accounting	1	1	22
Subtotal	**3**	**21**	**66**
B. Thomas Golisano College of Computing and Information Sciences			
Computer Science IV Laboratory	1	1	13
Subtotal	**1**	**1**	**13**
College of Imaging Arts and Sciences			
Acting for Film and Video	3	4	24
Directing the Actor	4	6	32
Independent Study	1	1	0
Interior Design Business Practice	1	3	16
Survey: Western Art and Architecture	3	65	0
Textile Elective	1	3	8
Working Drawing	1	3	17
Subtotal	**14**	**85**	**97**
College of Liberal Arts			
American Sign Language I	3	8	55
American Sign Language II	2	3	36
American Sign Language III	2	7	30
Arts of Expression	1	9	0
Arts of Expression: Travel and Imagination	1	15	0
Beginning Spanish I	1	21	0
Beginning Spanish II	1	12	0
Beginning Spanish III	1	7	0
Concepts in Criminal Law	1	8	25
Contemporary Issues in Social Work	1	7	2
Criminology	1	4	41

(continued)

EDUCATIONAL SUPPORT: TEACHING (continued)

	Number of Sections	Number of Students	
		Deaf/Hard-of-Hearing	Hearing
College of Liberal Arts (continued)			
Deaf Culture in America	1	15	17
Deaf Literature	1	8	17
Field Seminar I	1	6	2
Field Seminar II	1	6	2
Fine Arts:Visual Arts	3	61	0
Foundations of Sociology	6	116	0
Fundamentals in Legal Research and Writing	1	1	16
History: Modern America	3	60	0
Introduction to Psychology	5	93	0
Literary and Cultural Studies	1	9	0
MI: Cyberlaw	1	7	24
Professional Communication for Business	1	13	0
Scientific Writing	1	16	0
Women and Crime	2	17	49
Writing Seminar	11	147	0
Writing About the Disciplines	1	11	0
Written Communication I	8	80	0
Written Communication II	11	114	0
Subtotal	**74**	**881**	**316**
College of Science	0	0	0
Subtotal	**0**	**0**	**0**
Center for Intercollegiate Athletics and Recreation			
Cardio Conditioning	3	20	74
Country Line Dancing	2	6	44
Dance Ballet	1	2	5
Eating, Body Image and Food	2	3	12
First Year Enrichment I	2	11	37
First Year Enrichment II	1	8	13
Spinning	3	14	49
Wellness for Life	7	99	0
Subtotal	**21**	**163**	**234**
Total	**118**	**1,172**	**831**

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 34 students in 2006-2007, 27 A.A.S. degrees and ten B.S. degrees. Thirty-four new students matriculated into the program this fall.

Currently six percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL and Interpreting Education has graduated 530 students.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Applicants	N/A	N/A	N/A	182	170
Accepted	N/A	N/A	N/A	55	48
Registrations	48	50	56	41	34
Enrollment					
A.A.S.	70	87	94	98	5
B.S.	12	13	21	29	121
Deaf Studies*	2	0	1	1	2
Non-Matriculated	8	0	0	2	2
Total	92	100	116	130	130
Graduates	12	16	24	29	37
Placement Rate	95%	95%	96%	96%	100%
Summer Institute on ASL and Interpreting Education	34	19	4	21	16

* 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 13th year. To date, 149 students have graduated from the program. With the exception of four students (one graduate continuing in a Ph.D. program and three others are unknown) all have found positions in schools for the deaf or mainstream programs. The FY 2007 graduates accepted teaching jobs in Kentucky, Massachusetts, New York, Pennsylvania, Vermont, and Canada.

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-six applications for admission for fall 2007 were received. Thirty-three were offered acceptance. Of those, 27 matriculated into the program. For the 2007-2008 academic year, the MSSE program has a total enrollment of 59 students; 36 second-year or returning students, and 23 first-year students. Of the 59 matriculated students, 53 percent are deaf or hard-of-hearing, and 14 percent are minority.

Student Data

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Applications	53	50	47	44	46
Acceptances	48	46	39	38	33
New Registrations	42	34	28	28	27**
Deaf and Hard-of-Hearing Enrollment	34	49	38	31	31
Total Enrollment	69*	84*	74*	56	59
Graduates	14	12	25	25	24
Placement Rate	100%	100%	100%	96%	83%***

* For 2003 – 2005, included are 9-15 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, but who are part of a grant-supported joint program between NTID and Nazareth College of Rochester to train speech pathologists to work with deaf and hard-of-hearing persons.
**For 2007, included are 4 non-matriculated students taking courses offered by the program between NTID and Nazareth College.
***One additional graduate is a full-time student pursuing a graduate degree.

COOPERATIVE WORK EXPERIENCES

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

During FY 2007:

- 272 students were enrolled in cooperative work experiences;
- 64 academic programs had students on cooperative;
- 22 faculty and staff visited 70 students at their job sites during the summer.

	Number of Students Involved in Cooperative*				
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Sub-Baccalaureate					
NTID Career-Focused and Transfer Associate Degrees	123	104	89	86	92
% of Total	**50%**	**40%**	**39%**	**37%**	**34%**
Baccalaureate / Master's					
College of Applied Science and Technology	20	35	24	39	46
College of Business	14	18	18	19	30
College of Computing and Information Sciences	32	41	33	27	27
College of Engineering	9	8	9	14	15
College of Imaging Arts and Sciences	14	9	14	10	17
College of Liberal Arts	31	34	39	35	40
College of Science	1	9	5	3	5
Subtotal	**121**	**154**	**142**	**147**	**180**
% of Total	**50%**	**60%**	**61%**	**63%**	**66%**
Total	**244**	**258**	**231**	**233**	**272**

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

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

The National Technical Institute for the Deaf conducts a wide variety of science, technology, engineering, and mathematics (STEM) activities including academic majors offered within NTID or supported in other colleges of RIT, pre-college outreach activities, and research activities. This section collects, samples and summarizes our STEM activities.

College of NTID STEM majors offered

- All offerings within the Engineering Studies Department
- All offerings within the Information and Computer Studies Department
- All offerings within the Science and Mathematics Department
- Master of Science Program in Secondary Education of Students who are Deaf and Hard-of-Hearing (MSSE) offers special scholarships for students with Math/Science content area interests

Other RIT Colleges offering STEM majors

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

Pre-College STEM Outreach activities offered by NTID

- Explore Your Future – A six-day Career Awareness Program for high school sophomores and juniors offering exposure to careers in the fields of computing, engineering, science and other areas.
- MATHCOUNTS – A competition for middle school Mathletes™.
- National Science Fair – For 6th to 11th grade budding scientists.
- Steps to Success – A weekend camp at which 7th, 8th, and 9th grade African-American, Latino-American, or Native American (AALANA) students explore career options.
- TechGirlZ – A week-long camp for girls entering 8th grade who are interested in careers in science, technology, engineering and math.
- Project Fast Forward – Funded by a grant from the National Science Foundation (NSF), Project Fast Forward is providing a pathway for deaf and hard-of-hearing students to transition from high school to college by offering computer-related dual credit courses while students are in high school.

Post-College STEM Outreach activity offered by NTID

- Deaf Initiative in Technology (DiiT) – Offers a series of workshops providing computer and other training workshops to deaf and hard-of-hearing adults. Approximately 500 deaf and hard-of-hearing professionals have attended over 66 different DiiT week-long workshops over the last 7 years.

A sampling of research support for NTID STEM activities*

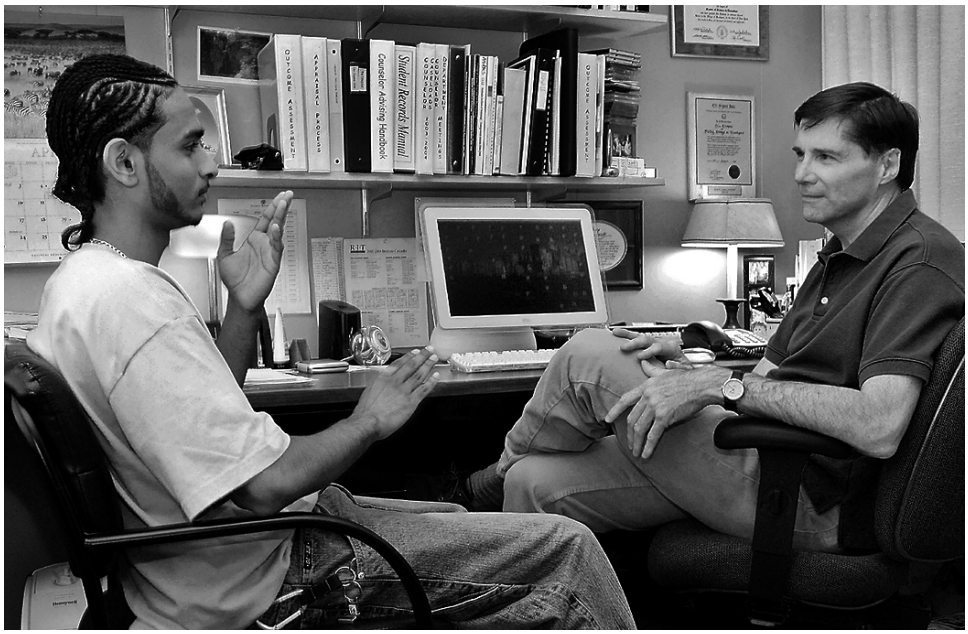
- "Improving Access to STEM Education for Deaf and Hard-of-Hearing Students," supported by the National Science Foundation. This project seeks to obtain a better understanding of science, technology, engineering, and mathematics (STEM) learning by deaf and hard-of-hearing students. It develops strategies for ameliorating the adverse effects of the following: 1) Learning from content that is presented through interpreting or via captioning. 2) The fact that deaf and hard-of-hearing students cannot look at both an interpreter and visual materials at the same time. 3) A relative lack of content knowledge and integrative learning strategies. 4) Limited self-monitoring of learning. Both the nature of the questions involved and the innovative methods designed to address them ensure that the results will contribute to progress in cognitive science and special education as well as science education and other STEM domains.

(continued)

* Added explanations are provided on the first two grants to provide examples of the content of this category of STEM activity.

- "Eliminating Communication and Technological Barriers to STEM Education," sponsored by the National Science Foundation. A project with the primary focus on understanding and improving communication between teachers and students in science, technology, engineering, and mathematics (STEM). The results are intended to change existing practice by providing methods of integrating visual technology with signed communication in the classroom and enhancing access for deaf individuals.
- "Supporting Deaf and Hard-of-Hearing Students in STEM Nontraditional Learning settings with Remote Speech-to-Text Services," supported by the National Science Foundation.
- "Cognitive Underpinnings of Science Learning by Deaf and Hard-of-Hearing Students," supported by the National Science Foundation.
- "Speech to Text Systems: Comparative Analysis of Text Generation and Display Methods," supported by the National Science Foundation.
- "The Science of Learning Center on Visual Language and Visual Learning," supported by the National Science Foundation.
- "Summit to Create a Cyber-Community to Advanced Deaf and Hard-of-Hearing Individuals in STEM," supported by the National Science Foundation.
- "Evaluation and Use of Tablet PCs and C-Print™ to Support Deaf and Hard-of-Hearing Students," supported by the U.S. Department of Education.
- "Deaf Children and Young Adults: Predicting School, College and Labor Success," supported by the National Science Foundation.

STUDENT SUPPORT SERVICES



NTID faculty provide a wide variety of support services to deaf and hard-of-hearing students registered in the other colleges at RIT.

STUDENT SUPPORT SERVICES HIGHLIGHTS

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

- Audiological services, which include hearing evaluations, hearing aid trials, fittings, cochlear implant mapping and individual listening therapy that focuses on the development of receptive communication skills.

- Speech and language services offered to students who want to enhance their use of spoken English and their general communication competence. Individual and group experiences provide opportunities to improve communication in conversations, group discussions and formal presentations. The Spoken Language Learning and Practice Lab enables students to use computer technology for speech and language analysis and visual feedback.

- Mental health counseling and psychotherapy is provided to 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, 148 deaf and hard-of-students were seen for these services, with responses to 57 emergencies calls.

- 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 11,370 hours of career and personal counseling as well as academic advising for students, in addition to teaching 23 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career assessment tools and resources, including DISCOVER, an interactive, computer-based career information system that helps students assess their interests, learning styles and values, and explore a wide range of educational and career options. Counselors also work in collaboration with other service providers on campus to assess student learning competencies and develop educational interventions where appropriate.

- Student Life Team (SLT). During fall quarter of the year, the Student Life Team introduced the community to the new CSD Student Development Center by hosting a series of welcome and informational activities to help students become acclimated to their new "home." The SLT culminated this fall quarter series of activities by serving as a key member of the institute team that developed and coordinated the facility's dedication ceremony and celebration, an exciting and historic moment for our campus.

  In addition to the focus on the Student Development Center, the SLT maintained a rigorous and responsive program and activity schedule through the entire year, spanning both educational topics, and social/late night events. Programs that focused on providing information in areas of relevance and concern within our community remained the priority. The SLT continues to utilize student behavior and conduct trends as one significant avenue for informing the program and educational offerings needed in the community. The late night social efforts have become both tradition and cornerstone of creating and promoting healthy and good decision making in college.

  Creating, building and/or maintaining partnerships across RIT remained a key and intentional priority as well. The Student Life Team added new dimensions to its partnership with RIT's Office of Conduct and Conflict Management Services by providing a staff member to serve as the primary liaison between NTID and the office during formal conduct meetings. In addition, members of the Student Life Team became institutionally endorsed advocates in the conduct process, helping students and others better understand and participate fully in the process.

(continued)

Finally, SLT served as critical and key support as RIT Student Government had its first deaf president. Providing formal support as one of the administrative advisors, a member of the SLT served as a daily consultant, identifying and helping to address system issues that hindered the president's and/or Student Government's success.

The 2006-2007 academic year was a genuinely challenging and positive year for the SLT—one that had us sharing a unique and cherished history and connection with our student and faculty/staff communities.

- NTID Center for Intercollegiate Athletics and Recreation Support offered 729 hours of tutoring/advising and taught 12 sections of wellness and activity courses.

- Financial aid (domestic students). In FY 2007, NTID students received a total of $14,140,111 in the form of Vocational Rehabilitation, grants-in-aid, federal and state grants, scholarships and federal loans through RIT's Financial Aid Office. The average aid per domestic student, not including loans, was $9,040. 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. For services October 2006 – September 2007, SAISD screened 79 students, provided on-going counseling/intervention to 35 students and gave education/prevention presentations to 879 students. 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 all deaf and hard-of-hearing students registered at NTID and the other colleges of RIT.

	Hours of Service Tutoring/Advising	Class Sections Served
Business and Computing Technologies	3,616	415
Center for Human Performance	579	15
Imaging Arts and Sciences	2,703	283
Liberal Arts/Social Work	2,485	402
Science and Engineering	6,022	372
Total	**15,405**	**1,487**

STUDENT ACCESS SERVICES

NTID's access services enable our students to access academic programs as well as non-academic programs vital to ensuring a rich college experience.

STUDENT ACCESS SERVICES HIGHLIGHTS

To meet the needs of a large number of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges, NTID provides an access services system of sign language interpreting, real-time captioning, and notetaking. These services enabled those students, as well as students enrolled in the College of NTID who take courses in other colleges of RIT, to access 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 interpreting** provided by 114 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students may also request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **Real-time captioning** provided as a real-time access service for students who benefit from English text more than sign language interpreting. A growing staff of close to 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 during FY 2007 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 other groups address the needs of deaf and hard-of-hearing RIT students and ensure that RIT is in full compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for educational accommodation. The institutional position on accessibility for deaf and hard-of-hearing people includes strategies like the following for which NTID provides support:

- Sharing responsibility for providing workshops, training, and information to assist faculty in the other RIT colleges in effectively teaching deaf and hard-of-hearing students.
- Ensuring that academic and administrative service areas that interact with students have staff with a range of communication skills and strategies (sign language, 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, other organizations, judicial proceedings, emergency situations, and extra-curricular programs. Administrative use includes support for RIT faculty/staff, visiting dignitaries, and speakers targeted mainly for faculty/staff audiences.

	In-Class			Non-Class Activity		Administrative Activity		Overall Total	
FY 2007	**Hours**	**%**	**Sections**						
Fall	24,527	75%	507	6,123	19%	1,996	6%	32,646	100%
Winter	25,348	79%	520	5,334	17%	1,217	4%	31,899	100%
Spring	25,440	77%	515	5,568	17%	1,876	6%	32,884	100%
Summer	5,102	38%	75	6,732	50%	1,577	12%	13,411	100%
FY 2007 Total*	**80,417**	**73%**	**1,617**	**23,757**	**21%**	**6,666**	**6%**	**110,840**	**100%**
FY 2006 Total*	**89,748**	**84%**		**12,049**	**11%**	**5,460**	**5%**	**107,257**	**100%**
FY 2005 Total	**82,265**	**83%**		**11,349**	**11%**	**5,561**	**6%**	**99,175**	**100%**
FY 2004 Total	**80,407**	**82%**		**12,813**	**13%**	**5,300**	**5%**	**98,520**	**100%**
FY 2003 Total	**75,966**	**81%**		**12,783**	**14%**	**5,280**	**5%**	**94,029**	**100%**

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

ACCESS SERVICES: INTERPRETING, NOTETAKING AND REAL-TIME CAPTIONING

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

RIT College	Interpreting	Notetaking	Real-Time Captioning	Class Sections Served
Applied Science and Technology	9,446	7,271	505	280
Business	7,640	4,592	1,838	124
Computing and Information Sciences	7,127	5,482	1,059	157
Engineering	3,279	3,340	886	102
Imaging Arts and Sciences	13,210	10,792	3,695	328
Liberal Arts	21,115	11,177	4,431	357
NTID Students with Approved Accommodations*	1,365	3,460	0	105
Science	13,334	13,186	2,546	312
Other Courses**	3,901	167	114	122
Total Hours	**80,417**	**59,467**	**15,074**	**1,887**

* NTID students in associate degree programs who were approved for interpreting and/or notetaking services and/or real-time captioning services due to a secondary disability.
** Courses taught outside listed colleges: First Year Experience, English Learning Center, Physical Education, etc.

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

In keeping with the NTID Strategic Vision 2010, an increasing supply of real-time captioning is being made available for those students taking courses in the other RIT colleges. Students who believe they would benefit more from a text-based service may request it instead of sign language as their means of 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 2007 below, is reflective of our strategic planning.

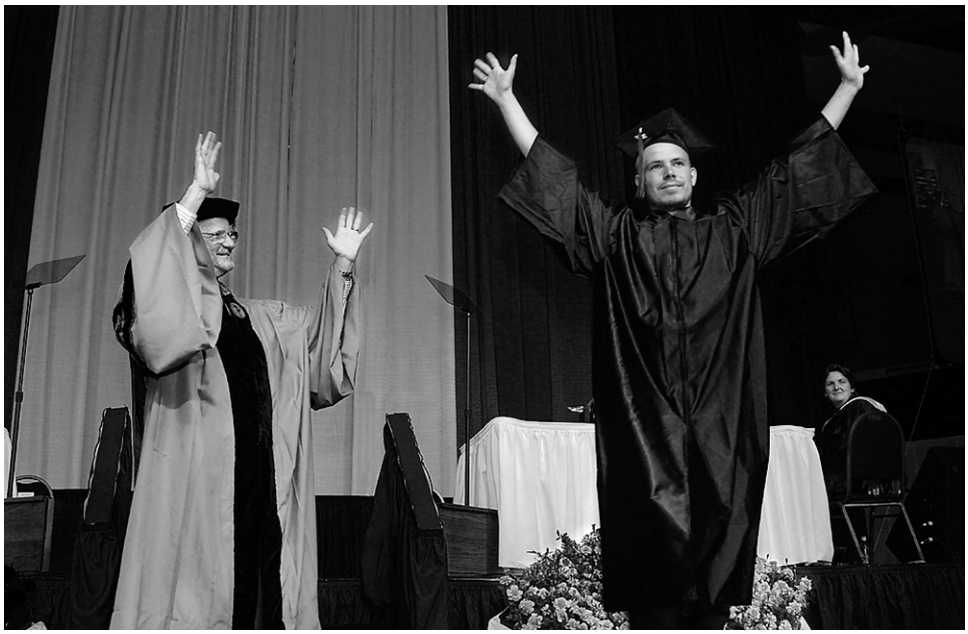
	In-Class			Non-Class Activity		Administrative Activity		Overall Total	
FY 2007	**Hours**	**%**	**Sections**						
Fall	5,089	99%	137	45	1%	0	0%	5,134	100%
Winter	4,708	99%	135	36	1%	0	0%	4,744	100%
Spring	4,361	98%	131	100	2%	0	0%	4,461	100%
Summer	916	83%	23	107	10%	78	7%	1,101	100%
FY 2007 Total	**15,074**	**98%**	**426**	**288**	**2%**	**78**	**0%**	**15,440**	**100%**
FY 2006 Total	**9,198**	**98%**	**231**	**150**	**2%**	**2**	**0%**	**9,350**	**100%**
FY 2005 Total	**7,325**	**98%**	**186**	**160**	**2%**	**0**	**0%**	**7,485**	**100%**
FY 2004 Total	**3,140**	**100%**	**82**	**6**	**0%**	**0**	**0%**	**3,146**	**100%**

ACCESS SERVICES: STAFF TRAINING

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.

	Enrollment				
Programs	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
In-Service Training for Interpreters	105	130	104	93	97
Notetaker Training	246	236	216	201	261
C-Print Training	3	8	14	31	7
Total	**354**	**374**	**334**	**325**	**365**

GRADUATION AND PERSISTENCE



We share an enormous pride with our students as they complete their academic work.

GRADUATION AND PERSISTENCE HIGHLIGHTS

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

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 2006 graduates show that 95 percent, or 101 of the 107 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.*

This alumni research was updated in 2007. We know that quality employment and high earnings accrue to college graduates. Generally, we also know that students who withdraw fare no better earnings-wise than their peers who never went to college. With this in mind, NTID employs a variety of innovative strategies to improve persistence. Persistence is a continuing concern for colleges with "open" or "liberal" admissions policies like NTID. NTID fares quite well by comparison; its overall graduation rate for students entering degree programs (57%) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Nonetheless, NTID continues to work at improving its graduation rate.

This year RIT/NTID awarded associate, bachelor, and master degrees as well as diplomas and certificates to 251 students. Of those graduates, two percent earned certificates and diplomas, 46 percent earned associate degrees, 37 percent earned bachelor's degrees, and 15 percent earned master's degrees. Of the U.S. students, 20 percent of all degrees were granted to minority students. From the graduating class of 2006, 16 out of 21 minority students (76%) who chose to enter the workforce found employment.

Over the past 40 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 2003 to FY 2007

During the past five years, NTID has awarded an average of 240 degrees annually. The number for FY 2007 was 251. 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 251 graduate and undergraduate degrees granted in FY 2007, 40, or 20 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

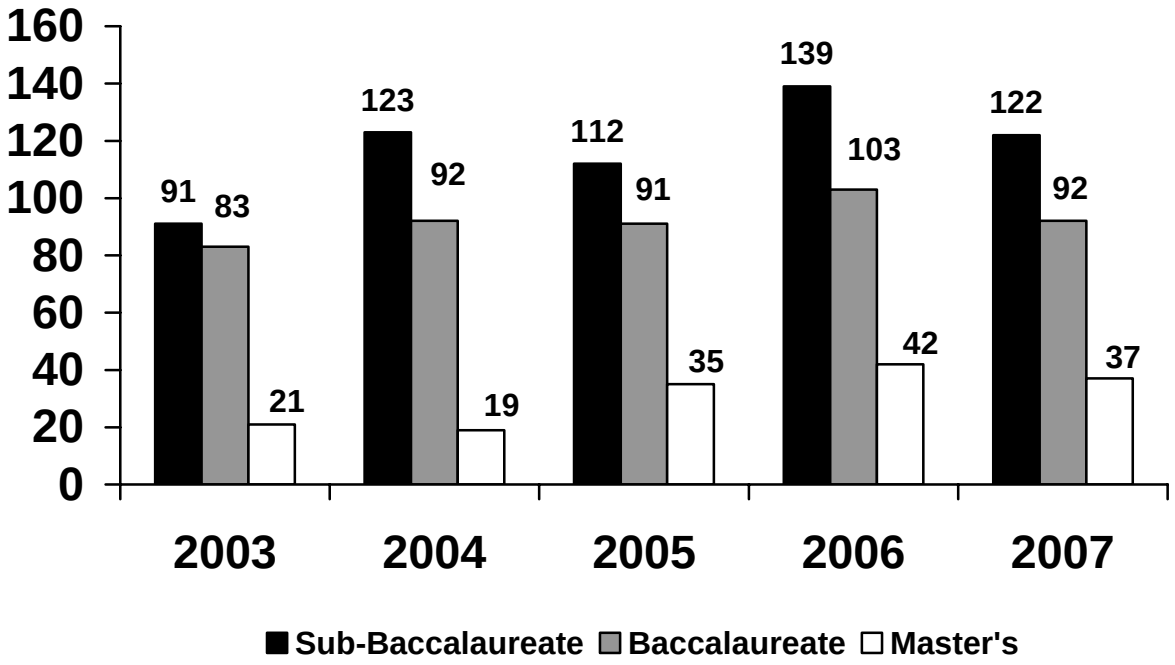
4. A *Bachelor's* degree is awarded to students who complete all required courses to graduate from a four-year program in one of the RIT colleges. A bachelor's degree requires completion of 180-200 credit hours.

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)

* Minority status is unknown for 48 of these 251 graduates.

Degrees Granted



	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Sub-Baccalaureate	91	123	112	139	122*
Baccalaureate	83	92	91	103	92**
Master's	21	19	35	42	37***
TOTAL	**195**	**234**	**238**	**284**	**251**

* This number includes 27 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level. Figures for prior years are available in prior Annual Reports.
** This number includes 10 graduates from the ASL-English Interpretation program at the baccalaureate level. Figures for prior years are available in prior Annual Reports.
***This number includes 23 graduates from the MSSE program (6 hearing, 17 deaf and hard-of-hearing). Figures for prior years are available in prior Annual Reports.

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID supported students on the RIT campus in FY 2007, 61 percent were through programs offered by NTID and 39 percent through the other seven colleges of RIT. Historically, 69 percent of the degrees have been awarded from NTID and 31 percent from the other RIT colleges. This change is the result of increased demand by students for entry into bachelor-level programs, better articulation between NTID and RIT curricula, and improved and expanded access/support services.

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

	FY 2007		CUMULATIVE (FY 1970 – FY 2007)	
NTID	**Number of Graduates**	**Percentage of Graduates**	**Number of Graduates**	**Percentage of Graduates**
Career-Focused and Transfer Associate Degrees	93	37%	3,751	59%
ASL-English Interpretation	37	15%	523	8%
Master of Science in Secondary Education	24	9%	149	2%
Subtotal	**153**	**61%**	**4,422**	**70%**
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	35	14%	428	7%
College of Business	8	3%	276	4%
College of Computing and Information Sciences	4	2%	213	3%
College of Engineering	4	2%	67	1%
College of Imaging Arts and Sciences	23	9%	456	7%
College of Liberal Arts	18	7%	350	6%
College of Science	6	2%	110	2%
Subtotal	**98**	**39%**	**1,900**	**30%**
Total	**251**	**100%**	**6,322**	**100%**

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

FIRST-YEAR PERSISTENCE RATES

Since there is considerable variability from year to year in terms of persistence rates for entering cohorts of students, NTID reports annually on persistence using a three-year moving average. The table below presents information about three-year moving averages for new students entering degree-granting programs since 1998. Thus, the most recent three-year average is reported for the 1,046 students who entered degree programs in the years 2004, 2005, and 2006. Data in the table below indicate that for the most recent three-year period, 77 percent of new students persisted to the second year. Over the past several years, we have implemented a variety of persistence 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%
2004, 2005, 2006	1,046	809	77%

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

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

Nationally, four-year colleges with liberal or open admission policies have first-year persistence rates of 63 percent and 65 percent respectively. This compares to a 77 percent persistence rate for first-year NTID students in a major across 2-year and 4-year degrees (73% for 2-year; 85% for 4-year) and 77 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% for students admitted into sub-bachelor level programs and 72% for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards. The NTID graduate rate of 72 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) 2-Year	First-Year Persistence Rate (All Public Institutions) 4-Year	Graduation Rates 2-Year Degree (Public Institutions)	Graduation Rates Bachelor's Degree
Highly Selective	27-31	NA	92%	NA	75%
Selective	22-27	83%	82%	82%	54%
Traditional	20-23	74%	72%	41%	39%
Liberal	18-21	59%	63%	36%	36%
Open	17-20	51%	65%	26%	33%
NTID* **	**14-20**	**73%**	**85%**	**49%**	**72%**

Colleges	Mid-Range ACT Composite**	First-Year Persistence Rate	Graduate Rate
2-Year			
2-Year Public (National)	17-20****	51%	27%
NTID Sub-Bac. 2-Year	**14-18**	**73%**	**49%**
4-Year			
4-Year Public (National)	20-23****	68%	41%
4-Year Private (National)	22-27****	70%	64%
RIT Other Colleges	**23-28**	83%	64%
NTID Bachelor 4-Year	**17-23**	**85%**	**72%**

* Source of National Estimates: Collegiate Retention and Persistence to Degree Rates ACT, 2007. Retrieved from http://www.ACT.org/path/policy/pdf/retain_2007.pdf on 11/04/07.
** 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 23, which is somewhat lower than the mean score of 26 for their hearing peers. This group represents 21 percent of NTID's entering class of 2007. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 19 for the transfer associate degree program is well below the average of entering RIT freshmen. The average ACT score of 16 achieved by students entering NTID's career-focused associate degree programs is in the range achieved by students entering four-year schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all deaf and hard-of-hearing students graduating from 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	21%	23
NTID:		
Career Focused associate Programs	42%	16
Transfer Associate Program	14%	19
Career Exploration	23%	15
Average Score of All Entering Students	100%	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 over seven years total 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 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, they are able to enter and graduate from RIT programs at rates similar to or better than their hearing peers (see following page).

Time Required to Complete a Degree:
Graduates Academic Year 2004, 2005, 2006

First Degree Category	Number of Students	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after NTID associate degree)	56	21.4	7.4
B.S. degree (transfer from NTID without associate degree)	125	17.2	6.0
B.S. degree (direct entry)	83	15.2	4.6
A.A.S. degree	128	15.0	5.5
A.O.S. degree	147	13.5	5.6

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

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

Historically 25 percent of deaf and hard-of-hearing students who begin their studies within NTID eventually transfer to one of the other colleges of RIT. The net result of this transfer pattern is that more than half of deaf and hard-of-hearing graduates from RIT baccalaureate programs began their college careers 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 1998 – 2000)

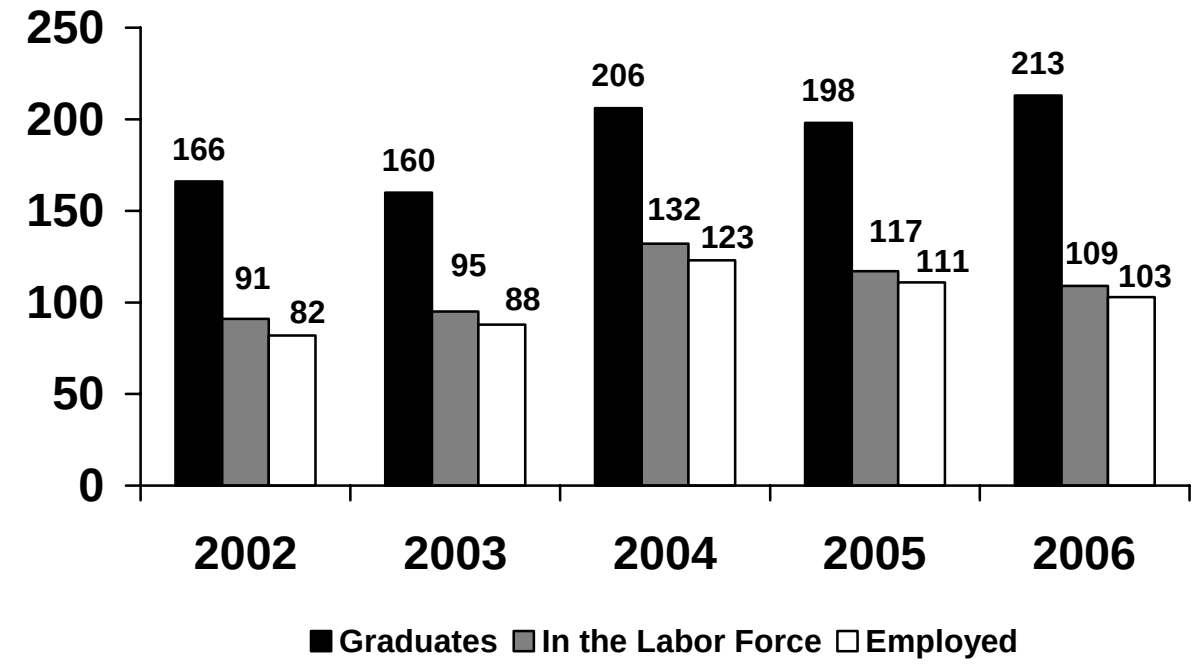
	Withdrawn	Bachelor's Degree	Total	Graduation Rate
Direct Admit to RIT (deaf and hard-of-hearing)	27	106	133	80%
Transfer from NTID Pre-Baccalaureate	5	50	55	91%
Transfer from Associate Degree Programs at NTID	15	81	96	84%
Deaf and Hard-of-Hearing Students (overall)	47	237	284	83%
Hearing Freshmen	2,042	3,551	5,593	64%
Hearing Transfers	615	1,341	1,956	69%

GRADUATION AND EMPLOYMENT FOR RECENT GRADUATES

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

NTID's labor force is the sum of those graduates who are employed and those who want to be employed. Those who do not want to be employed because they choose to continue to pursue bachelor's and master's degrees at RIT or at some other institution of higher education, or choose to become homemakers, or to be idle temporarily while traveling, etc., are not in the labor force. During FY 2006*, 213** deaf and hard-of-hearing students graduated and 109 chose to enter the labor force. One hundred three were employed, while six were unable to find employment. Therefore, 51 percent (109/213) are known to have entered the labor force and 95 percent (103/109) found employment. NTID’s employment rate over the past five years as calculated above is 93 percent. Of the 104 remaining graduates from 2006, 83 are continuing their education toward advanced degrees either at RIT or elsewhere, seven are not looking for employment, and 14 have an unknown status.

Degrees Granted***



* As of the writing of this report, the employment information for 2007 is incomplete; therefore, we report employment rates of 2006 graduates.

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

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

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

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

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

During FY 2007:

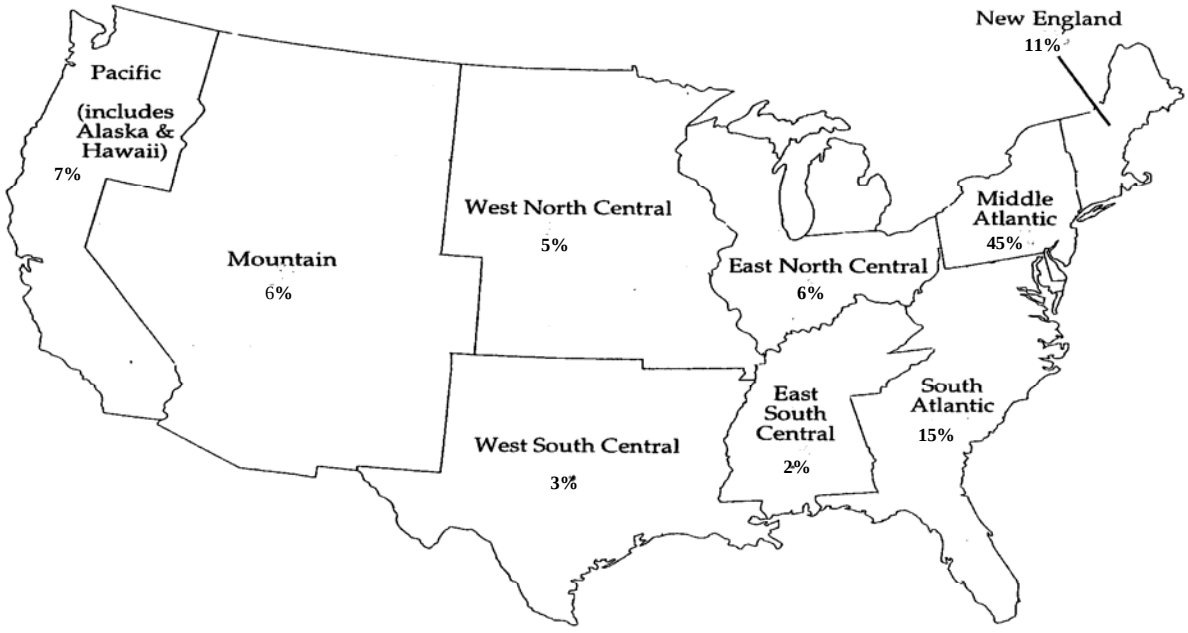
- 134 NTID students were enrolled in ten sections of "Job Search Process."
- NCE personnel provided more than 3,000 hours of student and graduate employment advising.
- Students sought individualized job search assistance on 210 occasions at various campus locations.
- Fifty students participated in NCE's first interactive open house event, sampling services that NCE provides.
- Five resume review sessions were offered to 33 students.
- NCE participated in several interactive events each quarter for students, along with other NTID departments and student groups, to inform students about NCE services.
- Employment Advisors and NTID students traveled to Pittsburgh PA to visit Highmark facilities to participate in the National Disability Mentoring Day.

WHERE RECENT GRADUATES ARE WORKING

Over the past five years, more than half of U.S. NTID graduates accepted jobs in areas near their hometowns in their first jobs after graduation. Sixteen percent found employment in the Rochester area and 52 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 2002	FY 2003	FY 2004	FY 2005	FY 2006*	Five-Year Average**
Other	43%	63%	53%	55%	49%	52%
Rochester	22%	6%	14%	14%	22%	16%
Hometown	35%	31%	33%	31%	29%	32%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**



* Placement numbers for FY 2007 graduates are incomplete and will be reported next year.

PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 64 percent of NTID graduates have acquired jobs in business and industry, 26 percent in education, and 10 percent in government.

Sector	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006*	Five-Year Average
Business/Industry	61%	66%	64%	69%	60%	64%
Education/Non-profit	30%	22%	24%	22%	30%	26%
Government	9%	12%	12%	9%	10%	10%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

* Placement numbers for FY 2007 graduates are incomplete and will be reported next year.

OCCUPATIONS OF RECENT GRADUATES: ENTRY STATUS BY LABOR CATEGORY

FY 2006 deaf and hard-of-hearing graduates entered a wide variety of jobs. The following table reports on the occupations of employed alumni using the Standard Occupational Coding system (SOC) also used by the US Bureau of Labor. Occupations are grouped into 22 categories, plus Military.

Occupations of Working Alumni*	2006	Sample Job Titles Held by Alumni within Category
Management	1.7%	Business Owner
Business and Financial Operations	5.9%	Accountant, Financial Institute Specialist, Financial Analyst
Computer and Mathematical	8.5%	Quality Assurance Analyst, Computer Programmer
Architecture and Engineering	7.6%	Process Engineer, Imaging Specialist, Mechanical Engineer, Industrial Engineer, Architectural Designer, Project Engineer
Life, Physical, and Social Science	.8%	Environmental Scientist
Community and Social Services	4.2%	Social Work Intern, Child Care Worker
Education, Training, & Library	8.5%	Mathematics Teacher, H.S. Science Teacher, Assistant Professor, Graduate Research Assistant, Special Education Teacher, Chemistry Tutor, Assistant Teacher, Substitute Teacher
Arts, Design, Entertainment, Sports & Media	26.3%	Graphic Designer, Digital Imaging Technician, Sign Language Interpreter, Photographer, Computer Artist, Video Interpreter
Healthcare Practitioners & Technical	1.7%	Lab Coordinator, Mental Health Technician, Optical Lab Technician
Healthcare Support	1.7%	Massage Therapist
Food Preparation & Serving	.9%	Cook, Dining Room Attendant
Personal Care & Service	5.0%	Dormitory Supervisor, Food Service Supervisor, Residential Advisor
Sales and Related	1.7%	Sales Associate

(continued)

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates.

OCCUPATIONS OF RECENTGRADUATES: ENTRY STATUS (continued)

Occupations of Working Alumni*	2007	Sample Job Titles Held by Alumni within Category
Office and Administrative Support	18.6%	Sr. Staff Assistant, Accounts Payable and Receivable Clerk, Claims Support Advisor, Guest Service Agent, Print Estimator, Project Assistant, Technical Media Aide, Data Entry Processor
Installation, Maintenance, and Repair	.9%	Computer Technician
Production Occupations	3.3%	Optical Lab Technician, Lab Technician, Machinist Set-Up, Machinist, Press Person
Rail Transport	.9%	Rail transportation Worker
Transportation and Materials Moving	.9%	Service delivery, Driver
Protective Service Occupants	.9%	Firefighter, Law Enforcement
Total	**100%**	

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY

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

The following table reports on the occupations of employed alumni using the Standard Occupational Coding system (SOC) also used by the US Bureau of Labor. Occupations are grouped into 22 major categories plus Military.

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

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

(continued)

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates.
** Because of rounding "All" column totals are not 100%.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY (continued)

Occupations of Working Alumni*	2004**	2007**	Sample Job Titles Held by Alumni within Category
Legal			
All	.3%	1.1%	Paralegal, Paralegal Coordinator
Male	.0%	.0%	
Female	100.0%	100.0%	
Education, Training, & Library			
All	18.8%	18.1%	Mathematics Teacher, H.S. Science Teacher,
Male	31.1%	47.1%	Assistant Professor, Graduate Research Assistant,
Female	68.9%	52.9%	Special Education Teacher, Chemistry Tutor
Arts, Design, Entertainment, Sports & Media			
All	20.7%	18.6%	Graphic Designer, Digital Imaging Technician, Sign
Male	17.9%	17.1%	Language Interpreter, Photographer, Computer Artist,
Female	82.1%	82.9%	Video Interpreter
Healthcare Practitioners & Technical			
All	2.4%	1.6%	Lab Coordinator, Sonographer, Art Therapist
Male	37.5%	33.3%	
Female	62.5%	67.7%	
Healthcare Support			
All	.3%	.5%	Massage Therapist
Male	.0%	.0%	
Female	100.0%	100.0%	
Food Preparation & Serving			
All	.3%	1.1%	Cook, Dining Room Attendant
Male	.0%	50.0%	
Female	100.0%	50.0%	
Personal Care & Service			
All	3.1%	1.6%	Dormitory Supervisor, Food Service Supervisor,
Male	30.0%	33.3%	Residential Advisor
Female	70.0%	66.7%	
Sales & Related			
All	1.9%	.5%	Sales Associate
Male	50.0%	100.0%	
Female	50.0%	.0%	
Office & Administrative Support			
All	15.7%	9.6%	Sr. Staff Assistant, Accounts Payable and Receivable
Male	31.4%	33.3%	Clerk, Claims Support Advisor, Guest Service Agent,
Female	68.6%	66.7%	Print Estimator, Project Assistant, Technical Media Aide, Data Entry Processor

(continued)

* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building and Grounds Cleaning and Maintenance; Farming, Fishing, and Forestry; Construction and Extraction; Transportation and Material Moving, and the Military.
** Because of rounding "All" column totals are not 100%.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY (continued)

Occupations of Working Alumni*	2004**	2007**	Sample Job Titles Held by Alumni within Category
Installation, Maintenance, and Repair			
All	.6%	.5%	Computer Technician
Male	100.0%	100.0%	
Female	.0%	.0%	
Production Occupations			
All	4.9%	4.8%	Optical Lab Technician, Pre-Press Technician, Lab
Male	75.0%	33.3%	Technician, Machinist Set-Up, IT Specialist
Female	25.0%	66.7%	

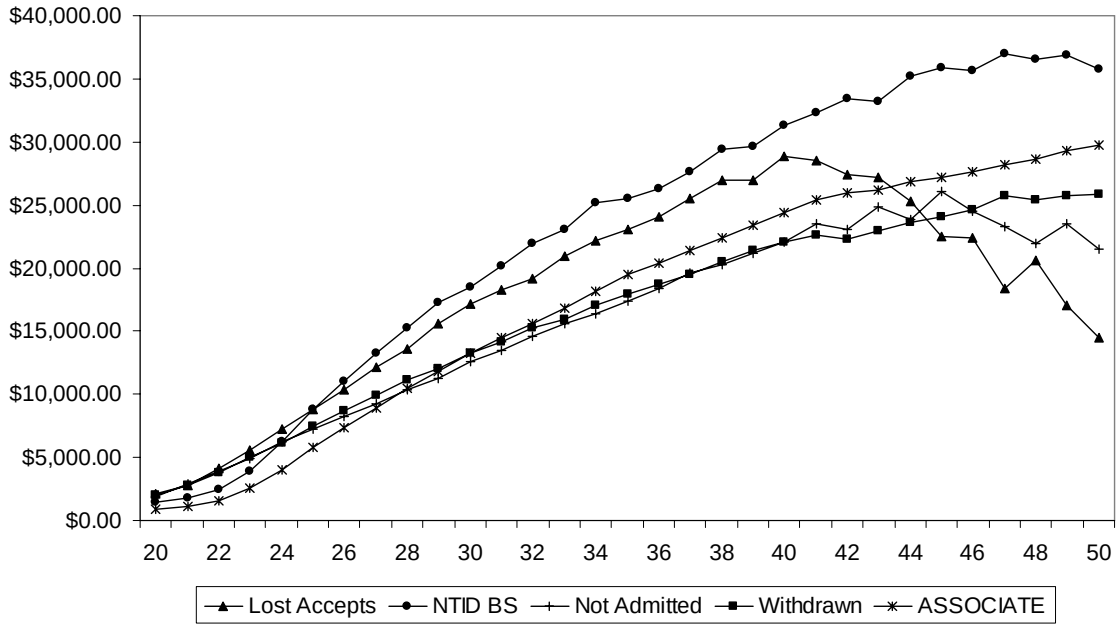
* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building and Grounds Cleaning and Maintenance; Farming, Fishing, and Forestry; Construction and Extraction; Transportation and Material Moving, and the Military.
** Because of rounding "All" column totals are not 100%.

TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI

The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. Data represented in these figures are from a 2007 study with the Social Security Administration and Cornell University. Findings indicate that individual graduates benefit significantly from their education in terms of increased employability and wages over individuals who do not graduate, with the magnitude of the benefit depending in part upon degree level attained. By age 50, deaf and hard-of-hearing bachelor's degree graduates earn on average $6,021.22 more than those with sub-bachelor degrees; who in turn earn $3,996.31 more on average than those who withdraw; who earn close to $4,329.21 more than those who are not admitted.

The increased earnings result in greater federal tax contributions.

Earnings of Alumni by Age



Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Seven study groups were defined by the degree attainment variable: (1) Deaf 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; (6) Deaf and hard-of-hearing applicants who were accepted to NTID but chose not to attend ("Lost Accepts"), and (7) Deaf and hard-of-hearing applicants to NTID, but who were denied admission.

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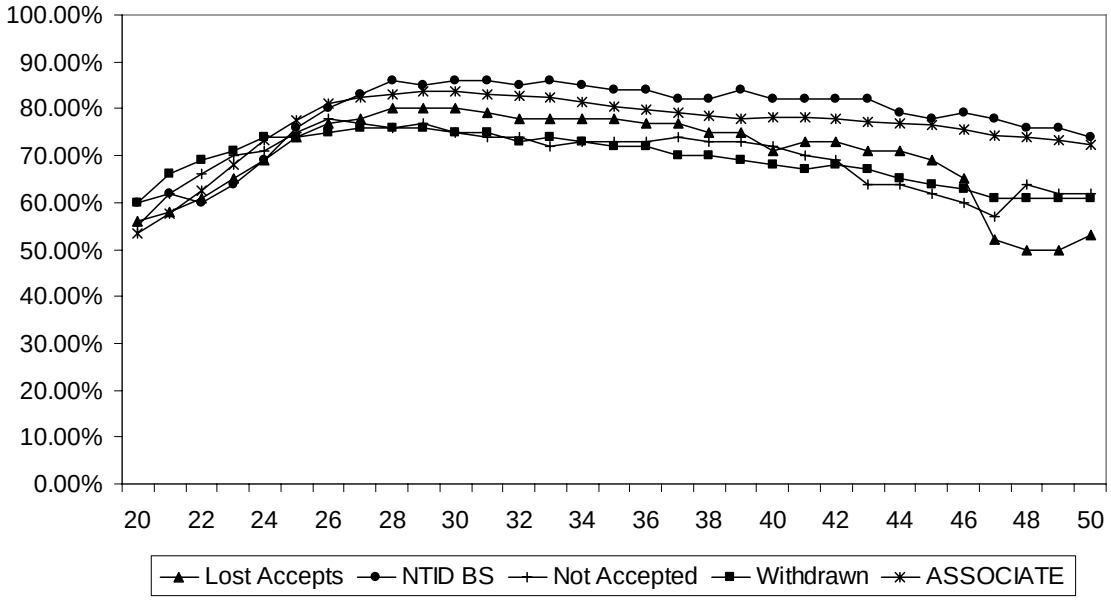
TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI (continued)

Recent research in collaboration with the Social Security Administration and Cornell University provides the impact that an RIT/NTID education plays in producing income for various categories of individuals. Baccalaureate graduates show the highest percentage generating income at all ages, followed by associate graduates. Withdrawn students and those not admitted have the lowest percentages respectively that are generating earnings.

Percent of Alumni Reporting Earnings by Age



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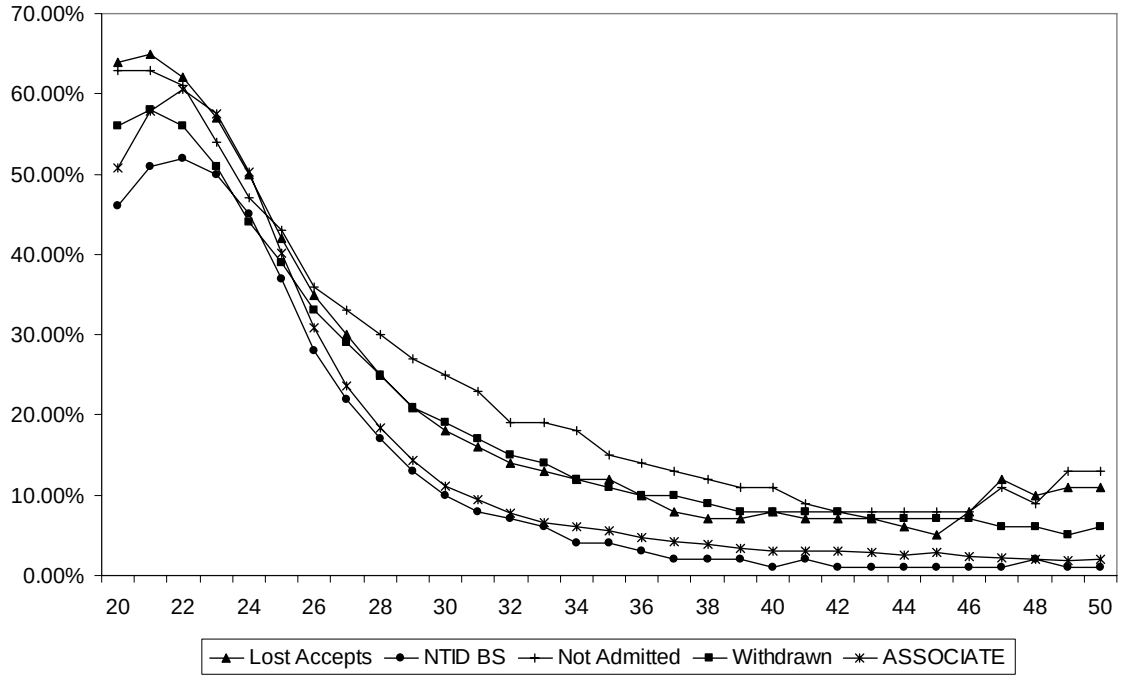
EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

Recent research in collaboration with the Social Security Administration and Cornell University shows the role that the completion of a college degree plays in reducing dependence on continuing federal support. These differences exist for both the Supplemental Security Income (SSI) program and the Social Security Disability Insurance (SSDI) program. Completing a degree from RIT/NTID reduces the probability that a deaf or hard-of-hearing person will collect SSI or SSDI.

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

Supplemental Security Income (SSI)



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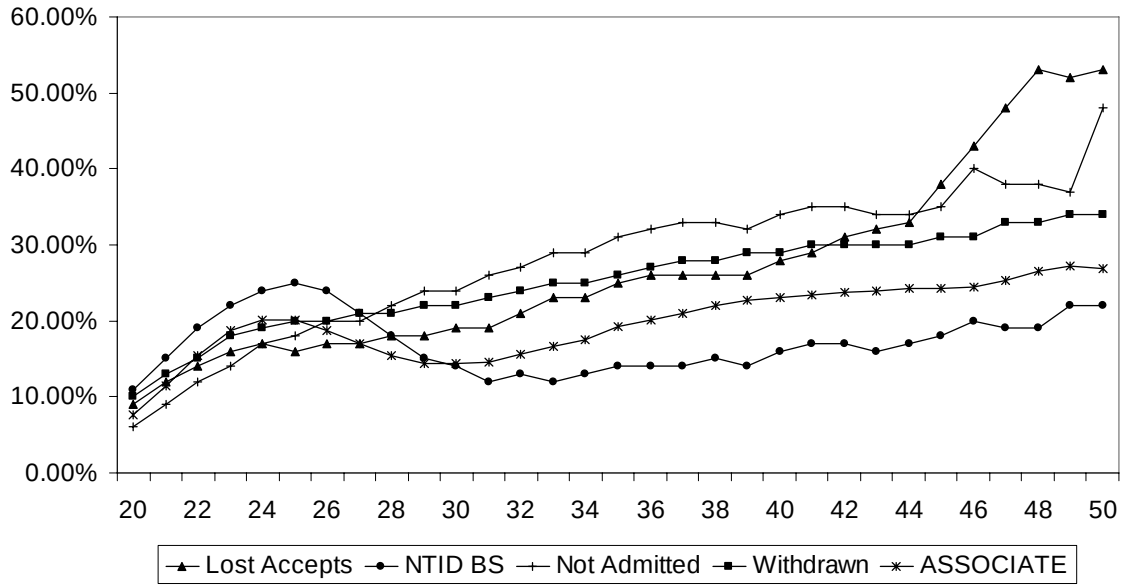
EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS (continued)

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

Social Security Disability Insurance (SSDI)



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RESEARCH

NTID determines topics for research on the basis of an approved research agenda with priorities derived from a variety of sources in the College and in the field.

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 persistence and success, and alumni success and employment. For example, in response to a need expressed by faculty and the Vice President/Dean, NTID researchers have been investigating faculty/staff communication development and assessment for the past five years.

From January until December 2007, there were 57,122 visits made to research web pages of the Department of Research and Teacher Education. These pages contain information about research faculty, their current projects, presentations, and publications.

In FY 2007, Research faculty published 28 articles and book chapters and three books. They delivered 48 external presentations and workshops, and submitted nine grant proposals. They prepared 36 internal reports and delivered 28 internal presentations.

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 are used to identify strategically important research issues.

Technology, Access, and Support Services

The effective use of new technologies to enhance access and support services for deaf and hard-of-hearing students is the focus of this strategic research area. For example, the C-Print™ technology provides an alternative for communication access that benefits some of our mainstreamed students. In trials of the new version of C-Print (with educational tools and automatic speech recognition), students' comprehension in class improved and they used the educational tools to take their own notes. Student engagement with lecture material is one type of access. Other types of access summarized in this year's research accomplishments point to increased interaction of NTID supported students with the instructor and hearing classmates in online and blended classes and in the classroom itself via laptops and hand held communication devices. Additional key outcomes for this area of investigation are the following:

- Promoting Access and Inclusion for Deaf and Hard-of -Hearing Students in Postsecondary Education (FIPSE Grant) and the Provost's Learning Innovations Grant (PLIG). This project builds on previous work done at RIT. We designed, developed, beta tested, evaluated and disseminated materials that enable college faculty to modify their teaching behaviors and classroom management in ways that remove barriers to access for deaf and hard-of-hearing students. Universal design principals were used to develop an interactive website that provides instructors with specific strategies to address challenges faced when teaching deaf and hard-of-hearing learners. A book was developed that contains eight workshops used by support service providers and other deaf education professionals to help teachers modify their teaching in ways that improve access to instruction for deaf and hard-of-hearing students. Three online instructional modules (Pace of Instruction, Working with an Interpreter and First Day of Class) were developed to target "hard to reach" faculty, such as part-time adjuncts, and MSSE students.

- 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 and 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 students reported that the technology was easy to use in class and they appreciated the small size of the tablet in comparison with a standard laptop.

Teaching and Learning

Understanding how deaf and hard-of-hearing students learn and what instructional methods facilitate learning is the dual focus of this area. Given the mission of the college to provide students access to higher education and employment in the fields of science, technology, engineering, and mathematics, more research in critical reading and writing skills is necessary. Instructional methods must allow for individual differences as highlighted in the results of two ongoing projects. One found that exceptionally poor reading skill is associated with deficits in visual system functioning in some students (that is, some students have a reading disability). Another found that accurate comprehension of mathematics texts depends on a reader's understanding of terms denoting quantity, such as *all, each,* and *every.* Additional key outcomes for this area of investigation are the following:

- Cochlear Implants in a College Context. The purpose of this strategic research agenda project is to construct profiles of college students who use cochlear implants by identifying their unique academic, communication, and social needs, and to develop an efficient model of service provision for each profile. Following approval from the Institutional Review Board for the Protection of Human Subjects, the collaborators obtained an electronic database of background information on a portion of the

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cochlear implant users at NTID/RIT. Data entry was completed by adding information from the most recent paper records to the electronic data set. We consulted with college resources regarding assessments and interventions that they use with promising students who experience academic difficulties and reviewed variables that are available in the college's audiology and speech-language databases.

- Enhanced Input in Teaching English to Deaf Students. The consequences of deafness make it very difficult for many deaf students to master the grammatical structures of a spoken language such as English. Research and practice have shown that, while deaf college students do continue to improve in English grammar at the postsecondary level, such improvement can be quite limited. This project involves the exploration of "enhanced input" methodologies in teaching English grammar to deaf college students. Current data analysis of pretest and posttest measures employed over a 10-week period shows that deaf students who received "essay enhancement" instruction improved significantly in grammatical knowledge in contrast to a control group of students who did not. Furthermore, much of this knowledge was retained by the treatment group after five months, whereas the control group showed no improvement at all. Data analysis is continuing.

- Itinerant specialist teachers of deaf and hard-of-hearing students: preparing for changing roles in challenging times. The goal of this project was to collect and analyze data about the knowledge and skills required to be an effective itinerant teacher of deaf and hard-of-hearing students and to develop curricula for pre- and in-service delivery to this audience. This year data were collected and analyzed and results summarized in a final report. Essential tasks included providing support for deaf and hard-of-hearing students in the areas of academic, personal/social, communication and language arts skills. Other important tasks included consultation and collaboration with regular education teachers, planning/assessment for Individualized Education Plan (IEPs), coordinating meetings and services, providing information to parents, and managing equipment such as hearing aids and FM systems. While most tasks were learned through on-the-job experience, many could be incorporated into pre- and in-service programs.

- Deaf and Hearing Students' Use of Relational, Pictorial, or Non-visual Representation in Solving Mathematical Word Problems (NSF Catalyst Project Award # SBE-0350277). Deaf and hearing students from middle school, high school, and college participated in this study. At all grade levels, hearing students performed significantly better on solving the mathematical problems. While deaf baccalaureate students exhibited the highest performance of all the deaf participants, they only performed as well as the hearing middle school students. When deaf students used visual-spatial schematic representations their mathematical problem solving performance improved. When they focused simply on the pictorial or iconic aspects representing the mathematical problems, their problem solving performance decreased. These findings have clear instructional implications for teaching mathematical problem solving to deaf students in the K-12 grade levels.

Job Success and Mobility

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

Faculty/Staff Communication Skill Development

Unlike the other strategic areas this area of research focuses on skill development among professionals who work with deaf and hard-of-hearing students. Successful instruction requires that NTID faculty and staff have a repertoire of communication skills to interact effectively with a heterogeneous population of students. Two primary focuses of research in this area have been the learning of American Sign

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Language (creating reliable and valid measures of proficiency in the language) and the dynamics of simultaneous communication (how speech changes when produced with sign and how speech and sign together are perceived). Additional key outcomes for this area of investigation are the following:

- Sign Language Proficiency Interview (SLPI) Reliability and Validity. A report on reliability and validity within SLPI Rating Teams of three raters for 159 SLPI interviews conducted at NTID from 2003 through 2005 supports that the SLPI evaluation protocol successfully accomplishes its goal to converge toward increasingly reliable and valid ratings through the use of multiple stages of independent ratings and negotiated discussion in relation to a standardized scaled linguistic performance profile. This report has been prepared and will be submitted for publication consideration. Plans are to continue monitoring ratings within NTID Ratings Teams of three raters and to initiate a study on SLPI reliability and validity across NTID Rating Teams of three raters each.

- Eye Fixations While Watching Narratives in Simultaneous Communication. This project is the second phase of a study of eye fixations during receptive Simultaneous Communication (SC) and pertains to spontaneous SC stories. A manuscript describing results of the first phase, which focused on sentences, appeared in the August, 2006, issue of *Ear and Hearing*. True-false comprehension questions following each story suggested adequate delivery and reception of content (95%-96% accuracy). Scan paths showing the sequence of eye fixations during each story revealed a trend to look at the face, with occasional excursions into the fingerspelling and sign space. Scatter in location of fixations by deaf students was somewhat greater than for deaf or hearing faculty. Consistent with findings from the sentence data, deaf faculty made more fixations than either deaf students or hearing faculty. Patterns differed across stories, related to content differences. Ongoing analysis will determine associations between location of fixations and subject characteristics such as early language background, SC experience, hearing status, and laterality, in order to understand better visual language processing in deaf and hearing communicators.

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:

- 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 accepted 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. An updated data file was sent to the SSA extending these studies following students through 2006,

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and conducing updated analyses (graphs and results are included in this Annual Report) Additionally, extensive work was done to begin to extend these studies to include the VRS-911 database and to Census databases – 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.

OUTREACH

NTID's pre-college outreach focuses on empowering deaf and hard-of-hearing middle school and high school students with information to help them with their long-term career decisions.

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 2007 outreach program highlights include pre-college, college, post-college and other additional outreach activities.

Pre-college Outreach Programs

- The Admissions Office visited 408 schools during the FY 2007 admissions cycle. These visits covered 400 schools in 44 states across the United States plus eight schools in Canada.

- NTID's Strategic Vision 2010, a bold multiyear 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 their high school graduation. A special focus of this effort was young women and AALANA students. During FY 2007, NTID faculty and staff conducted seven outreach programs: the SpiRIT Writing Contest for students in grades 10 – 11; the RIT National Science Fair for deaf and hard-of-hearing students in grades 6 – 11; Explore Your Future, a summer program for students in grades 10-11; TechGirlZ, a summer camp for eighth grade girls; Steps to Success, a weekend camp for African-American, Latino-American and Native American (AALANA) students in grades 7 – 9; a MATHCOUNTS® competition for middle school students; and the Digital Arts and Animation Competition for students in grades 9 – 12.

- Explore Your Future (EYF), a week-long career exploration and evaluation program for deaf and hard-of-hearing students about to enter their junior or senior year of high school, is one of NTID's most successful outreach programs. EYF provides opportunities for high school students to learn about themselves and their educational and life/career choices, and is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm-living opportunities give the students a taste of college life. More than 4,200 students have participated in EYF over the past 22 years. In summer 2007, we had 253 students participate in the program.

College Outreach Programs

- The Postsecondary Education Programs Network - Northeast (PEPNet-Northeast) is one of four regional centers funded by the U.S. Department of Education Office of Special Education Programs to provide resources and expertise that enhance postsecondary education and training opportunities for people who are deaf or hard-of-hearing. The project received funding for a five-year cycle in October 2006. Outreach activities provided by the project include technical assistance and dissemination, linking state, regional and national educators, service providers, individuals and technologists in a cooperative network; personnel development activities that create and promote training opportunities for education and rehabilitation professionals on transition and secondary and postsecondary educational services; and demonstrating technology utilization that provides access to and accommodations within programs for individuals who are deaf or hard-of-hearing. In its first year of operation, the project hosted a National Summit on Transition: Enhancing Postsecondary Educational Success for Deaf and Hard-of-Hearing Students. The two-day summit, which was held at NTID in June 2007, included more than 80 secondary and postsecondary educators, transition specialists and service providers from around the country.

- 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

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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. Of particular interest are three new online interactive instructional modules: Working with Interpreters, Pace of Instruction and First Day of Class. Last year, there were 17,222 visits to the Class Act website, indicating a sustained interest in the training and information provided by the site.

Post-college Outreach Programs

- The DiiT project (Deaf Initiative in Technology) was established with two continuing grants from the National Science Foundation. During the six years of the NSF funding, the DiiT project offered 58 workshops to a total of 409 deaf and hard-of-hearing participants. As a result of this success, RIT/NTID is now fully supporting the project.

  The project has been expanded to multiple academic areas of NTID. Faculty members from the Information and Computing Studies, Arts and Imaging Studies, and Business Studies Departments offered workshops on a wider range of topics during the 2006-2007 academic year. Outside funding has also been acquired to support the annual offerings of DiiT workshops in the Greater Los Angeles area.

  During this first year of NTID support, the DiiT project offered eight workshops to 88 deaf and hard-of-hearing participants. These included:

  - Five workshops offered on the RIT/NTID campus
  - Two workshops offered in the greater Los Angeles area supported by the Max Factor Family Foundation
  - One workshop offered at the Rochester School for the Deaf

  This brings the seven-year total for the DiiT project to 66 separate workshops offered to 497 deaf and hard-of-hearing professionals.

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

Additional Highlights

- In 2006-2007, NTID's Center on Employment (NCE) served a total of 958 employer representatives through 33 training sessions and outreach workshops such as Working Together: Deaf and Hearing People. NCE also partnered with an NTID faculty member to present two sessions of Notions of ASL for an employer. Through employer grants, NCE sponsored two luncheons for parents of prospective students to discuss the cooperative and permanent job search process and support at NTID. NCE staff attended and/or presented at five conferences related to NTID technical programs and four national conferences aimed at service providers for the deaf and hard-of-hearing community. NCE also attended the National Business Leaders Network (BLN) conference, which is hosted by national employers dedicated to the increased employment of people with disabilities.

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- Workshops and follow-up related to the Sign Language Proficiency Interview (SLPI), also known as the Sign Communication Proficiency Interview (SCPI), provide training for school personnel and other professionals to implement and conduct sign language communication skills assessment and skills development services for academic and Vocational Rehabilitation personnel and others who work with or who are preparing to work with deaf and hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents and annual reports to guide implementing SLPI use within the context of sign language communication skills assessment-development programs. During FY 2007, SLPI training and services included: (1) continued support for Florida and South Carolina Schools for the Deaf and the Blind in the development and refinement of their sign language program policies, procedures, databases and annual reports, and the use of these for monitoring appropriateness of sign language communication skill-level expectations and reliability of SLPI ratings; (2) training of SLPI interviewers-raters for the University of Tennessee, Knoxville; (3) planning and providing of SLPI services for Canisius College Department of Deaf Education graduate students; and (4) updating of two SLPI websites that provide information and model documents for programs considering SLPI training, and programs in the process of implementing and refining their use of the SLPI. In addition, plans were initiated to combine these two websites and the NTID Office of Communication Assessment Services (OCAS) website into a single website that would provide up-to-date information under five SLPI website sections: (1) Frequently Asked Questions About the SLPI, (2) Establishing an SLPI Team, (3) Implementing and Monitoring SLPI Use, (4) SLPI Training Materials, and (5) The SLPI at NTID: OCAS.

- C-Print™ software, developed at NTID, is used by captionists to produce text of spoken content. C-Print is an access service option for 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 October 1, 2006 through September 30, 2007, there were approximately 1,560 email dialogues and 1,300 phone call discussions with the C-Print Development and Training Office. The C-Print main website received 15,515 visits from October 2006 to September 2007. 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 151 from October 2006 through September 2007.

- During 2006-2007, NTID Performing Arts celebrated its 32nd season by presenting three mainstage and three laboratory productions that involved more than 511 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 2,906 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. Of special note, the authors of the play *Tales From A Clubroom* came to campus to view the NTID production of their work and to provide workshops for students on theater and playwriting.

  This year's on-campus productions included: *Lobby Hero*, *Tales From a Clubroom*, *Obstacles, Laughing Stock* and an experimental visual theater work called *Handamation,* in which four directors collaborated to create a piece blending theater, dance, poetry and computer animation. This work has subsequently been invited to a special festival of visual theater artists called QuestFest in January 2008 in Baltimore, Md.

  During the 2006-2007 academic year, 450 students registered for and attended Performing Arts classes and seven students were awarded Performing Arts Certificates at graduation. In total, 3,867 people were served by NTID Performing Arts activities during the 2006-2007 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 Technology, and the Performing Arts at NTID. A total of 164 individuals from the community enrolled in outreach programs. An additional 450 NTID students participated in the programs offered through NTID. Nine special certificates were awarded in the 2006-2007 academic year.

Area of Outreach Enrollment	Number
Performing Arts	76
Deaf Initiative in Technology	88

Area of Certificate	Number
ASL	1
Deaf Studies	1
Performing Arts	7

EXPLORE YOUR FUTURE

Explore Your Future (EYF) is a week-long career exploration and evaluation program conducted at NTID each summer for deaf and hard-of-hearing students about to enter their junior or senior year of high school. It is one of the institute's most successful outreach programs. The program provides high school students with the opportunity to learn about themselves and their educational and life/career choices. It is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm living opportunities give the students a taste of college life. A total of 4,268 students have participated in EYF over the past 22 years. Forty-four percent of the summer 2006 participants subsequently enrolled at NTID in fall 2007. Two sessions were offered in summer 2007. This year's participants came from 35 states, one country and one U.S. territory.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Number of Participants	168	187	194	183	253
Percentage of Minorities	20%	29%	24%	20%	15%*
Percentage Enrolling at NTID	49%	53%	52%	44%	N/A**

* 24% of students enrolled in 2007 did not indicate their ethnicity on the registration form.
**Students from EYF 2007 are currently in the process of applying to NTID.

EXPLORE YOUR FUTURE ENROLLMENT BY STATE

Summer 2007 EYF students represented 35 states and one country, as shown below.

Home State or U.S. Territory	Number in EYF Summer 2007
Alabama	2
Arizona	2
Arkansas	2
California	10
Connecticut	4
Delaware	6
Florida	16
Georgia	5
Hawaii	2
Illinois	20
Indiana	1
Kentucky	3
Maine	1
Maryland	20
Massachusetts	20
Michigan	11
Minnesota	4
Missouri	12
Nebraska	1
New Hampshire	5
New Jersey	7
New York	31
North Carolina	4
North Dakota	3
Ohio	10
Pennsylvania	12
Rhode Island	2
South Carolina	1
South Dakota	1
Texas	7
Vermont	2
Virginia	7
Washington	4
West Virginia	1
Wisconsin	12
Canada	1
Other	1
Total	**253**

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 958 employer representatives received training through the NTID Center on Employment (NCE) in 2006-2007.

Employer Training and Educational Programs

Conducted, delivered, and presented 33 programs for 958 human resources professionals, service providers and company representatives.

NTID Job Fair

The sixth annual NCE Job Fair was held in October 2006 with 37 employers attended and more than 300 students, alumni, and members from the deaf community participating. During this fair, five employers participated on a panel attended by student job seekers, with each explaining the job search process from their company's perspective and answering questions from student attendees.

Trips and Conventions

NTID conducted 21 trips to visit cooperative students and to expand and develop cooperative and permanent job opportunities to 39 employers. NCE personnel attended 14 conferences to develop employer contacts and job opportunities.

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

- Accommodated 20 employers in recruitment visits and four on-campus orientations; there were 28 resume packages requested.
- Consulted with 112 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 six 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

- Completed major revisions to the NCE brochure for employers.
- Continued periodic electronic newsletters to employers.
- Completed new NCE panels for the large NTID exhibit used at employer conferences.
- Revised Program Marketing Pieces describing NTID associate degree programs for employers.
- Collaborated with Marketing Communications Department on NCE columns/articles that appeared in Focus Magazine, Alumni News, and Parent News.
- Supported media articles related to employment of cooperatives and graduates that appeared in the Deaf Initiatives in Technology mailing, Disabilities Solutions newsletter, Office of Disability Employment Policy (ODEP) website regarding the U. S. Department of Labor New Freedom Initiatives Award received by NTID from Labor Secretary Chao.

DEAF INITIATIVE IN TECHNOLOGY

The DiiT project (Deaf Initiative in Technology) was established with two continuing grants from the National Science Foundation (NSF) Advanced Technological Education (ATE). They funded the project from July 1, 2000 through September 30, 2006 with a total of $1,213,024. The project has now moved into a different phase in which it is funded by NTID.

The DiiT project is a unique educational model that:

- Addresses the continuing education needs of deaf and hard-of-hearing professionals across the country currently working in or preparing to enter various technical fields.

- Addresses the professional development needs of the faculty in a variety of NTID departments.

- Enhances the curriculum for the associate degree programs at NTID.

The primary goals of this national project have been to:

1. Develop and offer curriculum and educational materials to "upskill" deaf and hard-of-hearing professionals currently in the workforce or preparing to enter the workforce.
2. Enhance the skill set and knowledge of the NTID faculty.
3. Develop and offer cutting edge curriculum and materials in courses for associate degree deaf and hard-of-hearing students at NTID.

- During the six years of the NSF funding, the DiiT project offered 58 workshops to a total of 409 deaf and hard-of-hearing participants. Attendees have come from 26 different states, with the majority from large corporations and government agencies. Others were unemployed and hoping to get skills helpful in their job search.

- The model used for the DiiT project (faculty leaves of absence for training followed by the presentation of a workshop), has successfully contributed to the professional development of many faculty at NTID. As a direct result of the DiiT project, six faculty members received a total of 12 professional certifications.

- Another goal of the project is the integration into NTID's undergraduate curriculum of material faculty develop while on DiiT-supported leaves. As a result of faculty development through the project, NTID's associate degree curriculum has been significantly updated; for example there are three new concentration strands that include 15 new courses in the Information and Computing Studies Department.

- A fall 2004 survey of DiiT workshop participants revealed that:
  - Fifty percent of respondents obtained a new position or had taken on more responsibilities at their place of employment following participation in DiiT training.
  - Ninety-three percent indicated that participation in the DiiT workshops improved their skills.
  - Seventy-six percent said they used workshop information on the job.
  - Eighty-six percent responded that they were more confident with their skills and with their ability to learn new skills. Through this increased confidence comes a willingness to participate in additional training that will allow these deaf and hard-of-hearing professionals to be competitive with their hearing peers and obtain and retain jobs in increasingly demanding fields.

- Deaf adults 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.

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Max Factor Family Foundation Gift

In August 2005, NTID received a gift of $100,000 from the Max Factor Family Foundation allowing NTID to provide skill-building and career-development workshops for deaf and hard-of-hearing adults in the Greater Los Angeles area. The goal of this project is to combine NTID's expertise in education and technology with the Max Factor Family Foundation's strong presence and community influence in the Los Angeles area 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 is offering annually, for five years, two groups of related workshops that bring to the greater Los Angeles community NTID's proven expertise in preparing deaf people for successful careers:

1. **Deaf initiative in Technology (DiiT) Workshops** designed to strengthen and "upskill" the computer skills of deaf and hard-of-hearing adults.

2. **Employer Awareness Workshops** that train employers and education professionals such as teachers and counselors to prepare deaf people for successful careers in mainstream workplaces.

Two series of workshops have been successfully offered, in March 2006 and March 2007, to the deaf and hard-of-hearing community in the Greater Los Angeles area. Eight separate workshops have been offered to a total of 126 participants. This brings the two-year total for the Max Factor portion of the project to 15 workshops offered to 280 participants.

Continuation and Expansion of the DiiT Model

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

Under the NTID support, during the academic year 2006-2007, three AIS faculty took one-quarter leave of absences to concentrate on professional development activities and a total of five workshops were offered by faculty from the AIS and ICS departments. A total of 29 deaf adults who travel to NTID from all over the country participated in this training. In addition to these five workshops at NTID, three other workshops were held on-site at different locations: a one day workshop at the Rochester School for the Deaf, and workshops sponsored by the Max Factor Family Foundation gift offered at the Orange County Department of Education in Costa Mesa, CA and the Greater Los Angeles Agency on Deafness. An additional 59 deaf individuals attended these workshops.

This brings the seven-year total for the DiiT project to 66 separate workshops offered to 497 deaf and hard-of-hearing professionals.

PEPNET-NORTHEAST

The Postsecondary Education Programs Network – Northeast region (PEPNet-Northeast) is one of four regional centers funded in October, 2006 by the U.S. Department of Education, Office of Special Education Programs. PEPNet-Northeast is dedicated to working with secondary and postsecondary schools, institutions, school personnel, and service providers to enhance education and training opportunities for students who are deaf or hard-of-hearing. The project successfully completed its first-year cycle in September, 2007.

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

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

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

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

- National Transition Summit. "Enhancing Postsecondary Educational Success for Deaf and Hard-of-Hearing Students." The first National Summit on Transition was held at RIT June 2007 in collaboration with the three other regional outreach centers. More than 80 participants from across the nation attended plenary sessions, panel discussions and workshop program clusters that focused on Policy and Research About Transition, Policy and Theory into Practice, and Resource Sharing. Participants included secondary and postsecondary educators, transition specialists, disability support services personnel, secondary school counselors, vocational rehabilitation personnel and others.

- PEPNet- National Needs Assessment. PEPNet-Northeast led a national team that developed and disseminated the PEPNet National Needs Assessment. The Assessment mandated by the U.S. Department of Education was targeted to key stakeholders and consumers across the nation, to provide the four regional centers with a "template" from which to conduct future outreach and training strategies. The assessment tool that was approved by the Department of Education resulted in more than 2,000 responses from educators, students, parents, support personnel and others. A full, comprehensive report of needs assessment outcomes was presented to the U.S. Department of Education in July, 2007.

- Job Corps Partnership. PEPNet-Northeast has entered into a strategic partnership with the Edison Job Corps Center, Edison, New Jersey. The focus of this partnership is to provide a structured system of annual training, technical assistance, and personnel development activities to enhance access to and accommodations in the Edison Job Corps programs for future deaf and hard-of-hearing participants. The Edison Job Corps program is one of several national Job Corps facilities funded by the U.S. Department of Labor. Participants include non-college bound students and candidates for the GED. The partnership is expected to pave the way for future deaf and hard-of-hearing Job Corps participants, and to serve as a model of access and accommodations which will be replicated in the future within other Job Corps sites located across the U.S.

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- PEPNet Newsletter. PEPNet-Northeast assumed responsibility for the design, development, and dissemination of the 2nd Edition of "PEPNet-Perspectives", a combined newsletter that covers all four regional centers. In coordinating this national collaboration, PEPNet-Northeast led a work group representing the four regional centers. The Fall/Winter edition of the publication was disseminated to more than 19,000 contacts and key stakeholders across the nation.

- College and University Programs for Deaf and Hard-of-Hearing Students. This publication, formerly known as the College and Career Guide for Deaf Students is a guidebook that for the past three decades has been a joint publication of NTID and Gallaudet University. Following the recent completion of the 11th Edition this year, the four regional outreach centers agreed in July, 2007, to assume publishing responsibility for all future editions of the guidebook and the accompanying website. PEPNet-Northeast is leading this new initiative in collaboration with the three other outreach centers.

Other Regional/National Outreach and Training Activities

Conference Co-sponsorships:

- Educational Support Service Personnel Conference
  Corning, New York

- 7th Annual "Working Together Conference"
  Manchester, New Hampshire

- Association of Late Deafened Adults (ALDA) Conference
  Rochester, New York

- "Access: Where Inclusion Begins" Clarke School for the Deaf Annual Conference,
  Northampton, Massachusetts

Outreach and Training:

- National Black Deaf Advocates Conference: Youth Empowerment Summit
  St. Louis, Missouri

- Edison Job Corps Professional Development Day & Staff In-service: Orientation to Deafness
  Edison, New Jersey

- Transition Training Train the Trainer "Gates to Adventure: E-Folio"
  Houston, Texas

National Collaboration Activities:

- National Association of State Directors of Special Education (NASDSE)

- National Dropout Prevention Center for Students with Disabilities

- Northeast Regional Resource Center

- Participating Member of these PEPNet National Work Groups:

Emerging Technology	Database
Marketing	Personnel Development
PEPNet National Conference	Transition
Web Development	

PRE-COLLEGE OUTREACH

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

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

In 2007, RIT/NTID welcomed more than 200 middle school and high school students and their parents from all over the country to six pre-college outreach efforts: four were outreach competitions and two were summer camps. Participation is expected to grow annually as marketing and other promotional efforts take hold.

Parents, students and teachers alike had high praise for the 2007 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 the application of technology to ensure that future students will possess the skills and knowledge necessary to be active participants in the 21st century American workforce.

Digital Arts and Animation Competition

Deaf and hard-of-hearing students in grades 9-12 submitted 63 entries to the 2007 Digital Arts and Animation Competition in seven different categories—Mixed Digital Media, Web Page Design, Graphic Media, 3-D Animation, Interactive Media, Photo Illustration and Free-Hand Art in Digital Form. Five winners were selected and invited, along with a parent, to attend the awards ceremony in March 2007 where they received cash prizes and plaques. Their winning artworks were displayed in NTID's Dyer Arts Center.

MATHCOUNTS®

This national math competition for middle school students challenges their math skills, develops their self-confidence and rewards them for their achievements. Ten middle schools participated in the competition in the Student Development Center at NTID on March 24, 2007. Cash prizes were given to the top three teams and individual winners. NTID has been working in close cooperation with the national office of MATHCOUNTS, which operates a large successful national competition which has to-date had only very limited participation from deaf and hard-of-hearing students. The intent of the competition is to foster interest in mathematics – a national priority.

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

In 2007, 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 submit a full report on their science projects to NTID science faculty members, who served as judges. This was the second year for the science fair, 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.

Project Fast Forward

Project Fast Forward is a three-year project funded in July 2006 by the Advanced Technological Education program of the National Science Foundation. The project is housed in NTID's Information and Computing Studies Department. The goal of Project Fast Forward is to increase the number of deaf and hard-of-hearing students who pursue a post-secondary education in a computer- related field by creating a

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pathway for students to transition from high school to college in the area of Information Technology (IT). To accomplish this, NTID is partnering with high schools across the country to offer dual-credit IT courses for deaf and hard-of-hearing students and professional development for teachers and guidance counselors. High schools partnering with NTID during the first year of the project are: Rochester School for the Deaf in Rochester, NY; Lexington School for the Deaf, in Jackson Heights, Queens, NY; Florida School for the Deaf and the Blind in St. Augustine, FL; Plano Independent School District in Plano, TX; and University High School in Irvine, CA.

Eight teachers and four guidance counselors from four of the partner schools (Rochester, Florida, Lexington and Plano) attended professional development training at NTID in July 2007. Beginning September 2007, all four of these schools began teaching one or more dual credit course with more than 40 deaf and hard-of-hearing students enrolled.

SpiRIT Writing Contest

RIT's second annual SpiRIT Writing Contest for deaf and hard-of-hearing students attracted 50 students from the 10th and 11th grades from around the country in February 2007. Students collaborated with teachers to submit portfolios of the students' best work. All of the winners received a full scholarship to NTID's Explore Your Future program.

Steps to Success

More than 50 deaf and hard-of-hearing African-American, Latino-American and Native American (AALANA) students in 7th, 8th, and 9th grades and their family members attended the Steps to Success career exploration mini-camp August 2007. The students attended classes designed to expose them to possible career choices and enjoyed hands-on activities—using computers, working with robots, doing science experiments and more. Parents and guardians benefited from workshops that offered tips on how to support their students through the college decision-making and selection process.

TechGirlz Camp

Fourteen deaf and hard-of-hearing girls entering 8th grade attended TechGirlz to explore their interests in science, technology, engineering and math. The week-long summer camp held July 29 – August 4, 2007, gave girls the opportunity to learn more about careers in science- and technology-related fields. They built their own computers, analyzed a "crime scene," worked with computer-aided drafting equipment to create a magnifying glass and enjoyed being commanders on a simulated mission to Mars. The program included a day-long workshop for parents that focused on what colleges expect from high school students, how parents should encourage their students to prepare for college and how to access financial aid.

INNOVATION

RIT has adopted a strong focus on innovation under the leadership of new RIT President William W. Destler.

INNOVATION AND CREATIVITY AT NTID

This section of the NTID Annual Report includes a sampling of the innovative projects underway within the National Technical Institute for the Deaf. With the arrival of Dr. William W. Destler as the new President of RIT during this year, RIT is moving in the direction of 'innovation.' The selected projects below reflect that activity within NTID.

NTID Electric Bike Club

Students from NTID work together to build alternative fuel vehicles and compete internationally with other similar vehicles in competitions designed to incorporate innovations that reduce carbon emissions while creating a quality, affordable vehicle. In the recent *Tour de Sol* electric bicycle competition the team won first and second place in the student division, and also won second and third overall in the international competition.

Send Soil

This project is conducted in the Laboratory Science Technology (LST) course Chemical Technology. Students request that soil samples from around the world be sent to NTID. They select the analyte to be measured in the soil and the appropriate testing procedure; they design the entire procedure, conduct the experiment in their new state-of-the-art laboratory, and report the results. The project acts as a capstone to their analytical instrumentation coursework, since they apply a variety of instrumental techniques to the analysis. Students are motivated to obtain a sense of the environmental health of a variety of locales – including their hometowns for example – as well as to study the differences in the soil from throughout the world.

Arson Experiment

Students in the Laboratory Science Technology course "Chemical Technology," are given charred pieces of wood from a simulated crime scene. They use advanced gas chromatography-mass spectrometry (GC/MS) knowledge and instrumentation to determine if the simulated fire was an act of arson. Students design the testing methodology and present the results in the form of a mock trial. Last year, American Chemical Society President, Dr. Katie Hunt, served as the "judge" for this activity.

Work Environment Simulations

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

Digitized Learning Lab for Interpreting Instruction

The NTID American Sign Language and Interpreting Education program contains state-of-the-art recently established digital laboratories for use in the instruction of sign language.

Deaf Initiative in Technology

The Deaf Initiative in Technology (DiiT) provides a series of workshops, typically one week in length, that provide computer, graphic communication, and business-based training workshops in sign language to deaf and hard-of-hearing adults. The DiiT project is supported by faculty in the Information and Computing Studies department, the Arts and Imaging Studies department, and the Business Studies department.

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Initially funded by the National Science Foundation for 6 years totaling approximately $1.3 million, the project is now completely in-house. In addition to providing training for adults, the project supports professional development for faculty and curriculum development for NTID students. To date 497 deaf and hard-of-hearing professionals have attended 66 different DiiT workshops. The workshops we offer are unique because they are designed for and offered only to deaf and hard-of-hearing professionals.

Interpreting and Speech-to-Text Services

NTID operates the largest sign language interpreting and speech-to-text service organization in the world, including over 120 sign language interpreters and approximately 55 C-Print captionists. In support of these services, NTID has created a website to operate a unique Service Request and Assignment System for providing access to these services for students and other requesters. In addition, technology is available that provides unique access services for vision-impaired students.

C-Print™

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

Marketing Communication Web Traffic Analyzer

Marketing Communications has developed an innovative reporting tool that assesses our web traffic over time. As a result of the information produced by this system, we are able to plan changes and to modify the NTID site to reflect changing dynamics of those accessing the site (such as potential applicants).

Social Security Administration Unit Record Analysis Studies of Attendees

We conduct unique, innovative studies in a partnership between NTID, Cornell University, and the Social Security Administration (SSA). We provide information to the SSA regarding all attendees since our inception and obtain group data in return showing the economic status and dependence on social welfare programs of individuals who have attended NTID. These studies provide data indicating the positive economic benefits over a lifetime of graduation from RIT compared with withdrawal, and indicate that as hoped, graduates' dependence on social welfare programs is reduced significantly as a result of NTID graduation. These studies are unique in all of higher education.

Remote Tutoring Pilot Project

A collaboration between the NTID Learning Consortium, RIT On-line Learning, and RIT TRiO Services, this project assessed the potential of remote tutoring as a strategy for supporting student learning out-of-class by using “Breeze,” a web conferencing application whose features include real-time communication with text messaging, screen sharing, file sharing, and white board communicating.

Deaf Student Eye-Tracking in Multimedia Classrooms

In collaboration with the College of Science, NTID has determined deaf students' visual attention in multimedia classrooms by following the focus of their attention with the benefit of specialized eye-tracking software/hardware. Other collaborators include the Western Pennsylvania School for the Deaf and the New York School for the Deaf.

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Adaptive Speech Recognition Test

Adaptive speech recognition test software is under development to deliver stimuli to listeners using an adaptive testing protocol; the tool will be used with an audience consisting of NTID students seeking audiological services. This test will use a unique approach to the measurement of speech recognition ability based on well-known acoustic and perceptual properties of speech combined with modern psychometric methods.

Teaching Writing with Manga Comics

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

Audiology, Speech Language, and Cochlear Implant Listening Laboratory

This laboratory, part of the Communication Studies and Services department provides state-of-the-art audiological services to NTID students; the department also provides collaborative educational programs through which NTID students broaden their repertoire of communication competencies. These activities are part of the services offered by the faculty and staff in the Communication Studies and Services department.

Postsecondary Education Network-International (PEN-International)

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

Center for Education Research Partnerships

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

Center on Access Technology

The Center investigates, evaluates, and reports on the most effective use of access technologies to accelerate the widespread implementation of best practices within deaf education at the postsecondary level. The Center is focus on technologies that have a high likelihood of improving access to postsecondary educational opportunities for deaf students. Its four of focus areas include: classroom access technologies, mobile technologies, audio and sound technologies of interest to hard-of-hearing persons, and training and evaluation services.

INTELLECTUAL PROPERTY: LICENSED PRODUCTS, PATENTS, AND INVENTIONS

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

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

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

Unlicensed Products

- ASL Vocabulary CD
  Distributed through RIT Campus Connections, ADCO Hearing Products, Butte Publications, Harris Communications, and NAD. NTID has a contract with ASLTA to distribute the CD as a fundraiser.

- Cumulative Trauma Disorder Manual and Training materials
  Distributed through RIT Campus Connections.

- Educational Interpreting videos and accompanying booklets and the book, *Out to Win*
  Distributed through Campus Connections and Harris Communications. *Please note that this version is being phased out; a new licensed product is available*.

- *From Dream to Reality* (NTID's history book)
  Distributed through RIT Campus Connections.

- Technical Signs videos and manuals
  Distributed through RIT Campus Connections, ADCO Hearing Products, Butte Publications, and Harris Communications.

- Let's Communicate
  Distributed by NTID Marketing Communications.

- Tips for Communicating
  Distributed by NTID Marketing Communications.

- Project Access Workshop Planner's Guide
  Will soon be available through RIT Campus Connections or NTID Marketing Communications.

Licensed Products

- ASL Dictionary and Inflection Guide CD
  Distributed by RIT Campus Connections, Harris Communications, HearMore, Captioned Media Program, and various college bookstores.

- C-Print® Pro Software and C-Print® online training
  Distributed by NTID College Operations.

- Interpreter Discourse CD's
  Distributed by RIT Campus Connections and DawnSignPress.

- Processing Skills CD's
  Distributed by RIT Campus Connections.

- Educational Interpreting training package including DVD's
  Distributed by Campus Connections, Harris Communications, and Butte Publications.

FACULTY & STAFF

Attracting and retaining the most capable and dedicated faculty and staff members is central to fulfilling NTID's mission.

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 2006-2007 (October 1 to September 30), faculty and staff members received an average wage increase of 3.0 percent.

	Total Number in Position	FY 2006 Average Salary October 1, 2006–September 30, 2007*
Professor	33	$102,234
Associate Professor	68	$78,386
Assistant Professor**	66	$61,697
Instructor***	6	$46,369
Lecturer	20	$49,860
All Professionals	122	$54,667
All Technical/Clerical	255	$31,694
Total	**570**	**$50,677**

* Faculty full-time ten-month salaries; professional full-time twelve-month salaries; technical/clerical 35 hours/week 12-month salaries.
** Includes four visiting assistant professors.
*** Includes three visiting instructors.

TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 152 tenure-track positions, 98 percent are tenured. The number of tenure-track positions has decreased from 209 to 152 over the past nine years.

	No. of Tenure-Track Positions	No. of Faculty With Tenure	Percent Tenured				
Rank	**FY 2007**	**FY 2007**	**FY 2003**	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Professor	33	34	100%	100%	100%	100%	100%
Associate Professor	68	75	100%	100%	100%	100%	99%
Assistant Professor	50*	45	67%	64%	87%	83%	98%
Instructor/Lecturer	1	0	9%	9%	33%	0%	0
Total	**152**	**154**	**83%**	**82%**	**94%**	**94%**	**98%**

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

RANK OF TENURED AND TENURE-TRACK FACULTY*

In FY 2007, 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. The percentage of full professors (22%) remains below the national average, which is in the 35 to 45 percent range.

Rank	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Professor	29	32	33	34	33
Associate Professor	78	74	80	74	68
Assistant Professor	67	58	55	54	50
Instructor/Lecturer	11	11	6	2	1
Total Faculty	**185**	**175**	**174**	**164**	**152**

*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 2007, 97 percent of full-time, tenure-track faculty members held graduate degrees.

FY 2007
Faculty
Tenure and Tenure-Track*

	Number	Percent
Doctorate	53	35%
Master's	95	62%
Bachelor's	4	3%
Total	**152**	**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 2003	FY 2004	FY 2005	FY 2006	FY 2007
Full-Time:						
Faculty*	Age	52.2	53.2	54.2	55.0	55.2
	Service	20.6	21.5	22.6	22.5	22.2
Professional Staff	Age	42.4	43.3	43.3	45.8	46.8
	Service	11.4	12.1	12.1	13.2	14.2
Educational Development Faculty	Age	54.3	55.6	57.4	57.5	58.5
	Service	22.9	23.6	24.9	25.6	26.6
General Staff	Age	45.9	45.4	43.1	49.8	49.5
	Service	10.1	5.8	5.8	12.3	11.5
C-Print™	Age	N/A	N/A	N/A	37.5	39.5
	Service	N/A	N/A	N/A	3.3	4.1
Interpreters	Age	N/A	N/A	N/A	39.4	40.0
	Service	N/A	N/A	N/A	9.3	10.0
Total Full-Time	**Age**	**47.3**	**48.1**	**48.2**	**48.3**	**48.8**
	Service	**15.9**	**16.1**	**16.1**	**15.5**	**15.5**
Part-Time:						
Faculty	Age	49.5	49.1	49.9	50.4	51.5
	Service	15.1	13.1	13.5	4.5	5.4
Professional Staff	Age	41.3	43.4	42.4	47.3	43.0
	Service	11.0	11.9	12.1	6.4	4.5
General Staff	Age	46.2	48.1	48.5	46.7	48.1
	Service	10.0	11.6	12.0	3.7	8.4
C-Print	Age	N/A	N/A	N/A	42.8	43.5
	Service	N/A	N/A	N/A	0.4	1.2
Interpreters	Age	N/A	N/A	N/A	42.7	44.4
	Service	N/A	N/A	N/A	14.8	18.1
Total Part-Time	**Age**	**45.9**	**47.4**	**47.5**	**45.3**	**44.9**
	Service	**10.8**	**11.9**	**12.3**	**6.6**	**6.1**
Total All	**Age**	**47.1**	**48.0**	**48.1**	**48.0**	**48.4**
	Service	**14.9**	**15.4**	**15.5**	**14.6**	**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 2007, 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	1	1	5	5	19	2	0
Associate Professor	2	0	5	7	38	10	6
Assistant Professor	3	0	0	2	16	8	34
Instructor	0	0	0	0	0	0	3
Lecturer	0	0	0	0	2	2	15
Visiting Assistant Professor	0	0	0	0	0	0	4
Visiting Instructor	0	0	0	0	0	0	3
Professional Staff	2	0	2	7	15	17	80
General Staff	0	0	3	3	14	5	72
Interpreter	0	0	2	1	3	13	94
C-Print™	0	0	0	0	0	0	44
Total	**8** **1%**	**1** **0%**	**17** **3%**	**25** **4%**	**107** **19%**	**57** **10%**	**355** **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

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

	New Hires				
	FY 2003	**FY 2004**	**FY 2005**	**FY 2006**	**FY 2007**
Full-Time:					
Professional Staff	11	12	16	29	8
Faculty	4	2	3	8	10
General Staff	7	10	14	3	19
Total Full-Time	**22**	**24**	**33**	**40**	**37**
Part-Time:					
Professional Staff	0	0	1	5	0
Faculty	0	0	1	2	1
General Staff	1	0	3	26	10
Total Part-Time	**1**	**0**	**5**	**33**	**11**
Total	**23**	**24**	**38**	**73**	**48**

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 8.1 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 2003	FY 2004	FY 2005	FY 2006	FY 2007 Percent	FY 2007 Number
Professional Staff	5.8%	7.5%	5.8%	7.8%	14.8%	18
Faculty	3.0%	4.8%	7.8%	6.5%	5.9%	11
General Staff	5.4%	3.5%	7.4%	6.3%	0.7%	17
Total	**4.7%**	**5.2%**	**6.9%**	**7.0%**	**8.1%**	**46**

DIVERSITY & PLURALISM

We prepare young people to enter a complex, diverse community; to do so, we build a diverse community representation of the world outside of NTID.

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 two years ago, and 30 percent this year, as compared with an average of approximately 8 percent in the years prior to 1988.

The number of U.S. minority students is 309 for this year, the largest number in the past five years. This includes increases over last year in the numbers of African-American students (+14), Latino-American students (+22), Native American students (+3), and Others (+3), and a decrease in Asian/Pacific Islander students (-4). NTID major accomplishments in this area in FY 2006 follow. A variety of special strategies are employed in support of these accomplishments.

- Thirty-one percent of the fall entering class are from minority groups. The percentage in the total student body is 30 percent, which is more than triple what it was 15 years ago.
- Graduation rates for the current cohort groups were higher than last year for African Americans and Asian Americans and lower for Latino-American students.
- First-year persistence rates in all diversity categories for the current cohort groups were all above the rates reported last year.

Faculty and Staff

Of 57 employees from ethnic minority populations (up from 53 last year), 32 are African-American, nine are Latino-American and 16 are other minorities.

Ninety-nine out of 103 employees with disabilities (up from 99 last year), are deaf or hard-of-hearing.

Our record is even more impressive when one considers that of the 160 employees who have disabilities or are members of a minority group (up from 148 last year), 134 are in executive, faculty, or professional positions. Note that some individuals count in more than one category.

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

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 31 percent of all hires over the past year were either minority individuals or individuals who have a disability.

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

DIVERSITY AND PLURALISM PHILOSOPHY

We provide educational programs that prepare graduates to live and work in a changing global community and to enhance their lifelong learning. To succeed in the global workplace students need to develop a solid understanding of the diversity of the workplace and possess the knowledge, skills, and attributes to thrive in such an environment. The composition of the student body and of the faculty and staff who students encounter at NTID needs to reflect that diversity.

DIVERSITY AND PLURALISM

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

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

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

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

ETHNIC ORIGIN OF ENTERING UNDERGRADUATE STUDENTS*

Thirty-five percent (255) of this year's 850 U.S. deaf and hard-of-hearing undergraduate applicants were students from minority backgrounds. Their acceptance rate continued to lag behind their non-minority counterparts, 32 percent to 68 percent. The new class included 122 minority students, who represent 31 percent of the newly admitted students.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Total Applicants*	**686**	**681**	**693**	**756**	**850**
White	457	429	457	414	467
Percent of Total Applications	67%	63%	66%	63%	65%
Minority	229	252	236	238	255
Percent of Total Applications	33%	37%	34%	37%	35%
Unknown	N/A	N/A	N/A	104	128
Accepts and Acceptance Rates*	**413**	**416**	**411**	**422**	**494**
White	304	291	302	278	319
White Accepts / White Applicants	67%	68%	66%	61%	68%
Minority	109	125	109	124	148
Minority Accepts / Minority Applicants	48%	50%	46%	47%	32%
Unknown	N/A	N/A	N/A	20	27
Registrations and Yields*	**306**	**314**	**314**	**337**	**413**
White	221	226	225	226	270
White Registrants / White Accepts	73%	78%	75%	83%	69%
Minority	85	88	89	89	122
Minority Registrants / Minority Accepts	78%	70%	82%	73%	31%
Unknown	N/A	N/A	N/A	22	21
Breakdown of Minority Registrations:					
African-American	30	22	28	29	39
Latino-American	21	18	21	23	42
Native American/Alaskan	2	2	3	1	2
Asian/Pacific Islander	26	31	29	30	30
Other	6	15	8	6	9
Total Minority	**85**	**88**	**89**	**89**	**122**
Percent of Total U.S. Registrations	**28%**	**28%**	**28%**	**28%**	**31%**

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

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf and hard-of-hearing students has increased steadily from 8 percent in FY 1988 to 29.9 percent in FY 2007. The rate is more than three and a half times what it was nearly 20 years ago.

Until FY 2000 the number of international students was limited to 10 percent by a federally mandated cap. As a result of the reauthorization of the Education of the Deaf Act in 1998, the cap on international students was increased to 15 percent. However, changes in Vocational Rehabilitation in Canada and limited resources of students from other countries have had a negative impact on international enrollment.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Graduate and Undergraduate Deaf and Hard-of-Hearing Students					
African-American Students	85	72	68	75	89
Percent	9.2%	7.7%	7.5%	8.1%	8.6%
Latino Students	54	45	52	59	81
Percent	5.8%	4.7%	5.8%	6.4%	7.8%
Native American Students	5	7	8	4	7
Percent	0.4%	0.7%	0.8%	0.3%	0.7%
Asian/Pacific Islander Students	92	98	98	108	104
Percent	9.4%	10.2%	10.7%	10.7%	10.1%
Other*	10	23	26	25	28
Percent	1.1%	2.3%	3.0%	2.5%	2.7%
Subtotal U.S. Minority Students	**246**	**245**	**252**	**271**	**309**
Percent	**25.9%**	**25.6%**	**27.8%**	**28.1%**	**29.9%**
White Students	706	697	660	669	724
Percent	74.1%	74.4%	72.2%	71.9%	70.1%
Unknown Minority status	87	98	96	90	76
Subtotal U.S. Deaf/Hard-of-Hearing Students	**1,039**	**1,040**	**1,008**	**1,030**	**1,109**
Other Enrollments:					
ASL-English Interpretation Students	92	99	116	130	130
Percent Minority	6.0%	9.0%	8.0%	5.4%	6.0%
Master of Science in Secondary Education	67**	84**	74**	56	59**
Percent Minority	10.0%	13.0%	8.0%	14.6%	14.3%
International Students	77	69	63***	46***	49***
Percent of Total NTID Enrollments	6.4%	5.4%	5.0%	3.7%	3.6%
Unknown Minority Status	38	69	38	25	16
TOTAL ENROLLMENTS	**1,271**	**1,286**	**1,256**	**1,250**	**1,343**

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

FIRST-YEAR STUDENT PERSISTENCE AND GRADUATION RATES BY DIVERSITY CATEGORIES*

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students as summarized on the previous two pages of this report. However, there are noticeable differences among the various groups in terms of persistence and graduation rates. Overall, for students entering from 2000 to 2006, international and Asian-American students have the highest first-year persistence and graduation rates, while the rates for students of African-American and Latino-American origins are lower albeit similar to the rates for non-minority students.

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
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%
2004, 2005, 2006	78%	88%	77%	83%	75%
Overall	**78%**	**88%**	**77%**	**83%**	**76%**

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

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
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%
1998, 1999, 2000	53%	76%	43%	60%	57%
Overall	**46%**	**70%**	**43%**	**66%**	**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.

GRADUATES BY PROGRAM AREAS: MINORITY STATUS

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

	FY 2007 Number of Graduates				
NTID	**Minority**	**Non-Minority**	**Un-known**	**Total**	**Percentage of Total Graduates**
Career-Focused and Transfer Associate Degrees	25	51	17	93	37%
ASL-English Interpretation	*	23	*	37	15%
Master of Science in Secondary Education	*	19	*	23	9%
Subtotal	**28**	**93**	**32**	**153**	**61%**
OTHER COLLEGES OF RIT**					
College of Applied Science and Technology	*	27	*	35	14%
College of Business	*	7	*	8	3%
College of Computing and Information Sciences	*	*	*	4	2%
College of Engineering	*	*	*	4	2%
College of Imaging Arts and Sciences	*	16	*	23	9%
College of Liberal Arts	*	12	*	18	7%
College of Science	*	*	*	6	2%
Subtotal	**12**	**70**	**16**	**98**	**39%**
Total	**40**	**163**	**48**	**251**	**100%**

* Frequency counts small and not reported for confidentiality.
**Includes bachelor's and master's degrees granted by the other colleges of RIT, as well as some associate degrees.

AFFIRMATIVE ACTION REPORT: FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion, and persistence of women, minorities, and individuals with disabilities. Appropriate representation in each category remains a priority for NTID, given the students we serve and the ever-increasing ethnic diversity we are experiencing in the student body. Individuals may appear in more than one category.

FY 2007

	Total Employees*	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/ Administrative/ Manager	48**	20	1	0	0	12	0
		41.7%	2.1%	0.0%	0.0%	25.0%	0.0%
Faculty	193***	93	13	2	4	57	0
		48.2%	7.0%	1.1%	2.2%	29.5%	0.0%
Professional	117****	66	8	2	4	30	1
		56.4%	7.0%	1.7%	3.5%	25.6%	0.9%
Interpreter	113	99	4	3	3	1	2
		87.6%	3.5%	2.7%	2.7%	0.9%	1.8%
Technical/ Clerical	97	90	6	1	3	10	1
		92.8%	6.3%	1.0%	3.1%	10.3%	1.0%
C-Print™	44	44	1	0	1	0	0
		100.0%	2.3%	0%	2.3%	0%	0%
Education Development	6	2	0	1	1	1	0
		33.3%	0%	16.7%	16.7%	16.7%	0%
Total	**570**	**394**	**32**	**9**	**16**	**99**	**4**
		69.1%	**5.7%**	**1.6%**	**2.9%**	**17.4%**	**0.7%**

* Minority status unknown for 12 faculty and staff members.
** These individuals are not included in the total of this column since they are all included on the faculty or professional staff lines.
*** Includes 28 Executive/Administrative/Managers, most of whom are Department Chairs or Executive/NTID Administrative Team.
**** Includes 25 Executive/Administrative/Managers, most of whom are Managers.

AFFIRMATIVE ACTION FACULTY AND STAFF HIRING RESULTS

During FY 2007 individuals from an ethnic minority totaled 14 percent of all new hires, disabled individuals totaled 17 percent and women 81 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	2	0 0%	0 0%	0 0%	0 0%	1 50%	0 0%
Faculty	10	7 70%	1 10%	1 10%	0 0%	5 50%	0 0%
Professional	6	6 100%	1 17%	0 0%	0 0%	1 17%	0 0%
Interpreter	7	6 86%	1 14%	0 0%	0 0%	0 0%	0 0%
Technical/Clerical	16	12 75%	2 13%	0 0%	1 6%	1 6%	0 0%
C-Print™	7	7 100%	0 0%	0 0%	0 0%	0 0%	0 0%
Total	**48**	**38 79%**	**5 10%**	**1 2%**	**1 2%**	**8 17%**	**0 0%**

AFFIRMATIVE ACTION FACULTY AND STAFF TERMINATION RESULTS

During FY 2007 six percent of terminations were individuals from ethnic minorities, 11 percent were disabled individuals, and 74 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	2	1 50%	0 0%	0 0%	0 0%	0 0%	0 0%
Faculty	18	12 67%	0 0%	1 6%	0 0%	3 17%	0 0%
Professional	9	5 56%	0 0%	0 0%	0 0%	0 0%	0 0%
Technical/Clerical	17	16 94%	2 12%	0 0%	0 0%	2 12%	0 0%
Total	**46**	**34** **74%**	**2** **4%**	**1** **2%**	**0** **0%**	**5** **11%**	**0** **0%**

RESULTS OF FINANCIAL OPERATIONS

The Federal funds received by NTID are used to establish a uniquely successful environment for deaf and hard-of-hearing students.

FINANCIAL OPERATIONS HIGHLIGHTS

In FY 2007, NTID received $56,140,900 in Federal appropriations support to operations. This was a 1.4 percent increase over the appropriation received in 2006. In addition to this, NTID collected non-Federal revenue of $16,607,500 in the form of tuition, room, board, and fees, an 8.0 percent increase over the previous year. Total revenue for operations, $72,748,400 represented a 3.1 percent increase over FY 2006. A total of $828,000 of the appropriation was redirected to the Matching Endowment Program to match the same amount of private funds that were raised through development.

Personnel compensation rose significantly as demand for access support services in the form of interpreting and C-Print™ transcription has risen dramatically. NTID continually evaluates how this demand may be met in the most effective and cost efficient manner possible. The increasing demand for services is directly related to the success of NTID programs in promoting the integration of Deaf students in the academic programs and social life of RIT. Benefit expenditures are primarily driven by the increasing costs of health care.

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

Payment for cross-registered tuition payments increased significantly as the number and cost of credit hours taken by NTID students in the other seven colleges of RIT grow. Although this results in increasing costs it is, as with access services, a reflection of the intent of a growing percentage of our students to pursue additional education through the RIT colleges.

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

NTID has continued to increase scholarship support for incoming students. To date this has proven to be a successful strategy as reflected by increasing enrollments. NTID has significantly raised tuition over the past five years. This has placed an increasing burden on the families of students who can benefit by our programs and makes alternatives that may be closer to home more attractive in spite of the fact that those programs are not of the quality that NTID can offer.

In 2007 NTID committed significant resources to necessary capital projects. These included the completion of the CSD Student Development Center as well as significant upgrades to laboratories and classrooms.

Although the above highlights some of the financial operations of NTID it actually does not reflect the *results* of the financial operations. Those are reflected in all of the other sections of this annual report and demonstrate the cost benefit of the allocation of the resources NTID has stewardship over.

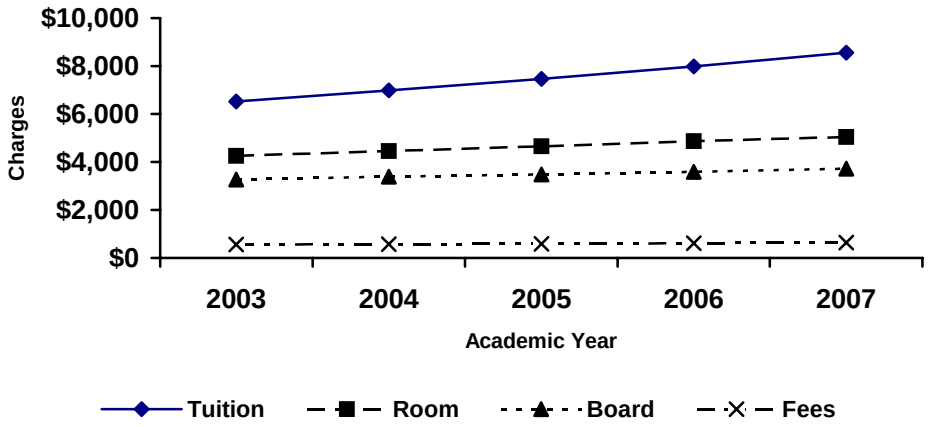
FINANCIAL OPERATING RESULTS

In FY 2007, NTID received $56,140,900 in federal support for operations. $828,000 of that total was directed to the Matching Endowment Program. In addition to this, NTID collected $16,607,500 in non-federal revenue in the form of tuition, room, board and fees. Total revenue for operations, $72,748,400, represented a 3.2 percent increase over FY 2006.

	FY 2006	FY 2007	Variance $	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries and Wages	$27,721,600	$29,188,600	$1,467,000	5.3%
Benefits	8,567,600	9,189,200	621,600	7.3%
Total Personnel Compensation	**$36,289,200**	**$38,377,800**	**$2,088,600**	**5.8%**
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	$5,580,300	$5,811,300	$231,000	4.1%
Cross-Registered Tuition	5,762,400	6,203,600	441,200	7.7%
Physical Plant Services	2,512,900	2,430,600	(82,300)	-3.3%
Indirect:				
Overhead	9,638,000	9,761,100	123,100	1.3%
Total RIT Services	**$23,493,600**	**$24,206,600**	**$713,000**	**3.0%**
Other Expenditures				
Support Expenditures	$4,223,700	$4,569,900	$346,200	8.2%
Grant Cost Shares	636,300	530,300	(106,000)	-16.7%
Financial Aid	1,400,300	1,724,200	323,900	23.1%
Capital	2,452,400	3,861,000	1,408,600	57.4%
Matching Endowment	932,000	828,000	(104,000)	-11.2%
To/(From) Plant Fund	1,303,900	(1,349,400)	(2,653,300)	-203.5%
Total Other	**$10,948,600**	**$10,164,000**	**($784,600)**	**-7.2%**
Total Expenses	**$70,731,400**	**$72,748,400**	**$2,017,000**	**2.9%**
REVENUE				
Federal Appropriation	**$55,348,900**	**$56,140,900**	**$792,000**	**1.4%**
Non-Federal Funds	**15,382,500**	**16,607,500**	**1,225,000**	**8.0%**
Total Revenue	**$70,731,400**	**$72,748,400**	**$2,017,000**	**2.9%**

TUITION, ROOM, BOARD, AND OTHER FEES

Tuition increased by 7.0 percent, while room, board, and other fees increased by 3.5 percent, for a total blended increase of 5.2 percent. The amount collected from students in FY 2007 increased by 8.0 percent over the previous year. These non-federal resources constitute 22.8 percent of NTID's total operating revenue.



Rates Charged Students

Academic Year	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Tuition	$6,525	$6,981	$ 7,470	7,992	8,559
Room	4,260	4,452	4,653	4,863	5,034
Board	3,267	3,381	3,483	3,588	3,714
Fees	558	579	588	618	642
Total	**$14,610**	**$15,393**	**$16,194**	**$17,061**	**$17,949**
Collections	$12,664,600	$13,755,400	$14,854,400	$15,382,500	$16,607,500
Enrollment (Fall)	1,231	1,270	1,281	1,256	1,250
Collections Per Student	**$10,288**	**$10,831**	**$11,596**	**$12,247**	**$13,286**

FINANCIAL AID

Not including loans, the average student receives significant financial aid in support of his/her education.

FINANCIAL AID (Domestic Students)

Grant-in-aid support increased by 8.8 percent along with scholarship awards that grew by 19.6 percent. Additionally, there was a ten percent increase in federal and state support. Not including loans, on average, students received $9,040 in financial aid excluding loans to apply against a total undergraduate student budget for tuition, room board, fees, books, transportation, etc., of $19,749.

	2006		2007		
SOURCE OF AID	**Awards***	**Amount**	**Awards***	**Amount**	**DIFF %**
INSTITUTIONALLY SPONSORED SUPPORT					
Grant-in-Aid:					
NTID Grant-in-Aid	296	$1,101,013	311	$1,206,197	9.6%
RIT Grant-in-Aid	38	99,861	33	100,053	0.2%
Subtotal Grant-in-Aid	**334**	**$1,200,874**	**344**	**$1,306,250**	**8.8%**
Scholarships:					
NTID Merit	190	$402,103	265	$583,535	45.1%
NTID Endowments	434	532,723	529	758,669	42.4%
External Groups	99	200,328	86	146,493	-26.9%
Subtotal Scholarships	**723**	**$1,135,154**	**880**	**$1,488,697**	**31.1%**
SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT	**1,057**	**$2,336,028**	**1,224**	**$2,794,947**	**19.6%**
STATE AND FEDERAL SUPPORT					
Grants:					
Pell Grants	437	$1,212,809	442	$1,241,903	2.4%
State Grants	215	493,302	223	536,811	8.8%
Subtotal Grants	**652**	**$1,706,111**	**665**	**$1,778,714**	**4.3%**
Other Federal Support:					
Vocational Rehabilitation	708	$5,587,915	732	$6,257,424	12.0%
Federal Work Study	25	42,805	26	34,726	-18.9%
Subtotal Other Support	**733**	**$5,630,720**	**758**	**$6,292,150**	**11.7%**
SUBTOTAL FEDERAL AND STATE SUPPORT	**1,385**	**$7,336,831**	**1,423**	**$8,070,864**	**10.0%**
LOANS					
Federal Student Loans:					
Subsidized	424	$1,440,549	459	$1,611,743	11.9%
Unsubsidized	353	1,178,763	369	1,256,375	6.6%
Parent PLUS Loans	58	363,364	50	406,182	11.8%
Subtotal Loans	**835**	**$2,982,676**	**878**	**$3,274,300**	**9.8%**
TOTAL FINANCIAL AID	**3,277**	**$12,655,535**	**3,525**	**$14,140,111**	**11.7%**
Domestic Student Enrollment		**1,192**		**1,202**	**0.8%**
Average Financial Aid per Student		**$10,617**		**$11,764**	**10.8%**
Average Financial Aid per Student (Excluding Loans)		**$8,114**		**$9,040**	**11.4%**

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

EXTERNAL FUNDING SOURCES

Through the ongoing support of many external organizations and individuals, NTID succeeds in attracting funds from a variety of sources.

THE NTID FOUNDATION

NTID received $3,513,538 in gift income and deferred bequest intentions for FY 2007. These dollars were designated to support our endowed scholarship funds, equipment upgrades to classrooms and laboratories, artwork, the performing arts program, the CSD Student Development Center, the Joseph F. and Helen C. Dyer Arts Center, the D. Robert Frisina Quad and the PEN-International project.

Contributions of $1,000 and above received during FY 2007 include:

$1,000,000 and Above Level: The Nippon Foundation

$200,000 - $999,999 Level:
CSD
The Estate of Joseph F. Dyer
The Estate of Edgar L. Sargent
Steve and Christa Slinger

$100,000 - $199,999 Level:
Ralph M. Parsons Foundation

$50,000 - $99,999 Level:
Carl and Lily Pforzheimer Foundation, Inc.
Sprint Foundation

$40,000 - $49,999 Level:
Max Factor Family Foundation

$20,000 - $39,999 Level:
Bruce B. Bates
Sally Behnke
Citi Foundation
InstaBook Corporation
Joseph M. Lobozzo II
Lynne Lovejoy
Master Colors, LLC
Mellon Financial Corporation Foundation
Donald W. and Jane R. Pulver
Robert S. and Carol D. Menchel
George R. and Merlyn M. Smith
Sprint Nextel
Paul L. and Sally A. Taylor

$10,000 - $19,999 Level:
Anonymous # 12
Anonymous Donor
Catherine B. Carlson
Delta Sigma Phi Alumni Corporation Board
Extensis, Inc.
Heligon Imaging
Kirk Foundation
Quark, Inc.
Eleanor P. Scouten

$5,000 - $9,999 Level:
Doris W. Blanchard
Donald N. and Jeris J. Boyce
William A. and Anne S. Buckingham
Robert R. and Donna E. Davila
Enfocus Software, Inc.
James R. and Holly Macfadden

(continued)

THE NTID FOUNDATION (continued)

$2,500 - $4,999 Level:

Andrew N. and Mary E. Brenneman
Citi Global Impact Funding Trust, Inc.
Jameson and Meredith M. Crane
Helmel Engineering Products, Inc.
T. Alan and Vicki T. Hurwitz
Stefano La Sala Foundation, Inc.
Mellon Financial Bank
Robert F. Panara
Gilman and Rebecca Perkins
RIT Women's Council
Solon E. Summerfield Foundation, Inc.

$1,000 - $2,499 Level:

Action Electric Sales, Inc.
American Technology Corporation
Anonymous Donor
Donald H. and Marian H. Beil
Laurie C. Brewer
Charles S. Jr. and Renee A. Brown
Mark and Andrea Buckalew
Richard V. and Ginger Burkhauser
Alan L. and Nancy J. Cameros
Lisa Cauda
Rodney and Vicki Danco
James J. and Patricia A. DeCaro
Delta Sigma Phi
Barbara M. Fallon
Terry and Gail Feigenbaum
D. Robert Frisina
Thomas H. and Georgia Gosnell
Robert I. and Evelyn K. Harris
Ronald R. and Lyn S. Kelly
Nina B. Klionsky
KPMG Foundation
Donald J. and Mary P. Landry
Arthur E. and D. Jean Liebert
J. David McCloskey
Steven M. and Kim Morse
Harold M. and Mary Mowl
New York Relay Service
Northwestern Mutual Foundation, Inc.
Vincent J. and Jelica Bruer Nuccio
Dawn P. Peeples
Lee and Myra Perlman
Procter and Gamble Fund
Rochester Area Community Foundation
Eleanor D. Rosenfield
John B. Rumsey
Michael S. and Barbara N. Servé
Smart Technologies
Robert D. and Linda Wayland-Smith
Sorenson Communications, Inc.
Frank D. and Frances A. Steenburgh
E. Ross and Carol A. Stuckless

(continued)

$1,000 - $2,499 Level Continued:	William and Theresa Urich Gerard G. and Dianne P. Walter Xerox Corporation

Bequest Intentions

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

Robert S. and Carol D. Menchel

Gifts in Kind

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

American Technology Corporation
CSD
Enfocus Software, Inc.
Extensis, Inc.
Helmel Engineering Products, Inc.
Heligon Imaging
InstaBook Corporation
Master Colors, LLC
New York Relay Service
Quark, Inc.
Smart Technologies

NTID Projects/Initiatives

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

CSD
Joseph F. Dyer
Lynne Lovejoy
Mellon Financial Bank
Mellon Financial Corporation Foundation
Max Factor Family Foundation
The Nippon Foundation
Ralph M. Parsons Foundation
Carl and Lily Pforzheimer Foundation, Inc.
Procter and Gamble Fund
Sorenson Communications, Inc.
Sprint Foundation
Sprint Nextel

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 over the past five years demonstrate NTID's commitment to seeking alternative sources of support. In FY 2007, NTID received cash of $2,964,168 for endowment and restricted purposes. Of that amount, $828,000 was deemed eligible for federal matching dollars.

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Cash to Endowment and Restricted Funds	$1,916,891	$2,032,651	$2,136,259	$2,489,423	$2,840,116
Equipment and Software	42,487	71,075	16,651	33,148	124,052
Total	**$1,959,378**	**$2,103,726**	**$2,152,910**	**$2,522,571**	**$2,964,168**

NTID ENDOWMENT PROGRAMS

A total of $1,683,387, including matching federal funds of $828,000, was added to the Federal Matching Endowment Fund corpus in 2007.The market value of NTID's Federal Matching Endowment portfolio stands at $36,801,355. The market value of NTID's total endowments, which include privately raised funds prior to the establishment of the Federal Matching Endowment Program is $41,295,906. The market value of the entire portfolio increased by 21.1 percent from last year's value. This is a result of the funds added during the year combined with favorable market conditions.

Values as of September 30, 2007

FEDERAL MATCHING ENDOWMENT FUND:	**Contributed Value**	**Market Value**
Funds Subject to Federal Investment and Spending Guidelines		
Private	$7,064,675	$ 12,227,216
Federal	6,968,005	10,084,750
Subtotal	$14,032,680	$22,311,966
Funds No Longer Subject to Federal Investment and Spending Guidelines		
Subtotal	$6,002,820	$14,489,389
Total Federal Endowment	**$20,035,500**	**$36,801,355**

OTHER NTID ENDOWMENTS:	**Contributed Value**	**Market Value**
Private	$908,438	$4,494,551
Total Endowments	**$20,943,938**	**$41,295,906**

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

Delta Sigma Phi Fraternity Endowed Scholarship Fund

Ronald Dodge Memorial Endowed Scholarship Fund

Ronald Dodge Faculty/Staff Grants Endowed Fund

Dorothy E. Ann Fund (D.E.A.F.) Endowed Scholarship Fund

Mr. and Mrs. Joseph F. Dyer Endowed Scholarship Fund

Max Factor Family Foundation Endowed Scholarship Fund

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

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SCHOLARSHIPS AND ENDOWED FUNDS (continued)

David T. Kearns Endowed Scholarship Fund for Technical Excellence
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. Robert S. and Carol D. Menchel Endowed Scholarship Fund
Dr. Genji Murai Endowed Scholarship Fund
Ruth G. Norton Endowed Scholarship Fund
NTID Alumni Association Endowed Scholarship Fund
NTID Anonymous #12 Endowed Scholarship Fund
NTID Architectural Technology Award Endowed Scholarship Fund
NTID Business Careers Endowed Scholarship Fund
NTID Emergency EYF Student Scholarship Fund
NTID Foundation Endowed Scholarship Fund
NTID Merit Scholarship Fund
NTID Performing Arts Endowed Scholarship Fund
NTID Science and Engineering Careers Endowed Scholarship Fund
NTID Student Leadership Endowed Fund
NTID 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
Milton H. and Ray B. Ohringer Endowed Scholarship Fund
Robert F. Panara Endowed Scholarship Fund
Shirley M. Panara Memorial Endowed Fund
Pulver Family Endowed Scholarship Fund
RIT Celebration of Community Endowed Fund
Mary Hope Robinson Endowment for the Performing Arts
Rothman Family Endowment Fund
Elizabeth Dunlap Sargent Memorial Endowed Scholarship Fund
SASAKAWA Endowed Scholarship Fund
Wilfrid and Isabel Searjeant Endowed Scholarship Fund
S. Richard Silverman Endowed Scholarship Fund for International Deaf Students
Carolie R. Simone Endowed Scholarship Fund
Edythe and Edward Sklar Endowed Scholarship Fund

(continued)

SCHOLARSHIPS AND ENDOWED FUNDS (continued)

Benjamin J. Soukup Endowed Scholarship Fund

Sprint Endowed Scholarship Fund

Solon E. Summerfield Foundation Endowed Scholarship Fund

Michael A. Swartzman Memorial Endowed Scholarship Fund

Paul L. and Sally A. Taylor Endowed Scholarship Fund

Michael Thomas Endowed Scholarship Fund in the Performing Arts

Eloise Thornberry Endowed Scholarship Fund

W. Paul Urich Memorial Endowed Scholarship Fund

James Ventimiglia Memorial Printing Award Endowed Fund

Elizabeth W. Williams Endowed Fund for the Performing Arts

Joseph C. and Loretta F. Wolf Endowed Scholarship Fund

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

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

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

GRANTS AND CONTRACTS

During FY2007, 24 new grant proposals, totaling $25,873,604, were submitted for funding. Nine, totaling $3,957,478 were funded; six are still pending; nine were not funded. As of September 30, 2007, the annual value of all grants and contracts at NTID totaled $6,292,899, with a total value over the lives of the projects of $33,591,815.

Project Title	Grant Provider	Year	Amount FY 2007	Total Value
Aging Auditory System	National Institutes of Health	5 of 5	$1,275,072	$7,617,410
PEN-International	Nippon Foundation of Japan	7 of 7	$1,134,700	$7,273,314
PEPNet-Northeast	US Department of Education	2 of 5	$1,000,000	$5,000,000
Center for Preparation of Educational Interpreters	NYS Education Department	1 of 1*	$600,000	$6,000,001
Improving Access to STEM Education	National Science Foundation	2 of 3	$334,019	$996,006
Masters of Science in Secondary Ed.	US Department of Education	5 of 5	$300,000	$1,500,000
Evaluation and Use of Tablet PCs and C-Print™	US Department of Education	1 of 3	$300,000	$899,999
Project Fast Forward: Pathway to an IT Education	National Science Foundation	2 of 3	$259,623	$749,339
STEM Nontraditional Learning settings with Remote Speech-to-Text Services	National Science Foundation	1 of 2	$199,999	$299,995
Cognitive Underpinnings of Science Learning	National Science Foundation	1 of 1	$149,031	$149,031
The Science of Learning Center on Visual Language and Visual Learning	National Science Foundation	2 of 5	$128,829	$482,948
Deaf Children and Young Adults: Predicting School, College and Labor Success	National Science Foundation	4 of 5	$124,119	$520,848
Speech to Text Systems: Comparative Analysis of Text Generation and display Methods	National Science Foundation	2 of 3	$103,053	$269,542
Community Interpreter Training Prgm.	NYS Education Department	1 of 1*	$100,000	$1,000,001
Summit to Create a Cyber-Community to Advanced in STEM	National Science Foundation	1 of 1	$95,188	$95,188
Rochester Prevention Research Ctr	Centers for Disease Control	3 of 5	$83,787	$386,782
OnStar TTY: Usability Testing and Prototype Development for the Next Generation	General Motors Corp.	1 of 1	$42,524	$42,524
Compensatory Theory and Neuroplasticity	National Institutes of Health	2 of 5	$33,254	$154,063
Specialty Preparation for Speech-Language Pathologists	US Department of Education	2 of 4	$19,701	$78,405
Career Exploration in Graphic Communications	Graphic Arts and Education Research Foundation	3 of 3	$10,000	$76,419
Total			**$6,292,899**	**$33,591,815**

* 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 of RIT for NTID
CEO and 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 Vice President of RIT for NTID, CEO and Dean of 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
Director of Organizational Development and Human Resources, Interpretek

Andrew N. Brenneman
Senior National Account Executive, Sprint Business Solutions

Dr. Richard V. Burkhauser
Professor, 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
Assistant Professor, Department of Communications Disorders and Deaf Education, Utah State University

Jeff Hutchins
Former 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

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 at Austin

Jennifer P. Olson, Esq.
Deputy Director, Human Services for the Greater Los Angeles Agency on Deafness, Inc.

Dr. Angel Ramos
Superintendent, Sequoia School for the Deaf and Hard of Hearing

Dr. Juanita M. Rodriguez-Colón
Faculty, Department of Graduate Studies, School of Education, University of Puerto Rico

(continued)

Thomas Samuels
Assistant to the Director (retired), Program for Deaf Adults, LaGuardia Community College in New York City

Marilyn Jean Smith
Executive Director and Founder, Abused Deaf Women's Advocacy Services

John C. Wyvill
Director, Division of Development Disabilities Nebraska, Department of Health and Human Services

U.S. DEPARTMENT OF EDUCATION

Annette Reichman
Director/Liaison, Office of Special Institutions

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
Emeritus Member, RIT Board of Trustees; Honorary 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

Dr. Mary Jane Hellyar (Chairperson)
President, Film & Photofinishing Systems Group, Eastman Kodak Co.

David Kearns
Chairman of the Board (Retired), Xerox Corporation

Michael Ligas
Director, Sprint Relay, Sprint Nextel

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

Dr. Susan Mather
Associate Professor, Gallaudet University

Steven M. Morse
Executive Director, Institute Audit, Rochester Institute of Technology

Jane Ratcliffe Pulver
Emeritus Member, RIT Board of Trustees; Trustee, Pennsylvania School for the Deaf

Robert Rice
President and Managing Partner, BayFirst Solutions, LLC

Frank D. Steenburgh
Corporate Officer, SVP/GM (Retired), Xerox Corporation

James Stefano
Vice President, Client Services, Synergy Global Solutions

Cynthia F. Walker

George D. Webb II
Sr. Vice President for Operations (Retired), Great West Life & Annuity Insurance Co.

Diane Weihs

Gary Wiehs
General Manager, Weihs Enterprises

RIT OFFICERS

Dr. William Destler
President

Dr. Donald Boyd
Vice President, Research

Lisa Cauda
Vice President, Development and Alumni Relations

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

Dr. T. Alan Hurwitz
Vice President and Dean for NTID

Dr. Stanley D. McKenzie
Provost

Dr. Katherine Mayberry
Vice President, Academic Affairs

Dr. James G. Miller
Senior Vice President, Enrollment Management and Career Services

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

Deborah Stendardi
Vice President, Government and Community Relations

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

RIT BOARD OF TRUSTEES

Richard T. Aab
Vice Chairman, PAETEC Corporation

Burton S. August* **
'95; Honorary Chairman, RIT Board of Trustees; Retired Vice President, Monro Muffler Brake, Inc.

Daniel J. Bader
'87; President, Helen Bader Foundation, Inc.

Bruce B. Bates*
Chairman Emeritus, RIT Board of Trustees; Senior Vice President, Smith Barney

Richard T. Bourns*
Retired Senior Vice President, Eastman Kodak Company

Donald N. Boyce
'67; Retired Chairman of the Board, IDEX Corporation

Andrew N. Brenneman
'88; Senior Account Executive, Sprint Nextel; NTID National Advisory Group Representative

Joseph C. Briggs*
Retired Vice President, Marketing, Lawyers Cooperative Publishing Company

Paul W. Briggs*
Retired Chairman and Chief Executive Officer, Rochester Gas and Electric Corporation

Charles S. Brown Jr.
'79; Director for the Rochester Area Colleges Center for Excellence in Math and Science, Nazareth College

William A. Buckingham*
'64; Chairman Emeritus, RIT Board of Trustees; Retired Executive Vice President, M&T Bank

David J. Burns
President and Chief Operating Officer, Ex One Corporation

Ann L. Burr
Sr. Vice President and General Manager, Frontier Communications; 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 and Chief Executive Officer, Eastman Kodak Company

(continued)

* Emeritus Member of the Board
** Honorary Member of the Board

Arunas Chesonis
Chairman and Chief Executive Officer, PAETEC Communications

Mary Lu Clark*

Thomas A. Curley
'77; President and Chief Executive Officer, The Associated Press

Robert R. Davila**
President, Gallaudet University

Ernest J. Del Monte**
Chairman, E.J. Del Monte Corporation

Sudhakar G. Dixit
'74; Chairman, Newtex Industries, Inc.

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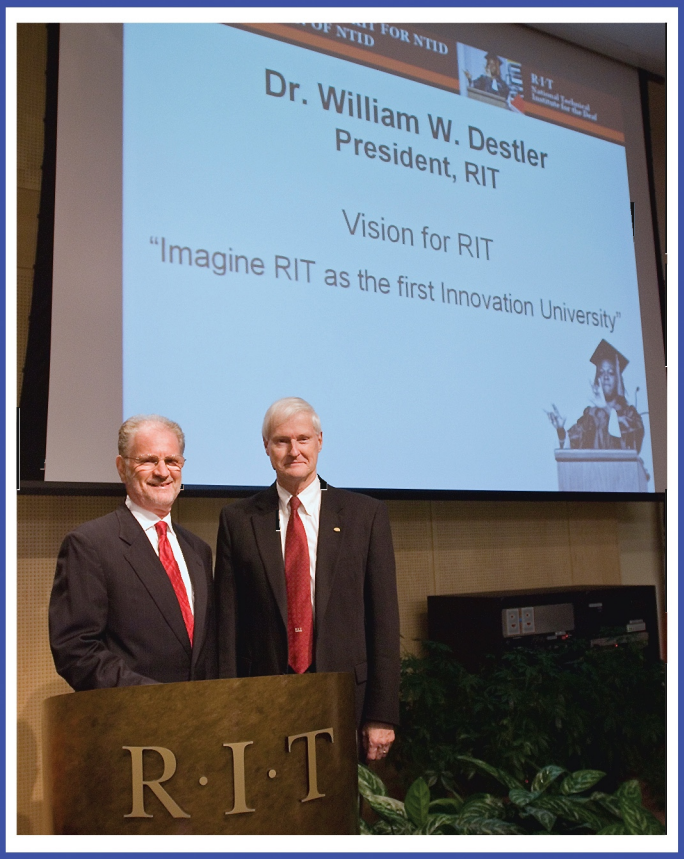

Dr. T. Alan Hurwitz, CEO, NTID and Vice President and Dean, RIT for NTID (left), introduces Dr. William W. Destler, new RIT President, to the NTID National Advisory Group.

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