Rochester Institute of Technology
National Technical Institute for the Deaf

ANNUAL REPORT

October 1, 2008 - September 30, 2009

R·I·T

Rochester Institute of Technology

Office of the President
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December 31, 2009

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

Dear Secretary Duncan:

Annual Report 2009 fulfills the requirement of the Education of the Deaf Act that the National Technical Institute for the Deaf, a college of Rochester Institute of Technology (RIT/NTID) —. shall prepare and submit an annual report to the Secretary…"

We are delighted to provide this report, our 43rd, for it presents a summary of activities undertaken at RIT/NTID during Fiscal Year 2009.

Again this year NTID has seen an increase in our enrollment, now to 1,474 students, and for the second year in a row we are at the largest enrollment in our history. This means we are extending the impact of our educational process to even more students' lives. As you review this document, you will discover our impact reflected again and again in the statistics we report on enrollment, persistence, graduation rate and placement rate. These numbers for us are the accumulation of our impact on the life of one student after another. The numbers for us are placeholders, because each number incorporates the individuals we educate and support one by-one.

The support you and so many others in the federal government provide is, of course, central to our success, and we are delighted to acknowledge the centrality of that support to the work we do, guided by our mission established many years ago:

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

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

www.ntid.rit.edu/media/annual_report2009.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, PhD
President, RIT

Dr. James J. DeCaro
Professor & Dean Emeritus
Interim President, NTID
Interim Vice President and Dean, RIT

FRONT COVER PHOTO – Commencement Ceremony

The cover photo was taken in May 2009 during NTID's commencement ceremony; it shows T. Alan Hurwitz, NTID president and RIT vice president and dean, with Nathaly Mendez, of Woodbridge, Virginia. Ms. Mendez graduated with an associate degree in business, and was selected as NTID's 2009 commencement delegate.

Mendez, who is the recipient of an Ohringer Scholarship as well as the NTID President and Dean's Scholarship for Academic Excellence, has been on the Dean's List every quarter. She volunteers for the Big Brother/Sister mentoring program through the NTID Business Studies Department and is leading a group of students in establishing an NTID Business Club. She works as an accounting tutor in the NTID Learning Center and plans to complete a B.S. in accounting in RIT's Saunders College of Business.

BACK COVER PHOTO – Lyndon B. Johnson Building at Twilight

The back cover photo is the National Technical Institute for the Deaf's main building, known as the Lyndon B. Johnson Building, at twilight.

In 1968, NTID began providing deaf and hard-of-hearing students with outstanding 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 enhances their lifelong learning. Forty years later NTID continues its reputation as the premier post secondary technical program in the nation for students who are deaf or hard-of-hearing.

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NOTE OF EXPLANATION

This Annual Report notes activities and accomplishments throughout Fiscal Year 2009 (10/01/08-09/30/09), corresponding primarily to Academic Year 2008-09. References to Fiscal Year 2010 corresponds to activities and accomplishments as of fall quarter Academic Year 2009-2010.

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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.

PRIMARY 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 (5.3 million square feet).

ENROLLMENT
Total of 1,474 students enrolled as of fall 2009. Undergraduate: 1,237 deaf and hard-of-hearing students, 138 hearing students (enrolled in ASL-English Interpretation program). Graduate: 99 students (61 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 38 deaf and hard-of-hearing in the other colleges of RIT). These students study and reside on a campus that includes 15,299 hearing students studying at the baccalaureate, master's and doctoral levels.

MALE/FEMALE RATIO
50 percent male, 50 percent female.

DIVERSITY
Of the 1,474 students enrolled, 28.1 percent are minority students and 2.8 percent are international students, representing 17 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, a distance learning/access demonstration lab and fully networked residence halls equipped with strobe lights and telephone amplifiers.

RESEARCH
Integrated research program of national and international prominence, focusing on teaching and learning; access, support services, and related technology; communication in personal, learning, and working environments and enrollment management.

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

PLACEMENT
Over the past five years, 94 percent of deaf and hard-of-hearing graduates who have chosen to enter the labor market have obtained jobs in business, industry, government, education and other fields.

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

ANNUAL EXPENSES 2009-2010
for Undergraduate/U.S. Citizens

Tuition	$ 10,233
Room	$ 5,583
Board	$ 4,059
Fees	$ 713
Total	$20,588

FINANCIAL AID
A combination of grant-in-aid, Vocational Rehabilitation, Pell and federal and state grants are available to students in need. In addition, 73 endowed funds generate scholarship support for students based on financial need and academic merit. Average aid per domestic student: $10,059, 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 at 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.

New Registrations	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Admissions (Deaf and Hard-of-Hearing Students only)					
Applications	768	819	939	1,000	966
Acceptances	424	450	522	594	521
Registrations	322	341	377	396	341
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	56	41	34	36	52*
M.S. in Secondary Education	28	28	27	24	30
Total New Registrations	**406**	**410**	**438**	**456**	**423**
Enrollment (Deaf and Hard-of-Hearing Students Only)					
Sub-Baccalaureate Programs					
Career-Focused Programs	N/A	N/A	450	501	485
Transfer Associate /Pre-Baccalaureate	N/A	N/A	113	138	150
Subtotal Sub-Baccalaureate	**514**	**503**	**563**	**639**	**635**
Baccalaureate Programs at RIT	438	439	443	451	478
Graduate Programs at RIT	53	47	51	48	38
Subtotal Baccalaureate and Graduate at RIT	**491**	**486**	**494**	**499**	**516**
Career Exploration Studies	61	75	97	122	124
Subtotal Deaf and Hard-of-Hearing Students Only	**1,066**	**1,064**	**1,154**	**1,260**	**1,275**
Other Enrollments					
Educational Interpreting	116	130	130	135	138*
M.S. in Secondary Education**	74	56	59	55	61
Subtotal Other	**190**	**186**	**189**	**190**	**199**
Total Enrollment	**1,256**	**1,250**	**1,343**	**1,450**	**1,474**

(continued)

* There are an additional three students who are double-majors, with one major in NTID and another in a different college of RIT.

** Included from FY 2007 to-date are non-matriculated students (between 4 and 15, per year) 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.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Withdrawn (All Students)	16%	16%	16%	14%	15%
Graduates					
Total Degrees Granted	244	292	251	286	284
Degree Level					
Certificate	11	11	10	9	7
Diploma	1	1	2	2	1
Associate (A.O.S.)	39	42	43	33	35
Associate (A.A.S.)	49	67	45	61	73
Associate (Interpreting)	21	22	26	10	0
Bachelor's (Interpreting)	3	6	10	18	34
Bachelor's	85	98	78	108	89
Master's	10	19	14	12	22
Master's (MSSE)	25	26	23	33	23
Placement					
Permanent Placement	111	103	112	102	N/A*
Placement Rate	95%	95%	95%	90%	N/A*
By Sector of the Economy					
Business and Industry	69%	64%	63%	71%	N/A*
Government	22%	26%	29%	20%	N/A*
Education	9%	10%	8%	9%	N/A*
Cooperative Work Experiences	231	233	272	255	202
Access/Support Services					
Notetaking Hours	46,989	57,478	59,466	65,851	63,291
Tutoring Hours	14,516	15,103	15,045	15,271	17,636
Interpreting Hours	99,175	107,256	110,840	114,233	109,618
Real-Time Captioning Hours	7,485	9,350	15,440	16,722	18,168

(continued)

* Placement numbers for September 1, 2008 through August 31, 2009 graduates will be reported next year.

Outreach (Number of External Participants)	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
C-Print®	14	31	7	14	0
Deaf Initiative in Technology	91	90	88	71	64
Digital Arts, Film and Animation	*	*	*	54	64
Explore Your Future	193	183	253	235	196
FutureQuest	*	*	*	46	96
Interpreter Training**	104	93	97	92	37
Math Competition	*	*	*	55	98
National Center on Employment	831	836	958	692	577
National Science Fair	*	*	*	54	62
Notetaker Training	216	201	261	318	223
Project Fast Forward	*	*	*	71	76
Raising Stars (Parents)	*	*	*	302	309
SpiRIT Writing Contest	*	*	*	35	42
Steps to Success	*	*	*	14	20
TechGirlZ Camp	*	*	*	21	32
Financial Aid (Domestic Students)					
Grant-in-Aid	$1,036,590	$1,200,874	$1,306,250	$1,169,113	$1,415,786
Vocational Rehabilitation	5,807,487	5,587,915	6,257,424	7,383,519	8,192,636
Pell Grants	1,277,893	1,212,809	1,241,903	1,450,715	1,839,938
State Grants	527,622	493,302	536,811	547,755	549,382
Federal Loans	2,940,256	2,982,676	3,274,300	3,663,544	4,060,757
Scholarships and Other	976,075	1,177,959	1,523,423	1,789,895	2,165,910
Total Financial Aid	**$12,565,923**	**$12,655,535**	**$14,140,111**	**$16,004,541**	**$18,224,409**
Average Aid per Domestic Student (Excluding Loans)* **	**$7,903**	**$8,114**	**$9,537**	**$9,537**	**$10,059**

(continued)

* Data not available

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

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

Domestic Student Rates*	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Tuition	$7,992	$8,559	$9,153	$9,801	$10,233
Room	4,863	5,034	5,211	5,421	5,583
Board	3,588	3,714	3,843	3,960	4,059
Fees	618	642	669	702	713
Total	**$17,061**	**$17,949**	**$18,876**	**$19,884**	**$20,588**
Fundraising Activity					
Cash to Endowment and Restricted Funds	$2,489,423	$2,840,116	$2,527,289	$2,085,697	**
Equipment and Software	33,148	124,052	254,191	87,660	**
Federal Funds Matched***	$932,021	$828,000	$1,200,000	$784,000	**

* Per the Education of the Deaf Act, international students pay differing tuition rates depending on whether they are from a developing or developed country. Their charges for room, board and fees are the same as for domestic students.

** Information not yet available

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

THE EDUCATION OF THE DEAF ACT

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

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

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

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

Reports for the EDA

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

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

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

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

(C) The disposition of these students upon graduation/completion on the date that is one year after the date of graduation or completion of programs at NTID … in comparison to students from non-minority backgrounds. [Refer to the "Graduation and Persistence" and "Diversity and Pluralism" sections.]

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

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

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

(G) …

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

(continued)

(B) A summary of the annual audited financial statements and auditor's report of NTID programs and activities of this title, and such supplementary schedules presenting financial information for NTID for the end of the federal fiscal year as determined by the Secretary. [The audit of RIT is provided to the Secretary, as is a separate schedule for NTID.]

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

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

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

(7) Such additional information as the Secretary may consider necessary. [We respond on a regular basis to requests for additional information from staff of the U.S. 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 is measured annually against a set of target values including enrollment, persistence, graduation rate, and placement rate.

PERFORMANCE INDICATORS

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

Program Goal

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

Objective 1 of 4

Provide deaf, hard-of-hearing and hearing students in undergraduate and professional studies with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.

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

Measure 1.1 of 3: The number of undergraduates enrolled in the National Technical Institute for the Deaf (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
1997		1,069	Measure not in place
1998		1,085	Measure not in place
1999	1,080	1,135	Target Exceeded
2000	1,080	1,084	Target Exceeded
2001	1,080	1,089	Target Exceeded
2002	1,080	1,121	Target Exceeded
2003	1,080	1,093	Target Exceeded
2004	1,080	1,064	Did Not Meet Target
2005	1,080	1,055	Did Not Meet Target
2006	1,080	1,013	Did Not Meet Target
2007	1,080	1,017	Made Progress From Prior Year
2008	1,045	1,103	Target Exceeded
2009	1,045	1,212	Target Exceeded
2010	1,045	1,237	Target Exceeded
2011	1,045	(October 2010)	Pending
2012	1,045	(October 2011)	Pending

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

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

Target Context. In FY 2010, the target for the number of undergraduates enrolled in the National Technical Institute for the Deaf remained constant.

Explanation. Below is a table showing the number of undergraduate students who are deaf or hard-of-hearing who were enrolled in baccalaureate programs at Rochester Institute of Technology and in sub-baccalaureate programs at NTID.

Fiscal Year	Baccalaureate	Sub-Baccalaureate	Total
2001	447	642	1,089
2002	440	681	1,121
2003	449	644	1,093
2004	434	630	1,064
2005	427	628	1,055
2006	438	575	1,013
2007	439	578	1,017
2008	443	660	1,103
2009	451	761	1,212
2010	478	759	1,237

As seen from this table, NTID has increased the undergraduate enrollment of students who are deaf or hard-of-hearing from 1,212 students during FY 2009 to 1,237 students in FY 2010. Baccalaureate students account for most of this growth; increasing by 27 students, while sub-baccalaureate students decreased by two students.

Measure 1.2 of 3: The number of students enrolled in the National Technical Institute for the Deaf's interpreter program (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
1997		72	Measure not in place
1998		84	Measure not in place
1999	100	93	Made Progress From Prior Year
2000	100	77	Did Not Meet Target
2001	100	75	Did Not Meet Target
2002	100	53	Did Not Meet Target
2003	100	65	Made Progress From Prior Year
2004	100	92	Made Progress From Prior Year
2005	100	100	Target Met
2006	100	116	Target Exceeded
2007	100	130	Target Exceeded
2008	100	130	Target Exceeded
2009	100	135	Target Exceeded
2010	100	138	Target Exceeded
2011	120	(October 2010)	Pending
2012	120	(October 2011)	Pending

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

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

Target Context. Enrollment in this program has increased from 72 students in FY 1997 to its highest level to date of 138 students in FY 2010. It should be noted that there are three additional American Sign Language and Interpreting (ASLIE) students supported by NTID who are double majors within another college at RIT. Because of the way our computer systems track double-majors, those individuals are not credited to NTID, but are shown in non-NTID enrollments. We have decided not to count them here or elsewhere as NTID students, but we do in fact have 141, not 138 individuals in this program.

NTID has reported that the interpreter program receives more applicants than the program is able to accept. We allowed this program to expand in FY 2009 and FY 2010, to help meet the increasing demand for qualified interpreters. As a result of the expansion, the target is being revised upward in FY 2011 to 120 students.

Measure 1.3 of 3: The number of students enrolled in National Technical Institute for the Deaf's graduate/ Master of Science in Secondary Education of Students Who are Deaf or Hard-of Hearing (MSSE) as well as students pursuing graduate degrees in other RIT colleges (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
1997		32	Measure not in place
1998		36	Measure not in place
1999	50	50	Target Met
2000	50	59	Target Exceeded
2001	50	55	Target Exceeded
2002	75	60	Made Progress From Prior Year
2003	75	73	Made Progress From Prior Year
2004	75	114	Target Exceeded
2005	90	126	Target Exceeded
2006	120	127	Target Exceeded
2007	120	101	Did Not Meet Target
2008	105	110	Target Exceeded
2009	105	103	Did Not Meet Target
2010	105	99	Did Not Meet Target
2011	105	(October 2010)	Pending
2012	105	(October 2011)	Pending

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

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

Target Context. In the FY 2008 Performance Plan, the target for the number of students enrolled in NTID's Master of Science in Secondary Education of Students Who are Deaf or Hard-of Hearing (MSSE) program, as well as students pursuing graduate degrees in the other seven colleges of RIT, were reduced from 120 students to 105 students.

From FY 2003 until FY 2005, NTID and Nazareth College fulfilled the terms of an agreement for a group of Nazareth College Speech Pathology students to attend several classes at NTID each year. The total of 34 students who attended classes at NTID were included in the enrollment totals for those three years. With the termination of the program, enrollment of graduate and Master of Science in Secondary Education of Students Who are Deaf or Hard-of Hearing (MSSE) students declined, but were still above pre-FY 2003 levels.

Explanation. The table below reports the total enrollment for NTID, which includes all undergraduate (baccalaureate and sub-baccalaureate) students enrolled in NTID, students enrolled in the NTID interpreter education program, and students enrolled in NTID's MSSE program and in graduate programs throughout other RIT colleges.

Fiscal Year	Total Enrollment
1998	1,205
1999	1,278
2000	1,220
2001	1,219
2002	1,238
2003	1,231
2004	1,270
2005	1,281
2006	1,256
2007	1,250
2008	1,343
2009	1,450
2010	1,474

Objective 2 of 4

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

Measure 2.1 of 8: The percentage of first-time, full-time degree-seeking sub-baccalaureate students who were in their first year of postsecondary enrollment in the previous year and who are enrolled in the current year (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
2004		72	Measure not in place
2005		65.6	Measure not in place
2006		64.5	Measure not in place
2007		72.4	Measure not in place
2008	Set a Baseline	75.5	Target Met
2009	Maintain a Baseline	(April 2010)	Pending
2010	70	(April 2011)	Pending
2011	70	(April 2012)	Pending
2012	70	(April 2013)	Pending

Source. Rochester Institute of Technology, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In October 2008, NTID provided data for the first time to the Department of Education on the percentage of first-time, full-time degree-seeking sub-baccalaureate students who returned for their second year at the institution in fall 2008.

NTID noted that since its host institution, RIT, submits data to IPEDS in April of each year, the persistence rate was calculated in advance for inclusion in the FY 2008 GPRA report, which was initially recorded as 82%. In April 2009, NTID reported that the data needed to be revised to 75.5% for the persistence rate of sub-baccalaureate students for FY 2008. NTID also provided historical data for FY 2004, 2005, 2006 and 2007.

In its FY 2008 report, NTID noted that hearing students enrolled in the American Sign Language and Interpreting Education (ASLIE) program were removed from the computation for this measure, as almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

In its recent communication to NTID, the department asked NTID to include data for the interpreter education students in the calculations of the persistence and graduation rates of sub-baccalaureate and baccalaureate students for FY 2009 and future years. Disaggregated data was also requested. Unlike other data reported for NTID performance indicators, IPEDS data are prepared for NTID by RIT's Office of Institutional Research and Policy Studies, rather than by NTID. Between now and the preparation of these IPEDS data in the April 2010 timeframe, NTID will work with RIT to have the desired data generated for FY 2009 and beyond.

FY 2009 data will be reported in April 2010.

Target Context. Recent comparisons with two-year public and private colleges indicate that two-year public colleges have an average persistence rate of 52.5%, and two-year private colleges have a persistence rate of 60.1%.

The department proposed that the target for this measure be established at 70%. In response, NTID noted that the average persistence rate reported for the past five years (FY 2004 - 2008) is 70% and concurred that this target was appropriate.

Explanation. This is a long-term measure.

This measure was added to the FY 2008 Performance Plan and is consistent with the methodology used by IPEDS and other department programs in measuring the persistence of postsecondary students. The persistence rate is the percentage of first-time, full-time degree-seeking sub-baccalaureate students who were in their first year of enrollment in the previous year and who are enrolled in the current year.

Measure 2.2 of 8: The persistence percentage of sub-baccalaureate students, including transfer students (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
1997		85	Measure not in place
1998		73	Measure not in place
1999		69	Measure not in place
2000	73	69	Did Not Meet Target
2001	74	68	Did Not Meet Target
2002	74	72	Made Progress From Prior Year
2003	74	70	Did Not Meet Target
2004	74	70	Did Not Meet Target
2005	74	70	Did Not Meet Target
2006	74	70	Did Not Meet Target
2007	70	73	Target Exceeded
2008	70	74	Target Exceeded
2009	70	75	Target Exceeded
2010	72	(October 2010)	Pending
2011	72	(October 2011)	Pending
2012	72	(October 2012)	Pending

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE program were not added to the computation for this measure.

Target Context. The department agreed with NTID to re-define its persistence targets for FY 2007 and beyond for both sub-baccalaureate and baccalaureate students. For FY 2007 to FY 2009, the target student persistence rate in sub-baccalaureate programs was reduced from 74% to 70%. The target for FY 2010 and each year thereafter was set at 72%.

Explanation. This is a long-term measure.

The persistence rate is computed as an average of three years of cohorts moving from their first-year into their second-year. The FY 2009 report includes entering students from FY 2006, 2007 and 2008.

Measure 2.3 of 8: The percentage of first-time, full-time degree-seeking baccalaureate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
2004		91.9	Measure not in place
2005		82.6	Measure not in place
2006		86.3	Measure not in place
2007		75.7	Measure not in place
2008	Set a Baseline	85.7	Target Met
2009	Maintain a Baseline	(April 2010)	Pending
2010	85	(April 2011)	Pending
2011	85	(April 2012)	Pending
2012	85	(April 2013)	Pending

Source. Rochester Institute of Technology, Registrar Office records

Data Quality. In October 2008, NTID provided data for the first time to the department on the percentage of first-time, full-time degree-seeking baccalaureate students who returned for their second year at the institution in fall 2008.

NTID noted that since its host institution, RIT, submits data to IPEDS in April of each year, the persistence rate was calculated in advance for inclusion in the FY 2008 GPRA report, which was initially recorded as 66%. In April 2009, NTID reported that the data needed to be revised to 85.7% for the persistence rate of baccalaureate students for FY 2008. NTID also provided historical data for FY 2004, 2005, 2006 and 2007.

In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE program were removed from the computation for this measure, as almost all interpreting ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

In its recent communication to NTID, the department asked the college to include data for the interpreting students in the calculations of the persistence and graduation rates of sub-baccalaureate and baccalaureate students for FY 2009 and future years. Disaggregated data was also requested. Unlike other data reported for NTID performance indicators, IPEDS data are prepared for NTID by RIT's Office of Institutional Research and Policy Studies rather than by NTID. Between now and the preparation of these IPEDS data in the April 2010 timeframe, NTID will work with RIT to have the desired data generated for FY 2009 and beyond.

FY 2009 data will be reported in April 2010.

Target Context. Recent comparisons with four-year public and private colleges indicate that four-year public colleges have an average persistence rate of 69.9%, and four-year private colleges have a persistence rate of 70.6%.

The department proposed that the target for this measure be established at 85%. In response, NTID noted that the average persistence rate reported for the past five years (FY 2004 - 2008) is 84.4% and proposed that the target be equal to this average. NTID also noted that the persistence rate varies

greatly from year to year, due to the small number of first-time, full-time degree-seeking baccalaureate students at the institution, which does not include transfer students. The department determined that 85% is an appropriate and ambitious target for this measure.

Explanation. This is a long-term measure.

This measure was added to the FY 2008 Performance Plan and is consistent with the methodology used by IPEDS and other department programs in measuring the persistence of postsecondary students. The persistence rate is the percentage of first-time, full-time degree-seeking baccalaureate students who were in their first year of enrollment in the previous year and who are enrolled in the current year.

Measure 2.4 of 8: The persistence percentage of baccalaureate students, including transfer students (desired direction: increase)

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

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE program were not added to the computation for this measure, even though almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. NTID also noted that if the ASLIE students were included in this measure, the result would be the same, a persistence rate of 86%.

Target Context. The Department of Education has agreed with NTID to re-define its persistence targets for FY 2007 and beyond for both sub-baccalaureate and baccalaureate students. For FY 2008, the target for student persistence rate in the baccalaureate programs is being maintained at 86%. The target was increased by 1% to 87% in FY 2009, rather than in FY 2008.

Explanation. This is a long-term measure.

The persistence rate is computed as an average of three years of cohorts moving from their first year into their second year. The FY 2009 report includes entering students in 2006, 2007 and 2008.

Measure 2.5 of 8: The percentage of first-time, full-time, degree-seeking sub-baccalaureate students who graduate within 150% of the program-based length of time (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
2004		25.3	Measure not in place
2005		23.3	Measure not in place
2006		25.4	Measure not in place
2007		25.3	Measure not in place
2008	Set a Baseline	29.3	Target Met
2009	Maintain a Baseline	(April 2010)	Pending
2010	26	(April 2011)	Pending
2011	26	(April 2012)	Pending
2012	27	(April 2013)	Pending

Source. Rochester Institute of Technology, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In October 2008, NTID provided data for the first time to the department on the percentage of first-time, full-time degree-seeking sub-baccalaureate students who graduate within 150% of the program-based length of time.

NTID noted that since its host institution, RIT, submits data to IPEDS in April of each year, the graduation rate was calculated in advance for inclusion in the FY 2008 GPRA report, which was initially recorded as 25%. In April 2009, NTID reported that the data needed to be revised to 29.3% for the graduation rate of sub-baccalaureate students (2002 cohort) who graduated within 150% of the program-based length of time. NTID also provided historical data for FY 2004, 2005, 2006 and 2007.

In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE program were removed from the computation for this measure, as almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

In its recent communication to NTID, the department asked the college to include data for the ASLIE students in the calculations of the persistence and graduation rates of sub-baccalaureate and baccalaureate students for FY 2009 and future years. Disaggregated data was also requested. Unlike other data reported for NTID performance indicators, IPEDS data are prepared for NTID by RIT's Office of Institutional Research and Policy Studies rather than by NTID. Between now and the preparation of these IPEDS data in the April 2010 timeframe, NTID will work with RIT to have the desired data generated for FY 2009 and beyond.

FY 2009 data will be reported in April 2010.

Target Context. An IPEDS analysis of data for 100 community colleges indicated a graduation rate of 23% for full-time, first-time degree/certificate-seeking students within 150% of normal time to program completion.

The department proposed that the target for this measure be established at 32%. In response, NTID noted that the average graduation rate reported for the past five years (FY 2004, 2005, 2006, 2007 and 2008) is 25.7% and proposed that the target be equal to this average. The Department determined that 26% is an appropriate and ambitious target for FY 2010 and 2011 for this measure. The target will be increased by 1% to 27% in FY 2012 and subsequent years.

Explanation. This measure is a long-term measure.

This measure was added to the FY 2008 Performance Plan and is consistent with the methodology used by IPEDS and other department programs to measure the graduation rate of postsecondary students. Program-based length of time refers to whether the stated program length for sub-baccalaureates is two or three years. The measure will allow the department to obtain data that is comparable with what is being submitted to IPEDS by other institutions on graduation rates.

Measure 2.6 of 8: The percentage of sub-baccalaureate students who graduate within seven years (desired direction: increase)

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

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE program were removed from the computation for this measure, as almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

Target Context. The Department of Education agreed with NTID to re-define its graduation targets for FY 2007 and beyond for both sub-baccalaureate and baccalaureate students. The FY 2007 and FY 2008 graduation rate targets for students in sub-baccalaureate programs were revised from 53% and 54%, respectively, to 51%. The targets for FY 2009 and FY 2010 were revised from 54% to 52%. The targets for FY 2011 and each year thereafter remain at 52%.

Explanation. This is a long-term measure.

The graduation rate calculated by NTID is based on an average of three years of cohorts. The FY 2009 graduation rate for sub-baccalaureate students is based on students entering NTID during FY 2000, 2001 and 2002.

Measure 2.7 of 8: The percentage of first-time, full-time, degree-seeking baccalaureate students who graduate within 150% of the program-based length of time (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
2004		50	Measure not in place
2005		62.1	Measure not in place
2006		62.9	Measure not in place
2007		53.3	Measure not in place
2008	Set a Baseline	60.5	Target Met
2009	Maintain a Baseline	(April 2010)	Pending
2010	60	(April 2011)	Pending
2011	60	(April 2012)	Pending
2012	61	(April 2013)	Pending

Source. Rochester Institute of Technology, Registrar Office records

Data Quality. In October 2008, NTID provided data for the first time to the department on the percentage of first-time, full-time degree-seeking baccalaureate students who graduate within six years.

NTID noted that since its host institution, RIT, submits data to IPEDS in April of each year, the graduation rate was calculated in advance for inclusion in the FY 2008 GPRA report, which was initially recorded as 26%. In April 2009, NTID reported that the data needed to be revised to 60.5% for the graduation rate of baccalaureate students (2002 cohort) who graduated within six years. NTID also provided historical data for FY 2004, 2005, 2006 and 2007.

In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE Program were removed from the computation for this measure, as almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

In its recent communication to NTID, the department asked NTID to include data for the interpreter education students in the calculations of the persistence and graduation rates of sub-baccalaureate and baccalaureate students for FY 2009 and future years. Disaggregated data was also requested. Unlike other data reported for NTID performance indicators, IPEDS data are prepared for NTID by RIT's

Office of Institutional Research and Policy Studies rather than by NTID. Between now and the preparation of these IPEDS data in the April 2010 timeframe, NTID will work with RIT to have the desired data generated for FY 2009 and beyond.

FY 2009 data will be reported in April 2010.

Target Context. Recent comparisons with IPEDS data for four-year public and private colleges indicates that all four-year institutions have an average graduation rate of 55%, with four-year public colleges at 51.9% and four-year private colleges at 63.5%, respectively.

The department proposed that the target for this measure be established at 65%. In response, NTID noted that the average graduation rate reported for the past five years (FY 2004, 2005, 2006, 2007 and 2008) is 57.8% and proposed that the target be equal to this average. The department determined that 60% is an appropriate and ambitious target for FY 2010 and 2011 for this measure. The target will be increased by 1% to 61% for FY 2012 and subsequent years.

Explanation. This is a long-term measure.

This measure was added in the FY 2008 Performance Plan and is consistent with the methodology used by IPEDS and other department programs to measure the graduation rate of baccalaureate postsecondary students who graduate within six years of entry. The measure will allow the department to obtain data that is comparable with what is being submitted to IPEDS by other institutions on graduation rates.

Measure 2.8 of 8: The percentage of baccalaureate students who graduate within seven years (desired direction: increase)

Fiscal Year	Target	Actual (or date expected)	Status
1997		51	Measure not in place
1998		57	Measure not in place
1999		61	Measure not in place
2000	61	63	Target Exceeded
2001	61	64	Target Exceeded
2002	61	66	Target Exceeded
2003	61	68	Target Exceeded
2004	69	68	Did Not Meet Target
2005	69	69	Target Met
2006	70	70	Target Met
2007	70	72	Target Exceeded
2008	71	75	Target Exceeded
2009	71	73	Target Exceeded
2010	71	(October 2010)	Pending
2011	72	(October 2011)	Pending
2012	72	(October 2012)	Pending

Source. National Technical Institute for the Deaf, Registrar Office records

Frequency of Data Collection. Annual

Data Quality. In its FY 2008 report, NTID noted that hearing students enrolled in the ASLIE Program were removed from the computation for this measure, as almost all ASLIE students are now enrolled in the four-year baccalaureate degree program. Previously, most ASLIE students had been enrolled in the two-year associate degree program.

Target Context. The Department of Education agreed with NTID to re-define its graduation targets for FY 2007 and beyond for both sub-baccalaureate and baccalaureate students. The FY 2007 graduation rate target for students in baccalaureate programs were revised from 71% to 70%. The targets for FY 2008, 2009 and 2010 are revised from 72% to 71%. FY 2011 and FY 2012 targets are at 72%.

Explanation. This is a long-term measure.

The graduation rate calculated by NTID is based on an average of three years of cohorts. The FY 2009 graduation rate for baccalaureate students is based on students entering NTID during FY 2000, 2001 and 2002.

Objective 3 of 4:

Improve post-school outcomes.

Measure 3.1 of 3: The post-school rate of National Technical Institute for the Deaf graduates who are in the workforce during their first year after graduation (desired direction: increase)

Graduation Year	Target	Actual (or date expected)	Status
2005		59	Measure not in place
2006		52	Measure not in place
2007	Set a Baseline	60	Target Met
2008	Set a Baseline	51	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	57	(October 2011)	Pending
2011	57	(October 2012)	Pending
2012	57	(October 2013)	Pending

Source. National Technical Institute for the Deaf, placement records

Frequency of Data Collection. Annual

Data Quality. The source of this data is from a questionnaire given by NTID to students who are nearing graduation and immediately after graduation. In addition, all graduates receive an initial e-mail contact from NTID during the first quarter after graduation, as well as follow-up letters and phone calls, with the goal of acquiring data for every student who has graduated within the previous year. Questions include the graduate's address, whether or not the graduate has found or is looking for employment, and whether or not the graduate is attending college or another postsecondary institution. If the graduate is employed, NTID requests information regarding the employment experience, including type of work, starting date and salary.

Target Context. The average employment rate of 2005, 2006 and 2007 graduates who were employed full-time within one year after graduation is 57%. The department proposes that the target for this measure be established in FY 2010 as equal to this average. (NTID will report the

employment rate of its FY 2009 graduates who are employed within one year after graduation to the department in FY 2010.)

Explanation. NTID, in their submission of GPRA data for FY 2009, reported the employment rate for 2008 sub-baccalaureate and baccalaureate graduates one year after graduation, based on availability of valid data. According to the FY 2009 GPRA report submitted by NTID on those who graduated in 2008, a total of 214 students graduated from NTID that year. Valid data existed on 199 graduates and were collected for the FY 2009 report. Of the 199 graduates, 102 students were employed (51%), 77 students were in higher education or training (39%), and 19 students were not employed or in higher education or training (10%). Of the 19 students not employed or in higher education or training, 11 were actively looking for work. (Note: NTID counted each graduate, including those who are employed part-time and/or enrolled part-time in advanced education or training, in only one category that best described his or her status.)

The percentages for the three measures (3.1, 3.2 and 3.3) on the post-school outcomes is equal to 100% as NTID only reported for those who were employed full-time, in advanced education or training full-time, or doing neither.

Originally placement rates were calculated by NTID as the percentage of graduates who are employed among those who choose to pursue employment, which is the Bureau of Labor Statistics methodology. In previous years, NTID reported, in comparison with the target of 95%, the following data:

Fiscal Year	Percent
1999	94
2000	90
2001	92
2002	89
2003	93
2004	93
2005	95
2006	95
2007	90

In FY 2006, the department changed the methodology of calculating employment data, from the percentage of graduates who were employed among those seeking employment, to the percentage of graduates who are employed among all those who graduated from NTID.

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

Graduation Year	Target	Actual (or date expected)	Status
2005		33	Measure not in place
2006	Set a Baseline	42	Target Met
2007	Set a Baseline	30	Target Met
2008	Set a Baseline	39	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	35	(October 2011)	Pending
2011	35	(October 2012)	Pending
2012	35	(October 2013)	Pending

Source. National Technical Institute for the Deaf, placement records

Frequency of Data Collection. Annual

Data Quality. The source of this data is from a questionnaire given by NTID to students who are nearing graduation and immediately after graduation. In addition, all graduates receive an initial e-mail contact from NTID during the first quarter after graduation, as well as follow-up letters and phone calls, with the goal of acquiring data for every student who has graduated within the previous year. Questions include the graduate's address, whether or not the graduate has found or is looking for employment, and whether or not the graduate is attending college or another postsecondary institution. If the graduate is employed, NTID requests information regarding the employment experience, including type of work, starting date and salary.

Target Context. The average participation rate of 2005, 2006 and 2007 graduates who were in advanced education or training full-time within one year after graduation is 35%. The department proposes that the target for this measure be established in 2010 as equal to this average. (NTID will report the participation rate of its FY 2009 graduates who are in advanced education or training within one year after graduation to the department in FY 2010.)

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

NTID, in their submission of GPRA data for FY 2009, reported the percentage of 2008 sub-baccalaureate and baccalaureate graduates who are in advanced education or training one year after graduation, based on availability of valid data. According to the FY 2009 GPRA report submitted by NTID on those who graduated in 2008, a total of 214 students graduated from NTID that year. Valid data existed on 199 graduates and were collected for the FY 2009 report. Of the 199 graduates, 102 students were employed (51%), 77 students were in higher education or training (39%), and 19 students were not employed or in higher education or training (10%). Of the 19 students not employed or in higher education or training, 11 were actively looking for work. (Note: NTID counted each graduate, including

those who are employed part-time and/or enrolled part-time in advanced education or training, in only one category that best described his or her status.)

The percentages for the three measures (3.1, 3.2 and 3.3) on the post-school outcomes total 100% as NTID only reported for those who were employed full-time, in advanced education or training full-time, or doing neither.

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

Fiscal Year	Target	Actual (or date expected)	Status
2005		8	Measure not in place
2006	Set a Baseline	6	Target Met
2007	Set a Baseline	10	Target Met
2008	Set a Baseline	10	Pending
2009	Maintain a Baseline	(October 2010)	Pending
2010	8	(October 2011)	Pending
2011	8	(October 2012)	Pending
2012	8	(October 2013)	Pending

Source. National Technical Institute for the Deaf, placement records

Frequency of Data Collection. Annual

Data Quality. The source of this data is from a questionnaire given by NTID to students who are nearing graduation and immediately after graduation. In addition, all graduates receive an initial e-mail contact from NTID during the first quarter after graduation, as well as follow-up letters and phone calls, with the goal of acquiring data for every student who has graduated within the previous year. Questions include the graduate's address, whether or not the graduate has found or is looking for employment, and whether or not the graduate is attending college or another postsecondary institution. If the graduate is employed, NTID requests information regarding the employment experience, including type of work, starting date and salary.

Target Context. The average rate of the 2005, 2006 and 2007 graduates, who were neither employed or in advanced education or training full-time within one year after graduation, is 8%. The department proposes that the target for this measure be established in 2010 as equal to this average. (NTID will report the rate of its FY 2009 graduates who are neither employed or in advanced education or training within one year after graduation to the department in FY 2010.)

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

NTID, in their submission of GPRA data for FY 2008, reported the percentage of 2007 sub-baccalaureate and baccalaureate graduates who are not engaged in either advanced education or training or in the workplace one year after graduation, based on availability of valid data. According to the

FY 2008 GPRA report submitted by NTID on those who graduated in 2007, a total of 203 students graduated from NTID that year. Valid data existed on 188 graduates and were collected for the FY 2008 report. Of the 188 graduates, 112 students were employed (60%), 57 students were in higher education or training (30%), and 19 students were not employed or in higher education or training (10%). Of the 19 students not employed or in higher education or training, 6 were actively looking for work. (Note: NTID counted each graduate, including those who are employed part-time and/or enrolled part-time in advanced education or training, in only one category that best described his or her status. All others, including those looking for work, are designated as doing neither.)

The percentages for the three measures (3.1, 3.2 and 3.3) on the post-school outcomes totaled 100% as NTID only reported for those who were employed full-time, in advanced education or training full-time, or doing neither.

STRATEGIC VISION 2005 - 2010

NTID undertakes strategic planning, and then implements those plans to ensure it is as prepared as possible to both shape and respond to future opportunities and challenges.

The content below was adopted in February 2005.

STRATEGIC VISION 2005-1010 EXECUTIVE SUMMARY

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

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

Decision #1
By 2010, NTID will offer three distinct areas of study: career-focused degrees, transfer associate degrees and baccalaureate/master's degrees.

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

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

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

Decision #2
NTID will establish formal referral programs with selected community colleges for students not yet ready for admission to NTID career-focused programs. In addition, we will create an intensive summer program for students who have been admitted to or who are matriculated in a career-focused associate degree program and who, with intensive skill development, may be able to reposition themselves to enter a transfer degree.

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

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

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

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

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

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 EXECUTIVE SUMMARY (continued)

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

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

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

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

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #1

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

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

Current Realities and Future Trends

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

Implementation Strategies

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

(continued)

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #1 (continued)

a. These combined cluster programs should array themselves in recognizable fields that appeal to young deaf and hard-of-hearing students, and where appropriate, will offer concentrations in sub-areas with highly plentiful and desirable employment opportunities on graduation.
b. NTID should look for ways to make these programs more cost competitive with community colleges.
c. These programs should be closely monitored, with program continuation regularly assessed based on enrolling a critical mass of 50 or more students, on marketplace viability and on graduates' ability to find immediate placement in well-paying technical careers. Program review will include assessment by internal and external sources.
d. These programs will be designed so that they are strictly understood and marketed as terminal degrees, and not as preparatory for a baccalaureate degree.
e. The curriculum and learning objectives will be structured so that mathematics, science, and most importantly, English courses focus on skills needed for the marketplace rather than on preparation for advanced degrees.

2. Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level in an increasingly demanding marketplace. As such, our plan is to expand transfer associate degree programs that will better serve the higher-achieving segment of our student population; students whose test scores upon entry to NTID are good, but not quite sufficient to qualify them for direct admission to RIT baccalaureate programs. Perhaps one of NTID's greatest strengths is its outstanding track record of assisting high-potential students not only to gain admission to, but to graduate successfully from, the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer associate degree programs should be developed jointly with the respective RIT colleges, and provide for seamless transition to baccalaureate studies.
   a. NTID will expand its AS offerings from the current two to as many as six or seven. Ideally, the goal will be to have transfer associate degree programs in business, computer technology, engineering technology, science technology and imaging technology.
   b. Where possible, they will be marketed as "2+2" or "2+3" programs. NTID will accelerate the marketing of the two existing transfer degrees beginning in 2005. Admissions, in consultation with institutional research and the two department chairs, will establish incremental increases in registration goals for each of these programs over the next two to three years. Target enrollment goals will be established for each of the transfer associate degree programs coming online between now and 2007. The NTID Administrative Team will review the results of these efforts quarterly to determine the short- and long-term market viability of these programs. As we move in this direction, we will need to be alert to recognizing new opportunities, strategically developing curriculum and offering new programs. As new baccalaureate programs are developed in other colleges of RIT, we will need to be part of the planning in order to determine if there is an AS opportunity in that field that would prepare our students for transfer.
   c. In general, current AAS programs will be phased out. However, where it may be deemed more educationally sound to maintain a particular AAS degree offering, it will be modified to assure that at least 80 percent of the credits are transferable to its companion RIT baccalaureate program.

3. If and when the above changes have been fully developed and implemented, we will revise our entry criteria to assure that we are admitting students who are capable of being successful in these revised programs:
   a. By 2010 or sooner, the admissions criteria for all entering students will be an ACT composite score of 14 or greater with an ACT component Reading score of 13 or greater. If appropriate, the ACT COMPASS will be utilized to help assess student qualifications for acceptance into career-focused programs.
   b. Transfer associate degree programs will require minimum ACT component scores of 16 for both English and Reading. Academic departments may determine even higher ACT component and composite scores as deemed necessary by them.

(continued)

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #1 (continued)

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

	Enrollments			
	2005 Actual		2010 Goal	
	No.	Percent	No.	Percent
Career-Focused Associate Degree Programs	525	48%	385	35%
Transfer Associate Degree Programs	118	11%	220	20%
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 NTID Administrative Team will need to establish admissions targets annually by ACT scores that will yield the desired enrollment distribution within five years.

5. By 2010, direct instruction for NTID transfer associate degree programs and support for baccalaureate/master's students will be delivered by organizational units with strong ties to corresponding RIT academic units.

6. NTID faculty will need to integrate and apply their expertise in support of student success across all degree levels. Our goal should be for support faculty in baccalaureate programs to teach technical and non-technical associate-level courses as part of their regular assignment, and for the associate-level faculty in technical programs to provide tutoring and advising regularly at the baccalaureate level as part of their job. From the perspective of transfer associate degree students, this integration will offer a smoother transition for them to advanced programs.

7. By 2010, NTID may increase the array of baccalaureate and master's degree programs it offers. While not a priority, NTID will retain the right to establish its own unique baccalaureate and master's degree programs where there is no conflict or duplication with existing RIT programs.

8. By 2010, NTID may establish consortium relationships with other colleges in the Rochester area to offer baccalaureate and graduate degrees to deaf and hard-of-hearing students in fields not offered at RIT. However, we need to focus on changes within NTID first. If a unique opportunity presents itself, and there is no conflict with RIT programs, NTID may pursue a formal arrangement with another local college or university.

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #2

NTID will establish:

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

Current Realities and Future Trends

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

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

Implementation Strategies

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

2. Develop an intensive summer program for students who have been admitted to, or already matriculated in, a career-focused associate degree program, but whose English skills are within the Level D/Written Communication I range and who, with intensive skill development, may be able to reposition themselves to enter a transfer degree.

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

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #3

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

Current Realities and Future Trends

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

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

Implementation Strategies

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

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

3. Develop new technological solutions for increasing access services as an institute priority. We will become a Center of Excellence in Access Technology as a part of RIT's First-in-Class initiative (now the Research Agenda). Given the rapid growth in technology in this area, it is reasonable to expect that all classes at some point in the future will be supported by a remote system of text-based transliteration augmented by interpreters as needed.

4. Conduct research on both the future demand/need for text-based transliteration and its effectiveness as an access service, to assist with planning for the future. The results of this research should help to inform our decisions regarding the appropriate resources necessary to support this function and provide us with evidence necessary to support its effectiveness.

5. Develop a cost-effective strategic business plan for the delivery of access services that will respond to the Strategic Vision decisions and the evolving requirements and needs for accommodations.

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

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #4

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

Current Realities and Future Trends

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

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

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

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

Potential Audiences

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

(continued)

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 DECISION #4 (continued)

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

Implementation Strategies

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

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

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

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 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.

(continued)

The content below was adopted in February 2005.

STRATEGIC VISION 2005-2010 CONCLUSION (continued)

3. We must constantly reposition ourselves, and we must do it now. This applies from expediting the curriculum process to freeing resources on an annual basis to initiate new activities.

4. Faculty and staff who have a good idea for change, must take ownership of it and help make it happen. They must take more risks. Sharing a good idea with someone is simply not enough.

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

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

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

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

STRATEGIC VISION 2005-2010 MAJOR ACCOMPLISHMENTS AND ACTIVITIES

This portion of the annual report incorporates the fourth 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 accomplishment.

SV 2010 DECISION #1 – DEGREE DEVELOPMENT

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

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

Career-Focused Associate Degree Organizational and Curriculum Changes Completed

1. Our plan was to consolidate 11 programs into 3 to 5 career-focused cluster programs. This is complete, as we created five cluster areas: Arts and Imaging Studies; Business Studies; Engineering Studies; Information and Computing Studies; and Laboratory Science Technology.

2. Arts and Imaging Studies
   - Proposal completed and university approval obtained for the curriculum merger of Art and Computer Design and Digital Imaging and Publishing Technology into Arts and Imaging Studies
   - New A.O.S. and A.A.S. developed and implemented
   - Previous programs discontinued

3. Engineering Studies
   - Major curriculum modification: Common set of first-year courses for all students developed
   - Significant program modifications:
     - Automation Technologies program reviewed and modified. New emphasis on robotics, semiconductor option eliminated, with an on-going discussion on program viability and future direction
     - Computer Integrated Machining Technology program modified. CNC/Machining Electives and Precision Optics Electives developed using components from Applied Optical Technology
     - Computer Aided Drafting Technology enhanced. Added Geographical Information System technology into curriculum
     - Applied Optical Technology program suspended

4. Information and Computing Studies
   - Industrial computer electronics option eliminated
   - Three concentrations developed: PC Technical Support, Web Development and Database, and Networking and Cyber-security

5. Laboratory Science Technology
   - Original focus: Environmental science and food testing
   - Two new areas of emphasis developed: Biotechnology and Chemical Technology
   - Employment opportunities foreseen in the pharmaceutical and forensic fields

6. General Education courses to enhance skills needed in the workplace completed
   - Communication outcomes now required: e-mail etiquette, face-to-face communication and presentation skills
   - Capstone course revised: focus on critical thinking, problem solving and communication skills; a new student focus on questions or issues related to workplace or technical areas of study

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7. Career English three-course sequence development in progress: focus on workplace reading and writing, piloted 2008

8. Completion and adoption of a proposal for a new A.O.S./A.A.S. Capstone course

9. Development for future implementation of English courses

10. Discontinuance of the Health Care Billing and Coding Technology program

11. Finished pilot and revised Capstone program with full implementation in fall 2009

12. Conducted implementation planning for promotion of A.O.S. degree to encourage students to realize the career possibilities of these degrees

Transfer Associate Degree Development

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

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

1. Business Studies
   - Completed Associate in Science (A.S.) in Business with the E. Philip Saunders College of Business
   - Completed A.S. in Hospitality and Service Management with the College of Applied Science and Technology
   - Completed A.A.S. in Administrative Support Technology + 2 with the College of Applied Science and Technology, with concentrations in Human Resources Management or Computer Graphics

2. Engineering Studies
   - Completed A.A.S. in Applied Mechanical Technology with the College of Applied Science and Technology

3. Information and Computing Studies
   - Completed A.S. in Applied Computer Technology with the B. Thomas Golisano College of Computing and Information Sciences

4. Laboratory Science Technology
   - Completed A.A.S. in Laboratory Science Technology + 2 with the College of Applied Science and Technology.

5. Communication Studies
   - Developed a new A.S. in Applied Liberal Studies, pending New York State Education Department approval

6. Additional work was completed on: an articulation agreement with the College of Liberal Arts; strengthening the articulation agreements with the College of Applied Science and Technology; developing improved communication flow and joint advising guidelines to support the Center for

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Multidisciplinary Studies (CMS) review of NTID-supported students applying for a baccalaureate degree in CMS; and clarifying NTID English, Mathematics and Department of Cultural and Creative Studies level A-D courses resulting in the development of appropriate transfer credit.

Baccalaureate/Master's Degrees

1. University approval obtained for a B.S. in ASL-English Interpretation

2. Accreditation obtained from the Teacher Education Accreditation Council (TEAC) for the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (M.S.S.E.)

3. Revision to structure and oversight for our MSSE Capstone project

4. Implemented an NTID and College of Liberal Arts Partnership Agreement, increasing the number of sections of American Sign Language (ASL) courses offered from 28 to 37

5. Developed a concentration in ASL/Deaf Studies for hearing, deaf and hard-of-hearing students

6. Proposed and approved a cross-disciplinary Minor in Deaf Cultural Studies, a jointly supported program by NTID and the College of Liberal Arts

Outcomes Assessment

1. Updated 2008-2009 Outcomes Assessment Report

2. Provided information for progress report to Middle States

SV 2010 DECISION #2 – REFERRAL AND ENGLISH BRIDGING PROGRAMS

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

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

Community College Partnership Program

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

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

A program director was appointed in December 2007, and from December 2007 to October 2008, contacted 40 schools across the United States and visited 33 of them. Eight conferences were attended, and written agreements with Austin Community College and Northwestern Connecticut Community College were developed. A Transfer Advising Worksheet has been mailed to 55 contacts at the schools visited. Community colleges were made aware of RIT's access services in interpreting, notetaking,

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C-Print® and tutoring. Student data has been gathered from each school with significant information to help support the findings of the Community College Referral Program. We completed a report with results of the Community College Partnership investigations.

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

We developed a proposal to the National Science Foundation (NSF) that was funded for a planning grant for a Center for Advancing Technological Education of Deaf and Hard-of-Hearing Students (CATED), based on results of the Community College Partnership program, the Deaf Initiative in Technology (DiiT), and Project Fast Forward to create a path from high school to community college to a four-year college for advancing deaf and hard-of-hearing students in high technology fields.

Intensive English Bridging Program

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

Instead, we created an Intensive English Program with full implementation for FY 2010. A proposal for an intensive English bridging program was prepared, reviewed, developed, piloted and approved – and is being implemented in fall 2009 (FY 2010). This program serves a higher achieving segment of students, repositioning themselves to enter a transfer associate degree program leading to a baccalaureate degree.

SV 2010 DECISION #3 – ACCESS SERVICES

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

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

Fiscal Year	Cochlear Implant Students
2004	120
2005	142
2006	179
2007	217
2008	245
2009	255
2010	273

We expect continuing increases in coming years. These students rely primarily on English-based transliteration.

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

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

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

- Provided significant, increased hours of access services; for example, we provided 18,168 hours of captioning with C-Print, an increase of approximately 1,400 hours over last year. By comparison, in FY 2005 we only offered 7,485 hours.
- Achieved a 99 percent level of successful provision of real-time access services (both interpreting and C-Print) with help from the Access Services Data System.
- Made 11 successful hires of interpreters during this year, reducing the turnover of the prior year, in part due to pay adjustments in response to our national salary survey of AY 07-08.
- Received very positive results from student feedback on our services from two different sources.
- Established new Access Services guidelines to increase responsiveness to student needs.
- Concluded initial development of a data system to support service requesting and scheduling and feedback processes.

In addition to the activity above regarding access services, we also have established two significant centers under the broad topic of access services.

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

SV 2010 DECISION #4 – OUTREACH

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

Extensive accomplishments occurred with the following outreach initiatives, all of which we intend to continue through FY 2010. Extended details of these programs appear in the Outreach section of this report.

- Northeast Center. In October 2006 PEPNet Northeast, formerly the Northeast Technical Assistance Center (NETAC), was awarded a five-year $5,000,000 grant from the U.S. Department of Education,

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

- Explore Your Future. Explore Your Future (EYF) completed another successful year. It provides a five-day career exploration and evaluation program for deaf and hard-of-hearing students about to enter their junior or senior year of high school.
- TechGirlz Camp. TechGirlz Camp is a one-week summer camp program for deaf and hard-of-hearing 7^{th}-9^{th} grade girls who have a strong interest in science, technology, engineering and math fields (STEM). Students build a personal computer and spend time in the chemistry and manufacturing labs.
- SpiRIT Writing Contest. High school students submit multiple writing samples, including an essay or a report written for a school assignment, a creative writing piece and a writing sample of 250 words written specifically for the competition. Over the years, the writing samples have included topics such as physician-assisted suicide, supporting the fight for independence from Great Britain, the Black Death, and should the National Basketball Association have a dress code.
- Steps to Success. Deaf and hard-of-hearing African-American, Latino-American and Native-American (AALANA) students attend Steps to Success, a career exploration mini-camp. These students, entering 7^{th}, 8^{th} or 9^{th} grades, explore career options through hands-on experiences using computers, working with robots and doing science experiments. Counselors and technical faculty role models present the program.
- Digital Arts, Film and Animation Competition. Students submit projects to compete in the Digital Arts, Film and Animation Competition. Categories include mixed digital media, photo illustration, web page design, graphic media, 3-D animation, interactive media and film. The winners, accompanied by parents and teachers, came to RIT to attend the awards ceremony.
- Math Competition. NTID hosts an annual math competition for deaf and hard-of-hearing middle school students. The competition involved students from schools throughout the country, competing as individuals and teams to solve a variety of mathematical problems within designated time periods. Students in grades 6, 7 and 8 participate. The mission of the nationwide competition is to increase enthusiasm for and enhance achievement in middle school mathematics throughout the United States. The materials challenge students' math skills, develop their self confidence and reward them for their achievements.
- National Science Fair. The fair hosts middle school and high school students from around the country who compete for the top honors in the individual middle school, individual high school, and team divisions.
- Deaf Initiative in Technology. The Deaf Initiative in Information Technology (DiiT) project was established with two continuing grants from the National Science Foundation. During the six years of NSF funding, DiiT focused on the area of information technology. Since the end of NSF funding several years ago, NTID has supported the project, expanding the DiiT model to other disciplines. Faculty members from various departments offer workshops on a wide range of topics during the year. Outside funding also has been acquired to support the annual offerings of DiiT workshops in the Greater Los Angeles area.
- Project Fast Forward. Project Fast Forward is a three-year project funded in July 2006 by the Advanced Technological Education program of the National Science Foundation. The project is housed in NTID's Information and Computing Studies Department. The goal of Project Fast Forward is to increase the number of deaf and hard-of-hearing students who pursue a postsecondary education in a computer-related field by creating a pathway for students to transition from high school to college in the area of information technology (IT). To accomplish this, NTID is partnering with high schools across the country to offer dual-credit IT courses for deaf and hard-of-hearing students and professional development for teachers and guidance counselors.

ADMISSION AND ENROLLMENT

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

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.

The number of new students entering NTID fall 2009 was 423. The total included 329 deaf and hard-of-hearing freshmen and transfers, 30 first-year deaf and hard-of-hearing graduate students (18 in the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing [MSSE] and 12 in other RIT master's programs), 64 first-year hearing students (52 in the ASL-English Interpretation program, and 12 in the MSSE program).

Overall, NTID's applicants decreased by three percent from last year's 1,000 to 966 applicants for fall 2009 enrollment. Total enrollment was 1,474 compared to 1,450 for last year. The breakdown of the 1,474 students is as follows:

	Deaf and Hard-of Hearing	Hearing	Total
Undergraduate Programs			
Career Exploration Studies	124	0	124
Career-focused Associate Programs	485	0	485
Transfer Associate Programs	150	0	150
Baccalaureate (ASL-English Interpretation)	0	138*	138*
Baccalaureate/Master's Programs in other RIT Colleges	478	0	478
Subtotal NTID Undergraduate Programs	**1,237**	**138**	**1,375**
Graduate Programs at RIT	38	0	38
MSSE Program	32	29	61
Total Enrolled Students	**1,307**	**167**	**1,474**

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 33 percent of this year's fall 2009 entering class; compared to 32 percent of the total student body 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 12 new international students. The total number of international students is 42, or 2.8 percent of the total student population.

	Number	Percent
U.S. Students	1,432	97.2%
International Students	42	2.8%
Total	**1,474**	**100.0%**

In summary, NTID registered 423 new students and is serving a total of 1,474 students.

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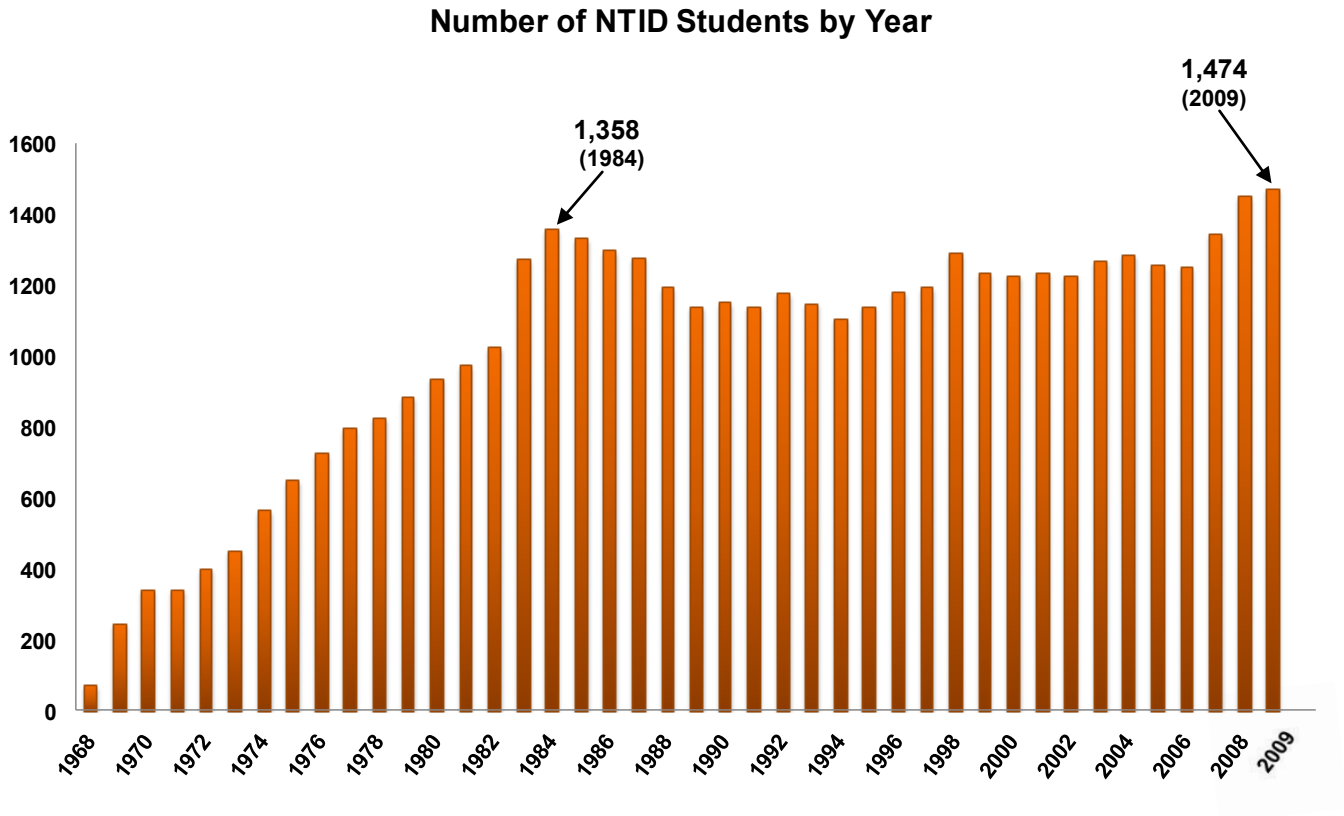
* There are an additional three students who are double-majors, with one major in NTID and another in a different college of RIT.

NTID's fall 2009 enrollment of 1,474 is the highest enrollment in our history, exceeding our increased enrollments last year, as well as from 1983 to 1988 resulting from the rubella epidemic 20 years earlier in which pregnant mothers who contracted rubella gave birth to increased numbers of deaf children.



COMPARATIVE ADMISSION DATA

Total applications decreased by three percent over last year. The acceptance rate was 54 percent of applications. Total registrations were 341, achieving a yield rate of 65%.

	Deaf and Hard-of-Hearing Freshman and Transfers Number of Students*				
	FY 2006	**FY 2007**	**FY 2008**	**FY 2009**	**FY 2010**
Total Applicants	768	819	939	1,000	966
% Increase or Decrease from Previous Year	+4%	+7%	+15%	+6%	-3%
Accepted Applicants	424	450	522	594	521
% Increase or Decrease from Previous Year	-2%	+6%	+16%	+14%	-12%
Acceptance Rate (Percent of Total Applicants)	55%	55%	56%	59%	54%
Registrations	322	341	377	396	341
Yield Rate (Registrations as a Percent of Accepted Applicants)	76%	76%	72%	67%	65%

* 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 student transition to the college environment.

The number of SVP registrants for summer of 2009 was 265.

	Number of Students*				
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
SVP Students Accepted	313	354	406	452	409
SVP Students Registered at Start of Program	190	219	254	295	265
SVP Students Completing Program	190	217	253	294	259
SVP Students Registered in Academic Programs for Fall Quarter (based on the fall 21-day report)	189	215	253	294	257

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

ENTERING REGISTERED STUDENTS

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

The remainder of the fall class enters directly into a program because their academic preparation suggests that they do not need the SVP experience.

This year, the number of new students was down 16 percent from the previous year, from 423 to 355 students.

	Number of Students*				
	FY 2005	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**
Winter (Off-Term)	23	12	18	20	24
Spring (Off-Term)	19	19	25	18	2
Summer (Off-Term)	1	2	0	0	0
Subtotal Off-Term	**43**	**33**	**43**	**38**	**26**
Fall (SVP)	189	215	253	299**	258**
Fall (Direct Entry)	90	93	81	86	71
Subtotal Fall	**279**	**308**	**334**	**385**	**329**
Total	**322**	**341**	**377**	**423**	**355**

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

** Includes five re-matriculating students.

INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 167 and, of those, 13 were accepted and 12 registered. 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 developing 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 2006	FY 2007	FY 2008	FY 2009	FY 2010
Applicant Continent of Origin					
Africa	28	34	48	34	51
Asia	24	49	62	35	58
Australia	0	0	0	0	0
Europe	4	4	7	4	10
North America	16	13	26	25	47
South America	3	8	2	0	1
Total Applicants	**75**	**108**	**145**	**98**	**167**
Accepted Applicants	**13**	**17**	**18**	**8**	**13**
Acceptance Rate (Percent of Total Applicants)	**17%**	**16%**	**12%**	**8%**	**8%**
New Registrations	**10**	**10**	**10**	**7**	**12**
Yield Rate (New Registrations as a percent of Accepted Applicants)	**77%**	**59%**	**56%**	**88%**	**92%**
Returning International Students	**50**	**32**	**34**	**31**	**30**
Total Enrollment (Returning International Students plus New Registrations)	**60**	**42**	**44**	**38**	**42**

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

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

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

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Characteristics of Entering Students*					
Gender					
Male	53%	61%	52%	51%	60%
Female	47%	39%	48%	49%	40%
Marital Status					
Single	99%	99%	99%	99%	99%
Other	1%	1%	1%	1%	1%
Mean Age at Entry	22	21	21	21	21
Parents' Hearing Status					
Both Hearing	90%	92%	85%	92%	85%
Both Deaf	6%	5%	5%	4%	9%
One Hearing/One Deaf	4%	3%	10%	4%	6%
Origin of Entering Students*					
United States by Region: 100% of U.S. students distributed across four regions					
West	13%	11%	10%	11%	9%
Midwest	26%	24%	20%	23%	26%
South	23%	19%	23%	22%	22%
Northeast	38%	46%	47%	44%	43%
Distribution of United States and International Students					
United States	95%	96%	97%	97%	96%
International	5%	4%	3%	3%	4%
School Background of Entering Students					
First Time in College	65%	65%	74%	71%	72%
Transfer from Other Colleges	21%	17%	16%	17%	16%
Previously Enrolled at RIT	10%	14%	6%	5%	8%
Graduate Students	4%	4%	4%	7%	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 2009*		
	International	**U.S.**	**Overall**
Demographics*			
Gender			
Male	62%	56%	56%
Female	38%	44%	44%
Entry Age, All Students	25	22	22
Age of Onset of Deafness			
Birth	80%	89%	89%
1 - 3 Years of Age	13%	5%	5%
More than 3 Years of Age	7%	6%	6%
Entry Scores*			
Hearing Level (Pure Tone Average) in Better Ear	99.7 dB	93.0 dB	93.2 dB
ACT Composite Score	17.0	17.9	17.9
Program Area*			
Career Exploration	5%	10%	10%
Career-Focused Associate Degrees	38%	38%	38%
Transfer Associate Degrees	7%	12%	12%
Other Colleges of RIT (Baccalaureate)	50%	40%	40%
FY 2010 Status of Students Enrolled FY 2009*			
Still Registered	64%	69%	69%
Withdrawn	7%	15%	15%
Graduated	29%	16%	16%

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

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

Beginning in 1969, the Stanford Achievement Test (now known as the SAT Reasoning Test or 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, 331 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 2008.

American College Test (ACT)*	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
ACT English	14.8	13.9	14.8	15.6	15.6
ACT Reading	17.3	16.4	17.3	18.4	18.3
ACT Mathematics	17.5	17.2	17.7	18.1	18.3
ACT Science Reasoning	18.7	18.2	19.0	19.1	19.4
ACT Composite	17.4	16.8	17.5	18.2	18.3

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

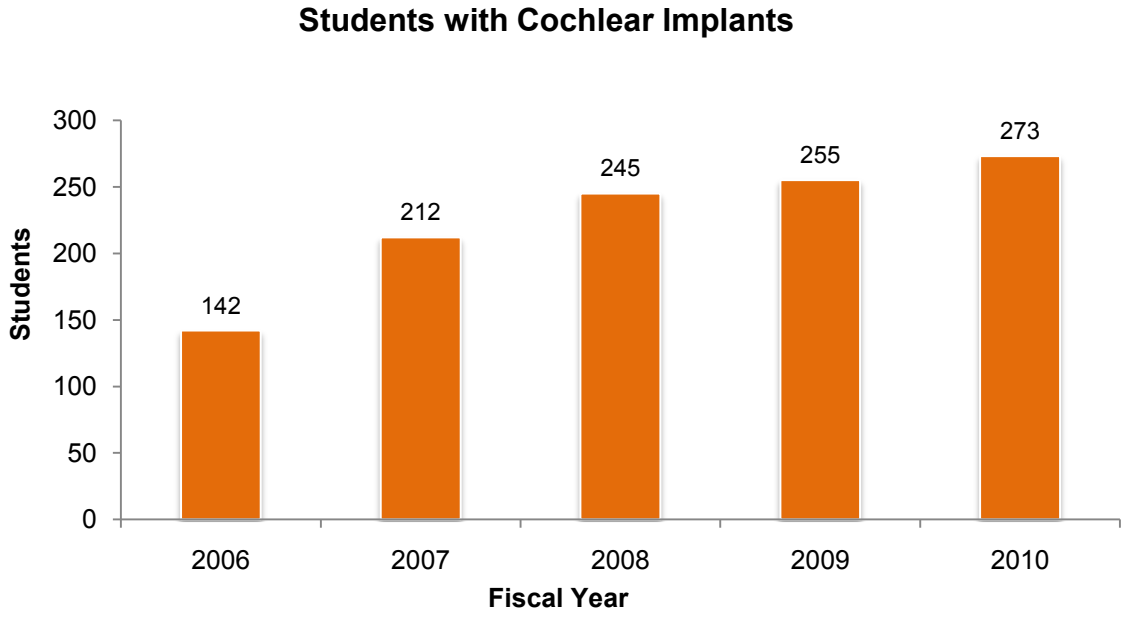
HEARING ASSESSMENT AND COCHLEAR IMPLANT INFORMATION

Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz (cycles per second)]. The hearing level reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz and 2000 Hz. Normal hearing is in the range of –10 dB to 20 dB. Moderate hearing loss is defined as having a pure tone average of 40-55 dB, with moderately severe at 56-70 dB, severe at 71-90 dB and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss over the past five years averages 93.4 dB.

The number of students with cochlear implants has increased to 273 fall 2009.

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

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Total Number of Deaf Students*	1,103	1,097	1,187	1,284	1,307
Students with Cochlear Implants	179 16.2%	217 19.8%	245 20.6%	255 19.9%	273 20.8%
Average Hearing Level in Best Ear of All Deaf Students	94.5 dB	93.4 dB	92.6 dB	93.2 dB	93.2 dB



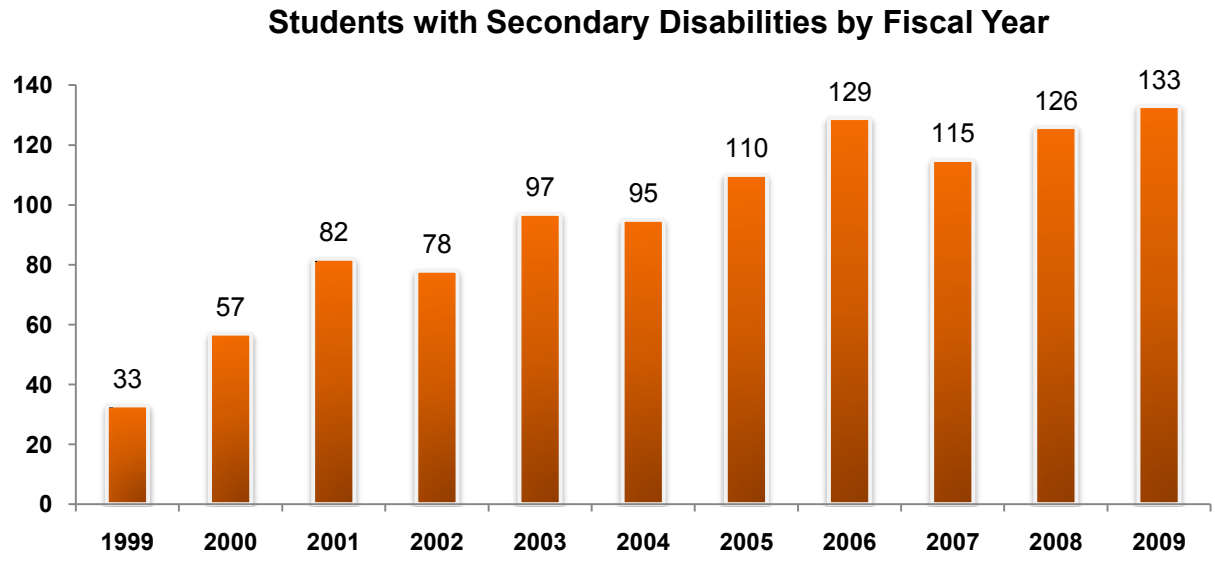
* This figure includes all deaf and hard-of-hearing students, undergraduate and graduate.

STUDENTS WITH SECONDARY DISABILITIES

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

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

Number and Percent of Students Receiving Secondary Disability Services			
Fiscal Year	**Total Deaf Students***	**Students with Secondary Disabilities**	**Percent**
1999	1,135	33	3%
2000	1,084	57	5%
2001	1,089	82	8%
2002	1,121	78	7%
2003	1,093	97	9%
2004	1,064	95	9%
2005	1,055	110	10%
2006	1,013	129	13%
2007	1,019	115	11%
2008	1,103	126	11%
2009	1,212	133**	11%**



* This figure includes all undergraduate deaf and hard-of-hearing students.
** Secondary disability numbers for FY 2009 are estimates; these data are not available.

ORIGIN OF STUDENTS AND GRADUATES

NTID students enrolled as of fall 2009 come from 49 states and the U.S. Territories of Guam and the Virgin Islands. A total of 17 countries are represented among current international students. Since NTID began accepting students, we have had international students from more than 50 countries.

Home State or U.S. Territory	Number in Student Body FY 2010	Graduates to Date as of Fall 2009	Cumulative Students to Date*
Alabama	10	25	58
Alaska	4	9	21
Arizona	9	27	83
Arkansas	6	28	66
Bermuda	1	1	3
California	64	322	716
Colorado	16	49	107
Connecticut	29	177	350
Delaware	12	24	66
District of Columbia	3	13	35
Florida	44	156	398
Georgia	18	57	152
Guam	0	0	2
Hawaii	6	22	38
Idaho	1	3	14
Illinois	112	362	844
Indiana	20	91	226
Iowa	8	54	105
Kansas	6	40	94
Kentucky	8	39	115
Louisiana	5	49	99
Maine	12	41	107
Maryland	53	140	371
Massachusetts	57	301	619
Michigan	47	245	537
Minnesota	8	94	174
Mississippi	2	5	21
Missouri	36	137	282
Montana	0	7	16
Nebraska	5	33	67
Nevada	4	5	19
New Hampshire	16	45	90
New Jersey	89	312	626
New Mexico	4	19	67
New York	353	1,765	3,667
North Carolina	17	55	131
North Dakota	1	19	34

* Includes current and withdrawn students, and graduates.

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body FY 2010	Graduates to Date as of Fall 2009	Cumulative Students to Date*
Ohio	53	356	671
Oklahoma	5	14	39
Oregon	9	44	93
Pennsylvania	85	514	1,046
Puerto Rico	1	8	18
Rhode Island	6	38	77
South Carolina	5	20	46
South Dakota	2	11	22
Tennessee	11	41	93
Texas	35	159	408
Utah	1	11	24
Vermont	7	35	78
Virgin Islands	0	1	4
Virginia	39	113	277
Washington	31	56	152
West Virginia	6	27	63
Wisconsin	37	85	214
Wyoming	2	3	6
Other**	12	6	64
Subtotal	**1,433**	**6,313**	**13,815**

Country	Number in Student Body FY 2010	Graduates to Date as of Fall 2009	Cumulative Students to Date*
Australia	0	1	1
Bahamas	0	0	1
Bangladesh	0	0	2
Belgium	0	1	1
Bolivia	0	1	1
Brazil	0	0	1
Bulgaria	1	0	1
Cameroon	1	0	2
Canada	17	156	286
Chad	0	0	1
China	2	2	6
Colombia	0	1	1
Czech Republic	0	1	1
Dominican Republic	0	0	1

(continued)

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

ORIGIN OF STUDENTS AND GRADUATES (continued)

Country	Number in Student Body Fall 2010	Graduates to Date as of Fall 2009	Cumulative Students to Date*
Ecuador	0	0	1
Estonia	0	1	2
Ghana	1	4	6
Greece	0	1	2
Honduras	1	0	1
Hong Kong	0	0	1
Hungary	1	0	1
India	6	13	26
Ireland	0	1	2
Jamaica	2	0	5
Japan	1	3	6
Korea	1	0	1
Lebanon	0	0	1
Malaysia	2	1	3
Mexico	0	1	3
Nepal	0	1	1
Nigeria	0	1	3
Norway	0	0	1
Pakistan	0	2	3
Philippines	1	2	4
Portugal	0	1	1
Saudi Arabia	0	2	2
Singapore	0	4	4
Somalia	0	0	1
South Africa	0	1	1
Switzerland	1	0	1
Taiwan	1	4	6
Tanzania	1	1	3
Thailand	1	5	7
Trinidad and Tobago	0	1	2
Turkey	0	1	1
Uganda	0	0	1
United Kingdom	0	2	3
Venezuela	0	1	1
Zambia	0	0	1
Zimbabwe	0	1	1
Other	0	3	4
Subtotal	**41**	**221**	**419**
Total	**1,474**	**6,534**	**14,234**

* Includes current and withdrawn students, and graduates.

ACADEMIC PROGRAMS

The primary mission of NTID is 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.

ACADEMIC PROGRAM HIGHLIGHTS

The progress toward achieving Strategic Vision 2010 during the 2008-2009 academic year is reported here and in the Strategic Vision 2005-2010 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) reorganizing Academic Affairs, including development of a long-term staffing plan to achieve Strategic Vision 2010. Academic Affairs works closely with Student and Academic Services to provide several learning centers and programs that support student academic success.

Career-focused Associate Degrees

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

The number of deaf and hard-of-hearing students enrolled in career-focused programs including students enrolled in A.O.S. and non-transfer A.A.S. degrees as well as students in Career Exploration Studies is provided at the beginning of the Admissions and Enrollment section.

In 2008-2009, the following program and curricular revisions were made to achieve our Strategic Vision 2005-2010.

The Arts & Imaging Studies Department completed the second year of implementation of its consolidated career-focused program. The department has revised its cooperative education (co-op) prerequisites and added several Special Topics courses, including Collaborative Digital Art and Videography II, to address changing technology and knowledge. Discontinuance of the two predecessor programs, Digital Imaging and Publishing Technology and Art and Computer Design, was extended one more year to allow students to graduate.

The Department of Engineering Studies added several course options to the array of technical electives open to Automation Technologies and Computer-Aided Drafting Technology students.

Several programs revised the content and nomenclature of their courses to bring them into alignment with current practice in their respective fields. Among these, Laboratory Science Technology renamed and refocused its Instrumentation course sequence to become Instrumental Analysis I, II and III. The Deaf Studies program in the Department of Cultural and Creative Studies is now called Deaf Cultural Studies, and the Administrative Support Technology program renamed its Preparation for Microsoft Certification course to ensure ease of updating as Microsoft introduces new certification requirements.

The Intensive English Bridging course sequence has been approved and fully implemented. The sequence provides students with 20 credits of intensive English language instruction, which is designed to develop the reading and writing skills necessary for acceptance into a two-year transfer associate degree program. Results from the first pilot year of the program (2007-08) are promising, with 33 percent of the class having successfully completed the ~~"W~~riting Seminar" course in RIT's College of Liberal Arts within six quarters, and 21 percent having matriculated into a baccalaureate program.

For students preparing to complete an associate degree and go directly into the workplace, a three-course Career English sequence has been developed and approved for piloting in the 2009-2010 academic year. This sequence focuses on English literacy skills required in the workplace.

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Revisions to the Capstone Seminar courses for A.O.S. and A.A.S. degree students were implemented and the revised course outlines approved by the College Curriculum Committee. A.O.S. and A.A.S. students are now enrolled in the same sections, all of which require collaborative group projects based on common themes, such as social responsibility, sustainability and civil engagement.

The Health Care Billing & Coding Technology program has been discontinued; admission to the program had been suspended for several years.

Transfer Associate Degrees

NTID's Strategic Vision 2005-2010 calls for offering an array of transfer associate degrees that provide seamless transition to RIT baccalaureate programs, and that carry at least 80 percent transferable credits. Strategic Vision 2010 calls for 20 percent of NTID-supported students to be enrolled in transfer associate degree programs by 2010.

At the beginning of the 2009-2010 academic year, 150 students were enrolled in associate-level transfer degree (99) and pre-baccalaureate (51) programs. This percentage is expected to continue to increase as we expand the number of transfer associate degrees available and market these degrees as 2 + 2 opportunities.

The university and the New York State Education Department approved a new transfer degree, an A.S. in Applied Liberal Arts, to be offered by NTID's Department of Liberal Studies (DLS), which accepted its first students in fall 2009. The program prepares students for entry into any of eight majors in RIT's College of Liberal Arts (COLA). An articulation agreement between DLS and COLA ensures that 93 percent of the A.S. program, or 86 credits, will transfer directly into the baccalaureate program.

The A.S. program in Hospitality and Service Management, offered by the Business Studies Department, completed its second year and will have its first graduates in 2009-2010.

NTID's Administrative Support Technology +2 and Laboratory Science Technology +2 programs as well as its A.S. in Business all had highly successful transfer rates to baccalaureate majors in the other colleges of RIT.

The Department of Engineering Studies reached agreement in principle with RIT's College of Applied Science and Technology (CAST) to develop a transfer degree in Civil Technology. A course mask was approved in draft form by the CAST dean. A concept paper describing the degree will be provided for the provost's review in fall 2009.

The Laboratory Science Technology program was granted a formal five-year approval by the Office of Technical Education and Resources of the American Chemical Society (ACS). The citation called the program ~~-u~~nique from other chemical technology programs in that [its] partners are scattered across the country," and noted its strengths as strong administrative support, program assessment, strong student camaraderie, co-op program and continuous program modification.

Other Curriculum Initiatives

The Department of Cultural and Creative Studies received Institute Curriculum Committee approval for its minor in Deaf Cultural Studies, to be offered through RIT's College of Liberal Arts. The program, which is a first for an NTID academic department, satisfies existing COLA requirements for a minor and will be open to all RIT students.

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Support for Baccalaureate Students

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 students in baccalaureate programs will continue to increase, a committee has analyzed the support needs of baccalaureate students and to considered innovative ways to provide support services in a manner that is educationally sound and cost effective.

At the beginning of the 2009-2010 academic year, 478 students (39% of total deaf and hard-of-hearing enrollment) were fully matriculated in baccalaureate programs of the other colleges of RIT. NTID faculty and staff provide tutoring, direct instruction, academic advising and counseling for these students. In addition, interpreting, notetaking and C-Print® services are offered through NTID's Department of Access Services.

Community College Referral Programs

The institute's Community College Transfer Partnership initiative was completed this year. The broad goal of the project was to develop contacts and strengthen ties between NTID and key community colleges that currently serve deaf and hard-of-hearing students. A specific goal was to explore the feasibility of establishing partnerships with key community colleges across the country to establish a pipeline for associate degree graduates to transfer into RIT bachelor's degree programs.

Over the course of the project, December 2007-November 2008, the project coordinator visited 33 community colleges across the United States. During each visit, he held substantial conversations with program administrators and faculty serving deaf and hard-of-hearing students, collected data regarding policies, procedures and student statistics and presented information about RIT/NTID. A number of specific articulation agreements were signed and a transfer advising worksheet was developed to promote and standardize the process of transfer to RIT/NTID. Several formal presentations also were delivered, for example, at the National Tech Prep Network conference and at the Association on Higher Education and Disability (AHEAD) conference.

The project was brought to a close in February 2009 with the delivery of an extensive final report to the NTID Administrative Team. The report collated a large amount of data about the programs visited, their students and transfer trends, and ended with a series of findings and recommendations for future consideration. Among the findings were the fact that more than half of the deaf and hard-of-hearing students in the programs visited are in developmental courses and, as such, are not prepared academically to make the transfer to a four-year institution, and the fact that in many cases, program administrators and faculty requested NTID's assistance to improve the delivery of developmental programs and to find the resources to put appropriate access services in place. In view of these findings, the report recommended that NTID develop an explicit program of reaching out to a targeted subset of community colleges and proposed that we consider following the growing practice of some of the more innovative community colleges, and devote institutional resources to working with feeder high schools to assist with student preparation for associate degree programs that lead to jobs or continuation to four-year college programs.

Outcomes Assessment

Summarizing student learning outcomes assessment processes and results continued to be a high priority for RIT in 2009, and NTID actively participated in contributing to the progress letter sent to the Middle States Association Commission on Higher Education in April 2009.

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Outcomes assessment (OA) reports for AY 2008-2009 for all NTID academic programs as well as general education and academic support areas included summary/reflective comments on progress made in the two-year period since RIT was reaccredited. NTID OA plans identify critical outcomes, performance benchmarks, assessment instruments and timelines. All NTID plans have been implemented, with many of them having already completed three or four full cycles. Based on data collected, six programs found the need to alter at least one of their assessment procedures. For 10 programs, outcomes assessment results led to instructional changes. Four recently added or modified programs have administered some measures and found that initial results are promising, but additional data is needed before determining implications. Annual assessment results and use of results are detailed in the Outcomes Assessment Plans/Reports which are posted online at http://www.ntid.rit.edu/president/soa/pages/plan.html.

There were a number of notable curricular modifications and/or changes to assessment procedures during AY 2008-2009. For example, the Administrative Support Technology program added workshops, self-analysis worksheets, videoconferencing and the development of a Special Topics course in Business Ethics to address human relations and interpersonal skills. The Business Studies Department also determined that several future assessments will need to be conducted within specific courses in the A.S. in Business and Applied Accounting programs to increase the number of students completing several measures.

The Applied Computer Technology program revised the assessment instruments for general technical skills and two concentration skill areas, so they more accurately reflect student achievement. Assessment results also pointed to the need for incorporating a portfolio for skill assessment in the Web Development concentration.

The Computer Aided Drafting Technology program met or exceeded most benchmarks, but found that one technical area is still problematic, i.e. students' ability to research, interpret and incorporate technical information into their projects. Four technical courses were rescheduled to incorporate this skill earlier in the program, allowing more time for development.

Laboratory Science Technology students demonstrated improvements in safety-related outcomes. Additionally, the program has begun curricular modifications to strengthen the biological areas, including offering a special topics course in Molecular Biology.

Data from co-op supervisor online evaluations regarding overall student job performance was updated for each academic program in 2009. These results, with program ratings pooled by department, indicated a high level of employer satisfaction, with means ranging from 4.33 to 4.5 on a five-point scale.

Capstone Seminar course revisions were piloted, with the new approach promoting collaboration among students and faculty in several departments to facilitate the creation of interdisciplinary group projects based on a common theme. The new course was viewed positively, and initial critical thinking results are encouraging. The Departments of Communication Studies and Services, and American Sign Language and Interpreter Education are working together to adapt the assessment measures for communication in order to yield more complete data on student learning outcomes based on group presentations.

Revised procedures for assessing students' e-mail communication also were piloted and will occur in Employment Seminar courses.

Outcomes assessment meetings are held regularly at NTID for the purposes of information dissemination and discussion. The fall 2008 meeting was particularly insightful when program coordinators and chairs shared highlights of their assessment processes and use of results. An additional benefit was that the meeting created a forum for instruction for new chairpersons and coordinators. Recent upgrades to the outcomes assessment website were demonstrated, including a revised editing function, which was

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welcomed by the individuals who enter assessment data and comments. Resources, publications and conferences related to assessment also are updated on a yearly basis. A follow-up assessment meeting addressed specific concerns of RIT/NTID 2+2 associate degree programs that transfer to baccalaureate programs.

A college-wide course inventory conducted in 2008 confirmed that all courses currently offered at NTID have course outlines, which include student learning outcomes. Course outlines are posted on the NTID president/dean's website at http://www.ntid.rit.edu/president/curriculum.php. The NTID Curriculum

Committee assures that all new and revised courses include appropriate student learning outcomes and associated assessment methods, and that these outcomes are related to programmatic and general education goals.

American Sign Language and Interpreting Education (ASLIE)

ASLIE enrolled 138* students in the B.S. Program in ASL-English Interpretation as of fall 2009. Due to the continuing effectiveness of the strategic marketing and recruitment plan employed for the past two years at NTID, this number has grown since last year and has once again set a record for being the highest number of interpreting students in the B.S. program in NTID's history. Interpreting faculty have reconceptualized and redesigned the interpreting curriculum in response to changing requirements in the interpreting field and increased requests for transfer from two-year programs.

In AY 2008-09, the ASL-English Interpretation program graduated 34 students, 19 of whom responded to a Senior Satisfaction Survey. When asked about overall satisfaction with the program, 14 students (74%) indicated strong agreement; 16 students (84%) indicated they would recommend the program.

Four months after graduation, the 34 students were sent an employment survey. Of the 28 students who responded, 25 students (89%) reported being employed in the field of interpreting and three (11%) are pursuing graduate degrees. In addition, 13 students (46%) have taken and passed the written portion of the National Interpreting Certification (NIC) exam, and two have taken and passed the written and performance portions.

Valarie, who graduated with a degree in interpreting in 1985, has been working as an interpreter at RIT/NTID for more than two decades.

RIT's College of Liberal Arts (COLA) offers ASL courses, coordinated and taught through NTID's ASLIE Department. This year the department renamed the three courses in the basic ASL sequence to bring the nomenclature into alignment with other foreign language sequences in the college. Thus, ASL I, II and III

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* There are an additional three students who are double-majors, with one major in NTID and another in a different college of RIT.

are now known as Beginning ASL I, II and III. The courses may be taken by RIT students as electives or to fulfill their liberal arts concentration. The requirement for the ASL concentration is to take two language courses, Beginning ASL II and III, and one culture course. This year, the COLA program had an enrollment of 412 students. The program has seen exponential enrollment growth in the past few years, evidenced not only by actual registrations, but also by a continuing influx of requests for more course sections and a more robust and diverse offering of courses.

The department discontinued its community program leading to a Deaf Studies Certificate. The three initial courses in the program ASL I, II and III were retained as stand-alone courses and renamed Introduction to ASL and Deaf Culture I, II and III. The courses are designed for RIT students, faculty and staff, and community members at large interested in a basic introduction to ASL and Deaf culture. In AY 2008-2009, the Introduction to ASL and Deaf Culture program had an enrollment of 88 students. The Faculty Staff Sign Language Education Program (FSSLEP), a program housed in ASLIE, had an enrollment of 545 faculty and staff from NTID and other departments across RIT. ASLIE faculty provided instruction in ASL courses as part of the ASL/Deaf Studies (Department of Cultural and Creative Studies) requirement for 66 students, the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing for 39 students, and the Provost's Program for 13 RIT faculty and staff. ASLIE also offers the RITSign Program, in which deaf student tutors, trained by ASLIE faculty, provided ASL instruction for 17 students. ASLIE faculty continued to provide sign communication assessment and feedback services for RIT/NTID faculty and staff and MSSE students through the Office of Communication Assessment Services (OCAS). Faculty conducted 29 Sign Language Proficiency Interviews (SLPI), 83 SLPI Ratings, 13 SLPI follow-up sessions, and six Classroom Sign Language Assessment (CSLA) activities.

The Office of the RIT Provost sponsors an annual Provost Summer Intensive American Sign Language and Deaf Culture Experience for selected RIT faculty/staff. The aim of the program is to enhance interactions among deaf and hearing members of the RIT community. Up to15 RIT faculty/staff, who are not employed within NTID and who represent the various academic and non-academic areas of RIT, are selected each year to participate in this intensive three-week program during the month of June. The focus of the program is to develop basic American Sign Language skills, an introduction to Deaf culture and an introduction to the dynamics of deaf and hearing interactions.

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 77 credit hours of instruction for 280 students in 2008-2009, with an additional 400 contact hours of communication support to the Job Search Process course for 151 students.

Audiological and speech-language clinical services were provided to members of the RIT community throughout the 2008-2009 academic year. Faculty and staff provided 3,520 hours of individual speech-language instruction, serving 209 students, and provided 2,461 hours of audiology services to 925 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 2008-2009 academic year, the lab served an additional 198 students on a walk-in basis, while the Hearing Aid Shop served 738 members of the RIT community.

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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 of 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 15th year, graduated 23 students during the 2008-2009 academic year. Fourteen of these MSSE graduates received initial certification from New York State in an academic content area (grades 7-12) and/or in education of students who are deaf or hard-of-hearing (grades K-12). Those who do not have certification either need to take additional NYS teacher certification exams or have chosen to pursue certification from the states where they currently are teaching. Of the 23 graduates, 16 are now teaching in residential schools for the deaf, mainstream programs or teaching American Sign Language in public school programs. Four graduates are employed by NTID, either as research assistants or ASL instructors. One graduate is employed outside the field of education, but currently is seeking a teaching position. One graduate currently is unemployed, but also is seeking a teaching position. All graduates received provisional certification from the Council on Education of the Deaf. To date, a total of 205 students have graduated from the program.

For the 2009-2010 academic year, the MSSE program has an enrollment of 61 students, of whom 52 percent are deaf or hard-of-hearing and 14 percent are minority. It is anticipated that up to 20 students will graduate from the program during the 2009-2010 academic year. There are an additional four students who have completed their coursework and hope to finish their capstone projects during this academic year.

To recruit students with strong content area backgrounds, especially in science and math, the program has implemented a 4+2 program with RIT's Colleges of Science, Engineering and Liberal Arts as well as RIT's multidisciplinary studies program. The specifics related to this program can be found at http://www.ntid.rit.edu/msse/4plus2.php.

In a similar approach, the MSSE program has developed an agreement with the State University of New York at Cobleskill to recruit potential students with strong backgrounds in English and social studies.

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

First Year Experiences/Career Exploration Studies and Summer Vestibule Program

First Year Experiences (FYE) programming is designed to maximize first-year student success and persistence. Beginning with NTID's Summer Vestibule Program (SVP), 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. This past summer, 265 students attended SVP and participated in a variety of activities, including career exploration, adjusting to college life programs, and course placement assessments. Also housed within FYE, the Career Exploration Studies program (CES) allows students the opportunity to explore technical programs while satisfying necessary core and/or prerequisite coursework. During AY 2008-2009, CES served 146 students. This is significantly higher than last year (107). Nevertheless, 70 percent of CES students were accepted into a major within three quarters.

NTID Learning Center

The NTID Learning Center (NLC) supports teaching and learning partnerships both through tutorial support in a variety of content areas and computer/multimedia resources (both PC- and Mac-based). The NLC offers individual and small group tutoring in mathematics and physics, information and computing

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studies, English, accounting and interpreting education. Individual students signed up to use NLC computers 62,467 times in AY 2008-2009, for a total of approximately 118,055 hours.

Self-Instruction Lab

The Self-Instruction Lab (SIL) offers a variety of equipment and materials to support students', faculty and staff members' signed and spoken language skill development. It serves as an environment for both expressive and receptive practice, offering flexible scheduling to meet learner needs as well as supporting individual learning styles. During AY 2008-2009, students, faculty and staff spent 2,920 hours during 3,046 visits to the SIL. Of the total hours, 903 hours were spent using the SIL video production rooms.

NTID STUDENT ENROLLMENT BY QUARTER (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 (138), or deaf, hard-of-hearing, or hearing students enrolled in the Master of Science program in Secondary Education (61).

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 90: Oct. 89-Sep. 90	1,096	-6.40%	1,022	-5.20%	-6.80%	969	-5.20%	-4.40%	299	29.40%	274	-2.50%
FY 91: Oct. 90-Sep. 91	1,105	0.82%	1,048	2.54%	-5.16%	982	1.34%	-6.30%	255	-14.72%	245	-10.58%
FY 92: Oct. 91-Sep. 92	1,086	-1.72%	1,027	-2.00%	-5.43%	991	0.92%	-3.51%	260	1.96%	259	5.71%
FY 93: Oct. 92-Sep. 93	1,130	4.05%	1,058	3.02%	-6.37%	978	-1.31%	-7.56%	251	-3.46%	235	-9.27%
FY 94: Oct. 93-Sep. 94	1,092	-3.36%	1,021	-3.50%	-6.50%	978	0.00%	-4.21%	299	19.12%	196	-16.60%
FY 95: Oct. 94-Sep. 95	1,045	-4.30%	977	-4.31%	-6.51%	900	-7.98%	-7.88%	240	-19.73%	272	38.78%
FY 96: Oct. 95-Sep. 96	1,056	1.05%	968	-0.92%	-8.33%	933	3.67%	-3.62%	194	-19.17%	260	-4.41%
FY 97: Oct. 96-Sep. 97	1,085	2.75%	1,021	5.48%	-5.90%	965	3.43%	-5.48%	187	-3.61%	253	-2.69%
FY 98: Oct. 97-Sep. 98	1,085	0.00%	1,010	-1.08%	-6.91%	960	-0.52%	-4.95%	189	1.07%	241	-4.74%
FY 99: Oct. 98-Sep. 99	1,155	6.45%	1,030	1.98%	-10.82%	976	1.67%	-5.24%	217	14.81%	255	5.81%
FY 00: Oct. 99-Sep. 00	1,107	-4.16%	1,040	0.97%	-6.05%	1009	3.38%	-2.98%	221	1.84%	256	0.39%
FY 01: Oct. 00-Sep. 01	1,113	0.54%	1,045	0.48%	-6.11%	1,017	0.79%	-2.68%	236	6.79%	242	-5.47%
FY 02: Oct. 01-Sep. 02	1,151	3.41%	1,056	1.05%	-8.25%	1,007	-0.98%	-4.64%	224	-5.08%	234	-3.31%
FY 03: Oct. 02-Sep. 03	1,122	-2.52%	1,027	-2.75%	-8.47%	994	-1.29%	-3.21%	228	1.79%	195	-16.67%
FY 04: Oct. 03-Sep. 04	1,109	-1.16%	1,047	1.95%	-5.59%	1,005	1.11%	-4.01%	249	9.21%	168	-13.85%
FY 05: Oct. 04-Sep. 05	1,097	-1.08%	1,029	-1.72%	-6.20%	962	-4.28%	-6.51%	222	-10.84%	190	13.10%
FY 06: Oct. 05-Sep. 06	1,066	-2.83%	988	-3.98%	-7.32%	926	-3.74%	-6.28%	263	18.47%	219	15.26%
FY 07: Oct. 06-Sep. 07	1,064	-0.19%	998	1.01%	-6.20%	963	4.00%	-3.51%	339	28.90%	254	15.98%
FY 08: Oct. 07-Sep. 08	1,154	8.46%	1,099	10.12%	-4.77%	1,040	8.00%	-5.37%	396	16.81%	295	16.14%
FY 09: Oct. 08-Sep. 09	1,260	9.19%	1,216	10.65%	-3.49%	1,155	11.06%	-5.02%	428	8.08%	265	-10.17%
FY 10: Oct. 09-Sep. 10	1,275	1.20%										

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

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

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

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009		
						Number	
					Percent	Full-Time	Total
Career Exploration	100%	97%	99%	99%	99%	123	124
Career-focused and Transfer Associate Degrees	97%	98%	98%	98%	97%	586	603
Pre-baccalaureate	100%	100%	100%	97%	100%	29	29
Cross-registered Baccalaureate and Graduate	92%	95%	92%	91%	93%	457	494
ASL-English Interpretation	91%	89%	91%	91%	93%	128	138
Master of Science in Secondary Education (MSSE)*	65%	91%	85%	73%	75%	46	61
Overall	**93%**	**94%**	**95%**	**94%****	**94%**	**1,369**	**1,449*****

* Included for FY 2005, FY 2007 and FY 2008 are non-matriculated students (between 4 and 15, per year) 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.

** Information on full-time status is not available for 24 currently registered students, who are therefore not included.

*** Information on full-time status is not available for 25 currently registered students, who are therefore not included.

ENROLLMENT BY DEGREE PROGRAMS

In fall 2009, 65 percent of NTID's 1,474 students were enrolled in a broad array of programs within NTID. Thirty-five percent were enrolled in the other seven colleges of RIT, including 38 students in graduate programs. Of the 1,474 students, 1,275 are deaf and hard-of-hearing students in traditional undergraduate and graduate programs (excluding MSSE and interpreting).

Thus, 40 percent of our deaf and hard-of-hearing students (516) enrolled in traditional undergraduate and graduate programs are partially or fully enrolled in the other colleges of RIT.

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
NTID			
Career Exploration Studies			
(NCXP)	Career Preparation/Foundation	97	
(NCXU)	Career Exploration Undecided	27	
Subtotal		**124**	**8.4%**
Career-focused and Transfer Associate Degrees			
(NACA)	Applied Computer Technology (A.A.S.)	20	
(NACO)	Applied Computer Technology (A.O.S.)	58	
(NACT)	Applied Computer Technology	31	
(NAGA)	Art and Computer Design (A.A.S.)	4	
(NAGO)	Art and Computer Design (A.O.S.)	4	
(NAIA)	Arts and Imaging Studies	34	
(NAIG)	Arts and Imaging Studies (Affiliated)	1	
(NAIO)	Arts and Imaging Studies	118	
(NALA)	Applied Liberal Arts	7	
(NAMA)	Applied Mechanical Technology (A.A.S.)	14	
(NAUA)	Automation Technologies (A.A.S.)	3	
(NAUO)	Automation Technologies (A.O.S.)	8	
(NBBG)	Business Technology (Affiliated)	2	
(NBBO)	Business Technology (A.O.S.)	65	
(NBNA)	Accounting Technology (A.A.S.)	23	
(NBSA)	Business (A.S.)	29	
(NCDA)	Computer Aided Drafting Technology (A.A.S.)	12	
(NCDO)	Computer Aided Drafting Technology (A.O.S.)	18	
(NDIA)	Digital Imaging and Pub Technology (A.A.S.)	1	
(NDIO)	Digital Imaging and Pub Technology (A.O.S.)	1	
(NETG)	NTID Engineering Technologies	40	
(NHMA)	Hospitality and Service Management	4	
(NLSA)	Laboratory Science Technology (A.A.S.)	25	
(NLSG)	Laboratory Science Technology (Affiliated)	1	
(NLSO)	Laboratory Science Technology (A.O.S.)	35	
(NMTO)	Computer Integrated Machining Tech (A.O.S.)	21	
(NOTA)	Administrative Support Technology (A.A.S.)	18	
(NTDZ)	NTID General (non-degree, non-matriculated)	9	
Subtotal		**606**	**41.1%**

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
ASL-English Interpretation			
(NITF)	ASL-English Interpretation (B.S.)	**138***	**9.4%**
Master of Science in Secondary Education (M.S.S.E.)			
(NMSE)	Secondary Education of Students Deaf/HH (M.S.)	55	
(NMSZ)	Secondary Education of Students Deaf/HH (M.S.)	1	
(NORG)	Graduate Teacher (Non-Degree)	5	
Subtotal		**61**	**4.1%**
Pre-baccalaureate – Students in NTID			
(NAPE)	Pre-college Engineering Legal Tech	6	
(NAPF)	Pre-college Visual Communication	13	
(NAPL)	Pre-college Liberal Arts	5	
(NAPS)	Pre-college Science	5	
Subtotal		**29**	**2.0%**
NTID Subtotal		**958**	**65.0%**
BACCALAUREATE STUDENTS IN OTHER RIT COLLEGES			
College of Applied Science and Technology			
(ICEZ)	Non-degree Student	2	
(IEME)	Environmental Management and Technology	1	
(IEMT)	Environmental Technology and Environmental, Health & Safety (EHS) Management	1	
(IMDB)	Applied Arts and Sciences	2	
(IMDF)	Applied Arts and Sciences (Day)	48	
(IPKT)	Packaging Science	3	
(ISMD)	Nutrition Management	1	
(ISMK)	Hospitality and Service Management	16	
(ITFC)	Civil Engineering Technology	12	
(ITFE)	Electrical Engineering Technology	3	
(ITFF)	Manufacturing Engineering Technology	4	
(ITFL)	Electrical/Mechanical Engineering Technology	1	
(ITFM)	Mechanical Engineering Technology	11	
(ITFP)	Computer Engineering Technology	6	
(ITFZ)	Undeclared Engineering Technology	1	
(ITPE)	Electrical Engineering Technology	1	
Subtotal		**113**	**7.7%**

(continued)

* There are an additional three students who are double-majors, with one major in NTID and another in a different college of RIT.

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
College of Business			
(BBUA)	Business Administration-Accounting	19	
(BBUF)	Business Administration-Finance	7	
(BBUG)	Business Administration-Management	15	
(BBUI)	Management Information Systems	5	
(BBUM)	Business Administration-Marketing	4	
(BBUT)	Business Administration-International Business	1	
(BBUU)	Business Administration-Undeclared	4	
(BREP)	Graphic Media Marketing	4	
Subtotal		**59**	**4.0%**
College of Engineering			
(ECME)	Chemical Engineering	1	
(EECC)	Computer Engineering	1	
(EEEE)	Electrical Engineering	2	
(EENG)	Engineering-Undeclared	2	
(EIEI)	Industrial Engineering	2	
(EMCR)	Microelectronic Engineering	1	
(EMEA)	Mechanical Engineering-Aerospace Option	2	
(EMEE)	Mechanical Engineering	1	
(EMEM)	Mechanical Engineering	7	
Subtotal		**19**	**1.3%**
College of Imaging Arts and Sciences			
(JADC)	Graphic Design	15	
(JADF)	Fine Arts-Studio	7	
(JADI)	Interior Design	5	
(JADL)	Illustration	4	
(JADM)	Medical Illustration	3	
(JADU)	Industrial Design	10	
(JADW)	New Media Design and Imaging	3	
(JPHA)	Professional Photographic Illustration	3	
(JPHB)	Biomedical Photographic Communication	6	
(JPHD)	Professional Photo Illustration-Advertising B.F.A.	9	
(JPHQ)	Film and Video	7	
(JPHR)	Professional Photo Illustration-Journal	2	
(JPHU)	Visual Media	9	
(JPRV)	Graphic Media	5	
(JPRW)	New Media-Publishing	7	
Subtotal		**95**	**6.4%**

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
College of Liberal Arts			
(GCJC)	Criminal Justice	16	
(GPPD)	Public Policy	1	
(GPSY)	Psychology	49	
(GPTA)	Advertising and Public Relations	9	
(GPTC)	Professional and Technical Communication	10	
(GSSI)	International Studies	4	
(GUCS)	Urban and Community Studies	2	
Subtotal		**91**	**6.2%**
(TCRP)	College Restoration Program	**1**	**0.1%**
College of Science			
(SBIB)	Biology	12	
(SBIT)	Biotechnology	3	
(SBIV)	Environmental Science	4	
(SCHB)	Biochemistry	3	
(SCHC)	Chemistry	1	
(SIMG)	Imaging Science	2	
(SMAM)	Applied Mathematics	8	
(SSBS)	Biomedical Sciences (B.S.)	20	
(SSEG)	General Science Exploration (ND)	1	
Subtotal		**54**	**3.7%**
College of Computing and Information Sciences			
(VCSG)	Computer Science	12	
(VIGD)	Game Design and Development	1	
(VIGN)	New Media Interactive Development	1	
(VKSF)	Information Technology	19	
(VKSM)	Medical Informatics	2	
(VKSZ)	Information Tech (Even Option)	1	
(VNSA)	Applied Networking and System AD	3	
(VNSF)	Information Security and Forensics	4	
Subtotal		**43**	**2.9%**
(WUSP)	University Studies	**3**	**0.2%**
Subtotal Baccalaureate Students in Other Colleges		**478**	**32.4%**

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
GRADUATE STUDENTS IN OTHER RIT COLLEGES			
College of Applied Science and Technology			
(IMDM)	Cross-disciplinary Professional Studies	9	
(IPKG)	Packaging Science	1	
(ISMM)	Hospitality-Tourism Management	1	
(ITFO)	Telecommunications Engineering Technology (M.S.)	1	
Subtotal		**12**	**0.8%**
College of Business			
(BBUB)	Business Administration (M.B.A.)	2	
(BBUY)	Business Administration (E.M.B.A.) Online	1	
Subtotal		**3**	**0.2%**
College of Engineering			
(EIEM)	Engineering Management	1	
(EMEN)	Mechanical Engineering-dual Degree	2	
Subtotal		**3**	**0.2%**
College of Imaging Arts and Sciences			
(JADG)	Computer Graphics Design	4	
(JADM)	Medical Illustration	1	
(JSCM)	Metal Crafts and Jewelry	1	
Subtotal		**6**	**0.4%**
College of Liberal Arts			
(GPPE)	Public Policy BS/MS Dual Degree	1	
(GPTM)	Communication and Media Technologies	1	
Subtotal		**2**	**0.1%**
College of Science			
(SMAG)	Industrial and Applied Mathematics	1	
Subtotal		**1**	**0.1%**

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

		Student Enrollment FY 2010	
		Number of Students	Percentage of Total
College of Computing and Information Sciences			
(VCSG)	Computer Science	3	
(VCSK)	Computer Science	1	
(VKSD)	Software Development and Management	2	
(VKSF)	Information Technology	2	
(VKSI)	Human-Computer Interaction (M.S.)	1	
(VNSM)	Networking and System Administration (M.S.)	2	
	Subtotal	**11**	**0.7%**
Subtotal Graduate Students in Other Colleges		**38**	**2.6%**
Total		**1,474**	**100%**

Nelsy, an Environmental Studies major, received the Most Outstanding Student in Chemistry Award and the Chemical Technology Student Recognition Award, both from the American Chemical Society.

In addition, she won first place in RIT's Undergraduate Research Symposium and presented her award-winning research at the National Chemical Society Convention in Salt Lake City.

AVERAGE CLASS SIZE BY DISCIPLINE

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

	AY 2008-2009		
	Fall 2008	**Winter 2008**	**Spring 2009**
Accounting Technology	9.6	8.8	10.6
American Sign Language	12.3	7.5	6.0
Applied Computer Technology	7.8	6.8	6.7
Arts & Imaging Studies	7.6	8.7	7.8
ASL-English Interpretation	8.4	8.5	7.7
Automation Technologies	3.0	5.0	3.8
Business Technology	8.9	9.3	7.7
Communication Studies and Humanities	9.4	13.7	11.6
Computer Aided Drafting Technology	8.9	7.8	7.5
Computer Integrated Machining Technology	8.1	6.1	5.6
Deaf Studies	12.5	13.3	11.5
English	11.6	11.2	9.8
Freshman Seminar / Career Exploration	13.0	11.4	9.2
Interdisciplinary Studies	14.2	14.5	8.0
Laboratory Science Technology	11.0	8.5	8.4
Master of Science in Secondary Education	14.1	12.7	15.5
Mathematics	10.0	9.9	9.5
Performing Arts	7.7	13.4	9.7
Pre-baccalaureate	7.0	0.0	0.0
Science	9.4	10.4	9.9
Social Sciences	14.8	15.1	13.6
Overall Average	**9.51**	**9.21**	**8.19**

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 Students	
	Number of Sections	Deaf and Hard-of-Hearing	Hearing
College of Applied Science and Technology			
Management Process I	1	1	32
Management Process II	1	1	33
Subtotal	**2**	**2**	**65**
E. Philip Saunders College of Business			
Business Software Applications	1	28	0
Strategy and Policy	1	7	28
Subtotal	**2**	**35**	**28**
B. Thomas Golisano College of Computing and Information Sciences			
Computer Science II Laboratory	1	4	10
Subtotal	**1**	**4**	**10**
College of Imaging Arts and Sciences			
Architectural Drawing	1	1	18
Building Codes and Regulations	1	3	19
CADD Applications	1	1	19
Foundations Independent Study	1	1	0
Interior Design Business Practice	1	2	19
Photo Oaxaca Mexico	1	1	13
Survey of Western Art & Architecture	3	50	0
Working Drawings	1	2	9
Subtotal	**10**	**61**	**97**
College of Liberal Arts			
American Sign Language I	5	7	93
American Sign Language II	7	8	87
American Sign Language III	2	6	29
American Sign Language Literature	2	5	8
Arts of Expression: Travel and Imagination	1	17	0
Arts of Expression: Writing the Discipline	2	22	0
Beginning Spanish I	1	23	0
Beginning Spanish II	1	18	0

(continued)

EDUCATIONAL SUPPORT: TEACHING (continued)

	Number of Sections	Number of Students	
		Deaf and Hard-of-Hearing	Hearing
College of Liberal Arts (continued)			
Beginning Spanish III	1	18	0
Concepts in Criminal Law	1	5	25
Courts	1	1	20
Deaf Culture in America	2	38	24
Deaf Literature	1	25	7
Fine Arts: Visual Arts	2	31	0
Foundations of Sociology	6	119	0
History of Deaf Educational Thought	1	24	2
History: Modern America	2	41	0
Introduction to Psychology	8	149	234
Literary and Cultural Studies	1	19	0
Cyber law	1	2	28
Law, Justice and Society	1	10	18
Scientific Writing	1	12	1
Senior Project Psychology II	1	1	0
Linguistics of ASL	1	5	9
Women and Crime	2	13	19
Written Communication I	15	191	0
Written Communication II	15	192	0
Writing Seminar	15	219	0
Subtotal	**99**	**1,221**	**604**
College of Science			
Human Diseases	1	14	37
Subtotal	**1**	**14**	**37**
Center for Intercollegiate Athletics and Recreation			
Coaching/Officiating Basketball	1	16	0
Dance/Jazz	1	1	2
Kundalini Yoga	1	1	34
Soccer	1	5	7
Spinning	1	3	26
Spirituality and Health	3	5	33
Ultimate Frisbee	1	1	29
Walking for Fitness	1	1	7
Wellness for Life	1	3	4
Subtotal	**11**	**36**	**142**
Total	**126**	**1,373**	**983**

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 34 students in 2008-2009, all B.S. degrees. Fifty-two new students matriculated into the program in September 2009. Currently nine percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL-English and Interpreting Education has graduated 585 students. Of that number, 505 have graduated with an A.A.S. degree, and 74 with a B.S degree, and six with a certificate.

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Applicants	N/A	182	170	198	214*
Accepted	N/A	55	48	52	76**
Registrations	56	41	34	36	52***
Enrollment					
A.A.S.	94	98	5	1	0
B.S.	21	29	121	134	138
Non-matriculated	0	2	2	0	0
Total	**115**	**129**	**128**	**135**	**138**
Graduates	28	36	28	34	****
Placement Rate	96%	96%	100%	96%	96%
Intro to ASL and Deaf Culture*****	1	1	2	0	88
Summer Institute on ASL and Interpreting Education	4	21	16	0	0

In addition to the interpreting program and Intro to ASL/Deaf Culture program, ASLIE faculty also provide the following programs shown with FY 2009 enrollments.	FY 2009 Enrollment
ASL courses in RIT's College of Liberal Arts (COLA)	412
Faculty/Staff Sign Language Program, open to all RIT and NTID employees	545
ASL/Deaf Studies in the Department of Cultural and Creative Studies, NTID	66
Master of Science in Secondary Education Program, NTID	39
Provost Summer Intensive ASL Experience Program, RIT's Office of the Provost	13
RITSign Tutorial Program available to all RIT students	17

* There were an additional 15 internal transfer RIT applicants.
** Includes three Change of Program accepts (internal RIT transfers) and three double major accepts.
*** There are an additional three students who are double-majors, with one major in NTID and another in a different college of RIT.
**** FY 2010 graduates will be reported next year.
***** The Intro to ASL and Deaf Culture Program consists of three ASL courses offered in the evenings as an orientation-to-deafness 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 15th year. To date, 205 students have graduated from the program. Ninety-one percent of the FY 2009 graduates have accepted teaching jobs throughout the state of New York and in Maryland, Michigan, Virginia and Pennsylvania.

To complete the program, each student must successfully complete 94 credit hours, including two student-teaching assignments, and a master's project.

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

To recruit students with strong content area backgrounds, especially in science and math, the program has implemented a 4+2 program with the College of Science, the College of Engineering and the College of Liberal Arts as well as the multidisciplinary studies program at RIT. The specifics related to this program can be found at http://www.ntid.rit.edu/msse/4plus2.php.

Sixty-two applications for admission for fall 2009 were received. Forty-eight were offered admission. Of those, 30 matriculated into the program. For the 2009-2010 academic year the MSSE program has a total enrollment of 61 students; 31 second-year or returning students, and 30 first-year students. Of the 61 matriculated students, 52 percent are deaf or hard-of-hearing, and 14 percent are minority.

MSSE Student Data

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Applications	47	44	46	49	62
Acceptances	39	38	33	37	48
New Registrations	28	28	27	24	30
Deaf and Hard-of-Hearing Enrollment	38	31	31	24	32
Total Enrollment*	74	56	59	55	61
Graduates	26	23	33	23	**
Placement Rate	100%	96%	83%***	93%	91%

* Included from FY 2007 to-date, are non-matriculated students (between 4 and 15, per year) 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.

** FY 2010 graduates will be reported next year.

*** 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 2009:

- 262 students were enrolled in cooperative work experiences;
- 54 academic programs had students on cooperative work experiences;
- 19 faculty and staff visited 62 students at their job sites during the summer.

	Number of Students Involved in Cooperative* Work Experiences				
	FY 2005	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**
Sub-baccalaureate					
NTID Career-focused and Transfer Associate Degrees	89	86	92	109	132
Percent of Total	39%	37%	34%	43%	50%
Baccalaureate / Master's					
College of Applied Science and Technology	24	39	46	48	41
College of Business	18	19	30	25	23
College of Computing and Information Sciences	33	27	27	26	35
College of Engineering	9	14	15	15	11
College of Imaging Arts and Sciences	14	10	17	10	5
College of Liberal Arts	39	35	40	16	11
College of Science	5	3	5	6	4
Subtotal	142	147	180	146	130
Percent of Total	61%	63%	66%	57%	50%
Total	**231**	**233**	**272**	**255**	**262**

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

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) ACTIVITIES

The National Technical Institute for the Deaf conducts a wide variety of science, technology, engineering and mathematics (STEM) activities, including academic majors offered within NTID and those supported by NTID in the other colleges of RIT as well as pre-college outreach activities and research activities.

STEM Majors Offered at NTID

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

Other RIT Colleges Offering STEM Majors

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

STEM-related Pre-college Outreach Activities Offered by NTID

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

Post-college STEM Outreach Activity Offered by NTID

- Deaf Initiative in Technology (DiiT) – Series of workshops providing computer and other training to deaf and hard-of-hearing adults. More than 628 deaf and hard-of-hearing professionals have attended 84 DiiT workshops over the past nine years.

A Sampling of Research Support for NTID STEM Activities

- *Enrichment: Testing the Concept of a Virtual Alliance for Deaf and Hard-of-Hearing STEM Students at the Postsecondary Level.* Supported by the National Science Foundation.
- *DHH Cyber-Community - Supporting Deaf and Hard-of-Hearing Students in STEM Fields.* Supported by the National Science Foundation.
- *Science of Learning Center on Visual Language and Visual Learning*. Supported by the National Science Foundation, as a sub-award to Gallaudet University.
- *Reorganization of Visual Functions after Early Deafness*. Supported by the National Institutes of Health, as a sub-award to the University of Rochester.
- *Speech to Text Systems: Comparative Analysis of Text Generation and Display Methods*. Supported by the National Science Foundation.

(continued)

- *Cognitive and Metacognitive Foundations of STEM Learning by Deaf Students*. Supported by the National Science Foundation.
- *Psychological Foundations of Mathematics Performance by Deaf and Hearing Students*. Supported by the National Institutes of Health.
- *Improving Access to STEM Education for Deaf and Hard-of-Hearing Students*. Supported by the National Science Foundation.
- *Survive and Thrive in College*. Supported by the NYS Education Department.
- *Project Fast Forward: Pathway to an IT Education for Deaf and Hard-of-Hearing Students*. Supported by the National Science Foundation.
- *C-Print® Pro Tablet*. Supported by the NEC Foundation.
- *Increasing Access to STEM Instruction through Specially Produced Notes using Tablet PC Technology and Speech-to-Text Services*. Supported by the National Science Foundation.
- *Evaluation of Use of Tablet PCs and C-Print to Support Deaf and Hard-of-Hearing Students*. Supported by the U.S. Department of Education.
- *Supporting Deaf and Hard-of-Hearing Students in STEM Nontraditional Learning Settings with Remote Speech-to-Text Services*. Supported by the National Science Foundation.
- *Testing the Concept of a Virtual Alliance for Deaf and Hard of Hearing STEM Students at the Postsecondary Level*. Supported by the National Science Foundation.

A Sampling of STEM-related Events and Presentations (Center for Education Research Partnership)

- *What We Know, What We Don't Know, and What We Think We Know about Alternative Educational Models for Deaf Students*. Keynote address, Second Brussels Conference on Bilingual Education, Brussels, Belgium, October 2008.
- *Grade Expectations: What We Know, What We Don't Know, and What We Think We Know (but Really Don't Know) about Language in the Education of Deaf Students*. Keynote address, British Association of Teachers of the Deaf, Glasgow, Scotland, November 2008.
- *Deaf Children Are Not Hearing Children Who Can't Hear: On Language, Cognition, and Learning*. Special course for Teachers of the Deaf in Scotland Scottish Sensory Centre, Edinburgh, November 2008.
- *Myths and Misunderstandings in the Education and Development of Deaf Children*. Plenary address, Canadian Association of Teachers of the Deaf and Hard of Hearing, November 2008.
- *Do Deaf Students' Visuospatial Abilities Give Them an Advantage in Multimedia Classrooms?* Technology and Deaf Education Conference (invited), NTID, June 2009.

A Sampling of STEM-related Research Publications (Center for Education Research Partnership)

- Are deaf students' reading challenges really about reading? *American Annals of the Deaf.* (in press)
- Promises (?) of Deaf Education: From Research to Practice and Back Again. In M. Marschark and P. Spencer (Eds.) *Oxford Handbook of Deaf Studies, Language, and Education, Volume 2.* (in press)
- Language and learning in mainstream classrooms. In J. Mole (Ed.), *International Perspectives on Educational interpreting*. Brassington, UK: Direct Learned Services Ltd. (in press)
- Predicting academic success among deaf college students. *Journal of Deaf Studies and Deaf Education 14*, 324-343. (2009)
- Learning via direct and mediated instruction by deaf students. *Journal of Deaf Studies and Deaf Education, 13*, 446-461. (2008)

STUDENT SUPPORT SERVICES

Cochlear implant mapping software is available to audiologists who use it with students in one of several specially outfitted testing suites. Audiologists also work with students using a computer assisted auditory training program.

STUDENT SUPPORT SERVICES HIGHLIGHTS

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

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

- Mental health counseling and psychotherapy is provided to deaf, hard-of-hearing and hearing students on campus at the RIT Counseling Center. Mental health counselors fluent in American Sign Language provide services for deaf and hard-of-hearing students. A staff psychiatrist at the Student Health Center is available for consultation or referral as needed. Mental health crisis intervention is available 24 hours a day. In addition to individual counseling and psychotherapy, students can participate in support groups and skill-building groups with counseling center staff throughout the year. Last year, 161 deaf and hard-of-students were seen for these services.

- Personal and career counseling, and academic advising. Upon entry, every NTID-supported student has access to a professional counselor who plays an important role in helping students maximize their educational opportunities. Last year, the NTID Counseling Services Department provided more than 11,500 hours of career and personal counseling as well as academic advising for students, in addition to teaching 25 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 an interactive, computer-based career information system that helps students assess their interests, learning styles and values, and explore a wide range of educational and career options. Counselors also work in collaboration with other service providers on campus to assess student learning competencies and develop educational interventions where appropriate.

- Student Life Team (SLT). In FY 2009, NTID's Student Life Team continued its tradition of both advocating for and challenging the students within our community, offering developmental growth opportunities in preparation for their success in the world of work. Collaborations with NTID's Center on Employment, Substance and Alcohol Intervention Services for the Deaf, Counseling Department, and several offices across RIT's Division of Student Affairs ensured that students were provided the most current information delivered in a manner to allow for maximum access and understanding in our diverse deaf and hard-of-hearing community.

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

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

- Financial Aid (domestic students). In FY 2009, NTID students received a total of $18,224,409 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 $10,059. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.

(continued)

- Substance and Alcohol Intervention Services for the Deaf (SAISD) provides culturally sensitive, linguistically accessible information on alcohol, tobacco and other drugs, prevention, intervention and case management services to the deaf and hard-of-hearing community at RIT and throughout Rochester and the Monroe County area. SAISD also advocates for and promotes development of a full range of accessible treatment programs for alcohol and other drugs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation and training for professionals. For services from October 2008 to September 2009, SAISD screened 87 students, provided ongoing counseling to 51 students and made 1,153 student contacts in our prevention presentations. Wherever possible, SAISD promotes its successful model to other communities across the state.

- NTID Learning Center. The NTID Learning Center (NLC) supports teaching and learning partnerships both through tutorial support in a variety of content areas and computer/multimedia resources (both PC- and Mac-based). The NLC offers individual and small group tutoring in mathematics and physics, information and computing studies, English, accounting and interpreting education. Individual students signed up to use NLC computers 62,467 times in AY 2008-2009, for a total of approximately 118,055 hours.

An Accounting major from Woodbridge, VA, Nathaly started the NTID Business Club and volunteers in the NTID Business Studies Department's Big Brother/Big Sister mentoring program. This program groups first-year students with second- and third-year students to provide support, encourage student involvement and promote success by fostering a sense of community.

SUPPORT SERVICES

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

	Hours of Service Tutoring/Advising	Class Sections Served	Total Student Registrations
College of Applied Science and Technology (CAST)	*	398	1,157
College of Imaging Arts and Sciences (CIAS)	2,175	374	881
Saunders College of Business (COB)	2,155*	182	592
Kate Gleason College of Engineering (KGCOE)	1,648*	110	156
College of Liberal Arts (COLA)	3,940	452	2,057
College of Science (COS)	5,628*	280	1,430
Golisano College of Computing and Information Sciences (GCCIS)	2,090*	186	457
Total	**17,636**	**1,982**	**6,730**

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

STUDENT ACCESS SERVICES

NTID provides sign language interpreting, C-Print®, and notetaking to meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges.

STUDENT ACCESS SERVICES HIGHLIGHTS

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

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

- **Sign language interpreting** provided by 116, as of fall 2009, full-time-equivalent employees—the largest staff of professional interpreters of any college program in the world. Students also may request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **Real-time captioning** provided as a real-time access service for students who benefit from English text more than sign language interpreting. A growing staff, now numbering 51 captionists as of fall 2009, has trained here in C-Print®, a computer-assisted system developed at NTID for transcribing in real time what teachers and students say in class. Real-time captioning also is provided for special events and out-of-class needs.
- **Classroom notetaking services** provided by trained student notetakers whose classroom notes are uploaded onto a website for easy access by deaf and hard-of-hearing students.

Other special access services available to NTID students include:

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

NTID also works with each of RIT's colleges to provide the support needed to implement strategies for maximizing access to campus services for deaf students. The Provost's Deaf Access Committee and other groups address the needs of deaf and hard-of-hearing RIT students and ensure that RIT is in full compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for educational accommodation. The institutional position on accessibility for deaf and hard-of-hearing people includes strategies like the following, for which NTID provides support:

- Sharing responsibility for providing workshops, training and information to assist faculty in the other RIT colleges in effectively teaching deaf and hard-of-hearing students.
- Ensuring that academic and administrative service areas that interact with students have staff with a range of communication skills and strategies (sign language, computer terminal or other written interaction) to communicate effectively with deaf students, and providing needed training.
- Ensuring that all audio and visual media produced at RIT are captioned, and existing materials used in classrooms are captioned whenever possible.
- Encouraging RIT to advocate for the captioning of audio and visual materials, teleconferences and other educational media produced externally to RIT.

A substantial multiyear investment made to improve the pay rates of NTID interpreters in response to a national salary survey commissioned and conducted for NTID was completed in FY 2009.

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		Administrative		Overall Total	
FY 2009	**Hours**	**%***	**Sections**	**Activity**		**Activity**			
Fall	25,098	77%	572	6,188	18%	1,763	5%	33,049	100%
Winter	25,443	78%	594	5,409	17%	1,545	5%	32,397	100%
Spring	25,495	76%	584	6,304	19%	1,693	5%	33,492	100%
Summer	4,438	42%	81	4,715	44%	1,526	14%	10,680	100%
FY 2009 Total	**80,474**	73%	**1,831**	**22,616**	21%	**6,527**	6%	**109,618**	**100%**
FY 2008 Total	**84,211**	**74%**	**1,869**	**23,620**	**21%**	**6,402**	**5%**	**114,233**	**100%**
FY 2007 Total**	**80,417**	**73%**	**1,617**	**23,757**	**21%**	**6,666**	**6%**	**110,840**	**100%**
FY 2006 Total**	**89,748**	**84%**		**12,049**	**11%**	**5,460**	**5%**	**107,257**	**100%**
FY 2005 Total	**82,265**	**83%**		**11,349**	**11%**	**5,561**	**6%**	**99,175**	**100%**
FY 2004 Total	**80,407**	**82%**		**12,813**	**13%**	**5,300**	**5%**	**98,520**	**100%**

* Percents are rounded to the nearest percent.

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

ACCESS SERVICES: INTERPRETING, NOTETAKING AND REAL-TIME CAPTIONING

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

RIT College	Interpreting Hours	Notetaking Hours	Real-time Captioning Hours	Class Sections Served
College of Applied Science and Technology (CAST)	10,830	7,923	1,706	355
Saunders College of Business (COB)	7,869	4,752	1,974	173
Golisano College of Computing and Information Sciences (GCCIS)	6,079	5,233	1,190	174
Kate Gleason College of Engineering (KGCOE)	2,145	2,841	765	96
College of Imaging Arts and Sciences (CIAS)	15,216	11,345	3,205	372
College of Liberal Arts (COLA)	21,456	14,462	4,978	501
NTID Students with Approved Accommodations*	340	3,041	23	127
College of Science (COS)	14,120	13,542	3,365	416
Other Courses**	2,419	152	125	167
Total Hours	**80,474**	**63,291**	**17,331**	**2,381**

* 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 2009 below, is reflective of our strategic planning.

	In-Class			Non-Class Activity		Administrative Activity		Overall Total	
FY 2009	**Hours**	**%***	**Sections**						
Fall	5,544	99%	169	69	1%	19	0%	5,632	100%
Winter	5,673	99%	180	37	1%	4	0%	5,714	100%
Spring	5,337	95%	164	141	3%	108	2%	5,586	100%
Summer	776	63%	25	76	6%	384	31%	1,236	100%
FY 2009 Total	**17,330**	**96%**	**538**	**255**	**1%**	**515**	**3%**	**18,168**	**100%**
FY 2008 Total	**16,186**	97%	**496**	**356**	**2%**	**180**	**1%**	**16,722**	**100%**
FY 2007 Total	**15,074**	98%	**426**	**288**	**2%**	**78**	**0%**	**15,440**	**100%**
FY 2006 Total	**9,198**	98%	**231**	**150**	**2%**	**2**	**0%**	**9,350**	**100%**
FY 2005 Total	**7,325**	98%	**186**	**160**	**2%**	**0**	**0%**	**7,485**	**100%**
FY 2004 Total	**3,140**	100%	**82**	**6**	**0%**	**0**	**0%**	**3,146**	**100%**

* Percents are rounded to the nearest percent.

ACCESS SERVICES: STAFF TRAINING

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

	Number Enrolled				
Programs	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**
In-Service Training for Interpreters*	104	93	97	92	37
Notetaker Training	216	201	261	318	223
C-Print Training**	14	31	7	14	0
Total	**334**	**325**	**365**	**424**	**260**

* Numerous shorter workshops were provided to a total audience of 286 staff interpreters in addition to the quarter-long IST courses reported above.

** No new captionists were added to staff or trained this year.

GRADUATION AND PERSISTENCE

The NTID Center on Employment (NCE) has two main goals:

1. **To help students and graduates with their job search.**
2. **To provide employers with highly qualified employees.**

NCE staff travel nationwide to develop employment opportunities for student co-ops and jobs for graduates.

GRADUATION AND PERSISTENCE HIGHLIGHTS

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

Today, NTID's highly successful academic programs and services are leading graduates to successful careers in a broad range of fields. Over the past five years, 94 percent of graduates who chose to enter the labor force found employment that is commensurate with the level of their education and training. Figures for 2008 graduates show that 90 percent, or 102 of the 113 students who chose to enter the work force, found employment.

These statistics reflect the quality of an NTID education and its value. According to a study conducted by NTID with the Social Security Administration (SSA) in 2004, and updated in 2007, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates and associate degrees) earn 43 percent more in their lifetimes than students who withdraw from NTID. As a result, NTID graduates pay more in federal taxes. As the numbers of deaf and hard-of-hearing students in baccalaureate and graduate degrees in other colleges of RIT increase, so too does their potential earning power. Female graduates also do better than females who do not complete degrees, although the earnings differences are not as great as for male graduates. Female graduates earn approximately 25 percent less than their male counterparts earn upon graduation. This fact needs to be tempered by the differing career choices made by males and females. For example, in the B.S. cohorts studied, 69 percent of male graduates have degrees in Business, Science, Applied Science and Technology, and Engineering, while only 40 percent of females graduated in these higher-paying fields. Conversely, 60 percent of females received their B.S. degrees in Imaging Arts and Liberal Arts, while only 31 percent of males received degrees in these traditionally lower-paying areas. Therefore, a true measure of gender bias, if any, would require matching degree areas among genders, which this study did not undertake. These gender based patterns and pay differentials are very similar to what is experienced in the general U.S. population.*****

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

For academic year 2008-09, RIT/NTID awarded 284 associate, bachelor's and master's degrees as well as diplomas and certificates to students. Of those graduates, three percent earned certificates and diplomas, 38 percent earned associate degrees, 43 percent earned bachelor's degrees and 16 percent earned master's degrees. Of the U.S. students, 26 percent of degrees were granted to minority students.

Most of our graduates who choose to enter the labor market, successfully find jobs upon graduation, and most are in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (71%). 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 2005 to FY 2009

During the past five years, NTID has awarded an average of 269 degrees annually. The number for FY 2009 was 284. During this same time frame, the number of students achieving bachelor and master degrees has increased. This change is indicative of the demands being made by deaf and hard-of-hearing persons for access to higher-level programs and NTID's success in shifting its resources to accommodate the increased numbers of students seeking higher degrees. Of the 284 graduate and undergraduate degrees, diplomas and certificates granted in FY 2009, 67, or 26 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, to transfer to upper-division programs in the other colleges of RIT. Completion of this degree requires 57-69 credit hours of technical instruction. In addition to the technical courses, students must complete 20 credit hours through RIT's College of Liberal Arts and other required credit hours as determined by the program of study.

3. The *Associate in Science* (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- or five-year program in one of the RIT colleges. A bachelor's degree requires completion of 180-200 credit hours.

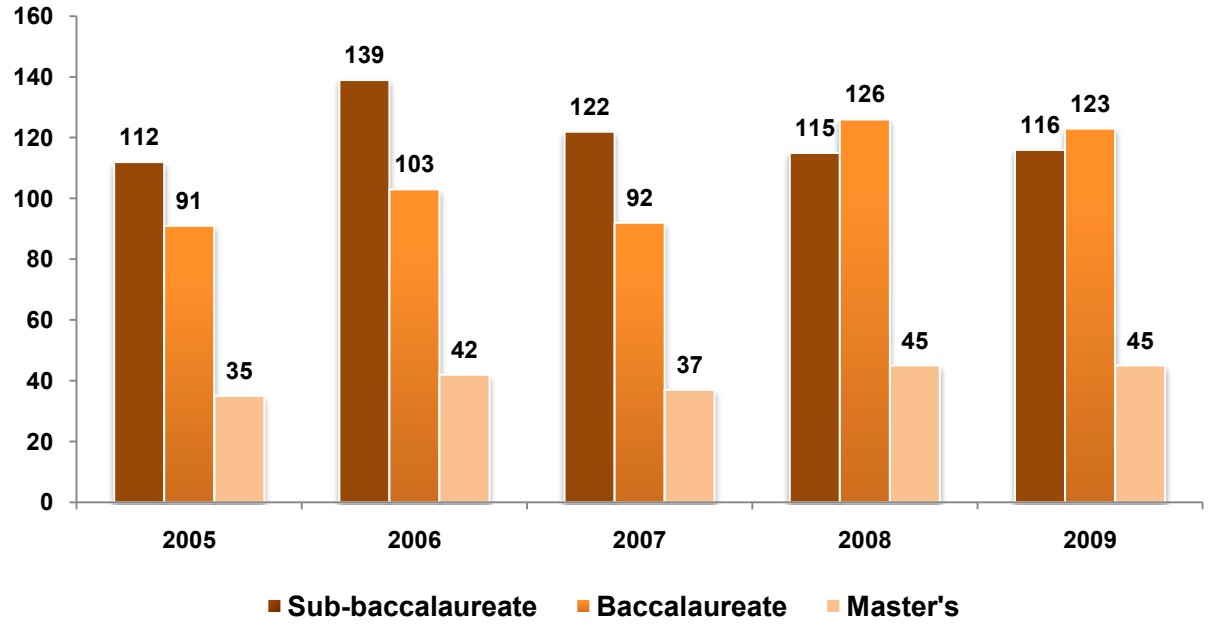
5. A *master's* degree indicates that a student has completed a minimum of 45 credit hours beyond the baccalaureate level in any RIT master's degree program.

Sigma Sigma Sigma sorority sisters served as volunteers in the face painting station at the Autism Walk in Rochester, NY.

(continued)

* Minority status is unknown for 29 of these 284 graduates.

DEGREES GRANTED: FY 2005 to FY 2009 (continued)



	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Sub-baccalaureate*	112	139	122	115	116
Baccalaureate*	91	103	92	126	123
Master's**	35	42	37	45	45
TOTAL	**238**	**284**	**251**	**286**	**284**

* This number includes hearing graduates from the ASL-English Interpretation program.
** This number includes deaf and hard-of-hearing graduates from RIT, as well as deaf, hard-of-hearing and hearing graduates from the MSSE program.

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID students on the RIT campus in FY 2009, 58 percent were through programs offered by NTID and 42 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 2009		CUMULATIVE (FY 1970 – FY 2009)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
NTID				
Career-focused and Transfer Associate Degrees	109	38%	3,960	58%
ASL-English Interpretation Bachelor	34	12%	74	1%
ASL-English Interpretation Associate	0	0%	505	7%
ASL-English Interpretation Certificate	0	0%	6	0%
Master of Science in Secondary Education	23	8%	205	3%
Subtotal NTID	**166**	**58%**	**4,750**	**69%**
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	45	16%	512	7%
College of Business	18	6%	313	5%
College of Computing and Information Sciences	15	5%	242	4%
College of Engineering	4	2%	74	1%
College of Imaging Arts and Sciences	22	8%	499	7%
College of Liberal Arts	11	4%	375	5%
College of Science	3	1%	118	2%
Subtotal Other Colleges	**118**	**42%**	**2,133**	**31%**
Total	**284**	**100%**	**6,883**	**100%**

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

FIRST-YEAR PERSISTENCE RATES

Since there is considerable variability from year to year in terms of persistence rates for entering cohorts of students, NTID reports annually on persistence using a three-year moving average. The table below presents information about three-year moving averages for new students entering degree-granting programs since 1999. Thus, the most recent three-year average is reported for the 1,054 students who entered degree programs in the years 2006, 2007 and 2008. Data in the table below indicate that for the most recent three-year period, 80 percent of new students persisted to the second year. This represents the highest percentage of the values reported below (an increase of two percentage points over last year), resulting from the implementation of a variety of student success strategies. Starting last year, we removed interpreting students from these figures.

First-year Persistence Rates*

Three-year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1999, 2000, 2001	963	738	77%
2000, 2001, 2002	982	743	76%
2001, 2002, 2003	1,009	759	75%
2002, 2003, 2004	1,019	763	75%
2003, 2004, 2005	1,061	798	75%
2004, 2005, 2006	1,046	809	77%
2005, 2006, 2007	986	777	79%
2006, 2007, 2008	1,054	839	80%

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

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

Nationally, four-year public and private colleges' admission policies have first-year persistence rates of 68 to 70 percent. This compares to an 80 percent persistence rate for first-year NTID students in a major, across two-year and four-year degrees (75% for two-year; 86% for four-year). Students admitted to NTID have ACT composite scores that are comparable to students in two-year colleges with open or liberal admissions policies; yet, first-year persistence rates at NTID are comparable with those of institutions admitting students who are far better prepared academically. The table below also indicates that NTID's graduation rates (52% for students admitted into sub-bachelor-level programs and 73% for those in bachelor-level programs) are comparable to public colleges with traditional or selective admission standards. The NTID graduation rate of 73 percent for those in bachelor level programs is greater than the 66 percent rate for hearing RIT students in those programs.

National and NTID Persistence Rates*

Colleges	Mid-range ACT Composite**	First-year Persistence Rate	Graduation Rate
Two-year			
Public (National)	16-21	54%	28%
NTID Sub-baccalaureate* **	**14-19**	**75%**	**52%**
Four-year			
Public (National)	18-24	68%	43%
Private (National)	21-26	70%	56%
Other RIT Colleges (Hearing Students)	25-30	88%	66%
Other RIT Colleges (NTID baccalaureate)	**22-28**	**86%**	**73%**

* Source of National Estimates: National Collegiate Retention & Persistence to Degree Rates, retrieved from http://www.ACT.org/research/policymakers/pdf/retain_2009.pdf.

** Middle 50 percent of ACT Composite scores.

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

ACADEMIC SKILLS OF ENTERING STUDENTS

The academic preparedness of most entering NTID-supported students is substantially below that of their hearing peers. NTID students directly admitted to one of RIT's colleges have a mean ACT score of 26, and represent 20% of NTID's entering class of 2009. The average ACT score for transfer students entering associate programs is 20, and represents 17% of NTID's entering class. The average ACT score for students entering career-exploration programs is 14, and represents 26% of NTID's entering class. Lastly, the average ACT score for students entering career-focused associate programs is 16, and represents 37% of NTID's entering class. The average ACT score of 18 for all entering students is in the range achieved by students entering four-year schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all deaf and hard-of-hearing students graduating from baccalaureate/master's programs at RIT came through NTID first, which means they graduated in spite of the fact that their entering ACT scores were in the 16-20 range.

Degree Level	Percentage of Deaf and Hard-of-Hearing Students by Degree Level	ACT Composite Mean
Bachelor's in Other RIT Colleges	20%	26
NTID		
Career-focused Associate Programs	37%	16
Transfer Associate Programs	17%	20
Career Exploration	26%	14
Total	**100%**	
Average Score of All Entering Students		**18**

TIME REQUIRED TO COMPLETE A DEGREE

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

Deaf and hard-of-hearing students who transfer to an RIT baccalaureate program after completing an associate degree take more than seven years total on average, to attain a B.S. degree. Students who start at NTID, primarily because they were initially inadmissible to RIT, who later satisfy the RIT requirements before finishing an NTID associate degree and then transfer, take 5.7 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 typically have lower entry-level academic skills than do their hearing peers, yet with preparation and support and access services provided by NTID, they are able to enter and graduate from RIT programs at rates similar to or better than their hearing peers (see next page).

Time Required to Complete a Degree:
Graduates Academic Year 2006, 2007, 2008

First Degree Category	Number of Students	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after NTID associate degree)	77	22.0	7.3
B.S. degree (transfer from NTID without associate degree)	130	17.5	5.7
B.S. degree (direct entry)	81	15.4	4.7
A.A.S. degree	145	14.3	4.9
A.O.S. degree	130	13.6	5.2

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

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

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

The table below provides baccalaureate graduation rates by point of entry to NTID and RIT. The overall graduation rate of hearing RIT students is 66%*****. 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 Registered in the Other Colleges of RIT (Cohort Entering 2000 – 2002)

	Withdrawn	Bachelor's Degree	Total	Graduation Rate**
Direct Admit to RIT Deaf and Hard-of-Hearing	42	106	148	72%
Transfer from NTID Pre-baccalaureate	10	36	46	78%
Transfer from NTID Associate Degree Programs	21	107	128	84%
Deaf and Hard-of-Hearing Students Overall	73	249	322	77%

* Overall RIT rates use IPEDS methodology; NTID rates report three-year moving averages.
** RIT allows seven years for completion of degree.

GRADUATION AND EMPLOYMENT FOR RECENT GRADUATES

Employment rates are calculated using the methodology of 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 2008*, 214** deaf and hard-of-hearing students graduated and 113 chose to enter the labor force. One hundred two were employed, while 11 were unable to find employment. Therefore, 90 percent (102/113) found employment. NTID's employment rate over the past five years as calculated above is 94 percent. Of the 101 remaining graduates from 2008, 77 are continuing their education toward advanced degrees either at RIT or elsewhere, 8 are not looking for employment, 15 have an unknown status, and one graduate is deceased.

* As of the writing of this report, the employment information for 2009 is incomplete; therefore, we report employment rates of 2008 graduates.

** Students are only counted once in the case of multiple degrees, and the total number of graduates does not include degrees in the ASL-English Interpretation program, the Master of Science program in Secondary Education or any certificates awarded.

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

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

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

During FY 2009:

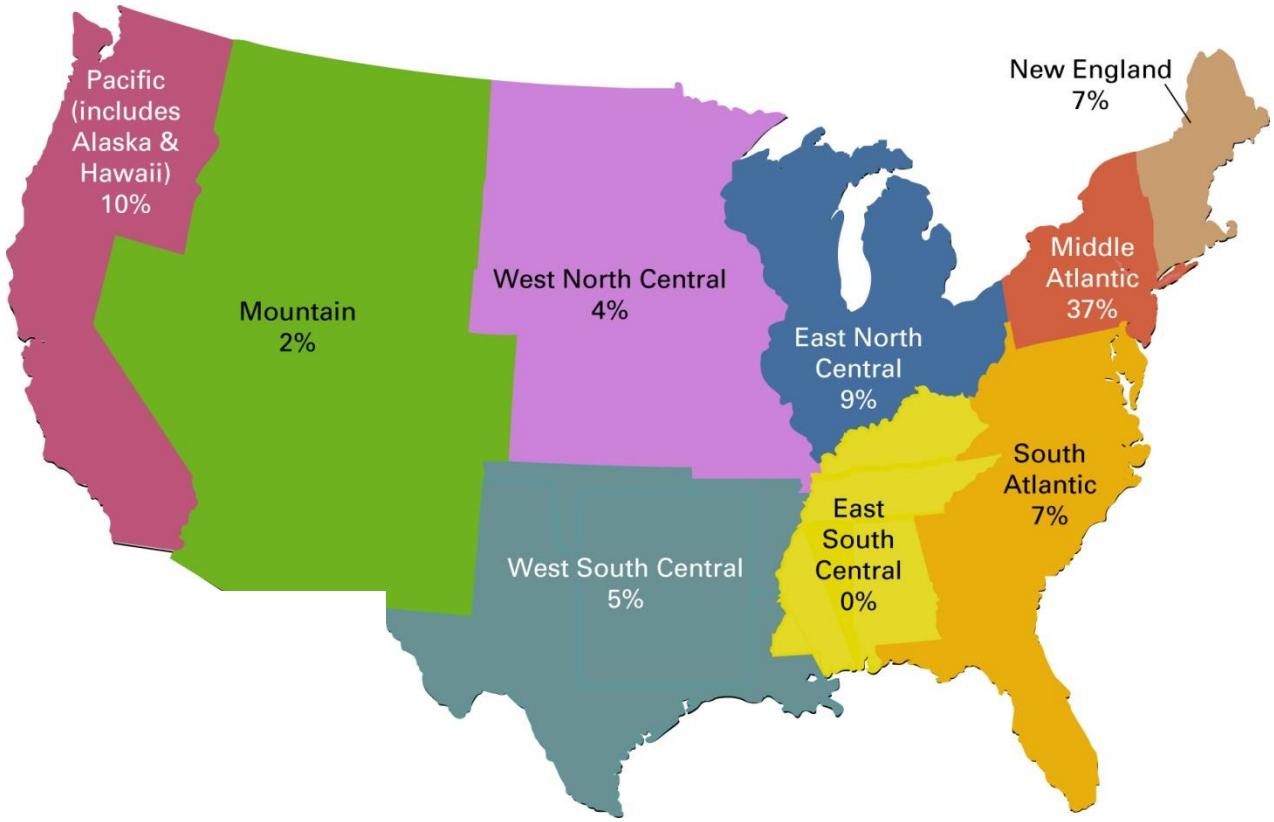
- One-hundred forty-three NTID students were enrolled in 10 sections of Job Search Process.
- NCE personnel provided more than 3,000 hours of student and graduate employment advising.
- Students sought individualized job search assistance at various campus locations.
- Five resume review sessions were offered to 64 students.
- NCE participated in several interactive events each quarter for students, along with other NTID departments and student groups, to inform students about NCE services.
- Developed the very successful, *Doing a Co-op*, *We're Here for You*, and *Student Co-Op Testimonies*, video programs. These were designed to encourage students to become more comfortable with their job search process.
- Developed a short video of a recruiter from a company providing job search tips to graduates and students.

WHERE RECENT GRADUATES ARE WORKING

In FY 2008 21 percent of U.S. NTID graduates accepted jobs in areas near their hometowns in their first jobs after graduation, while 29 percent found employment in the Rochester area and 50 percent in other areas of the country. The majority of graduates are employed in the Northeast and Central parts of the country, areas that have been strong sources of applicants for NTID.

	AREA OF PLACED GRADUATES				
	FY 2004	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008***
Area					
Rochester	14%	14%	22%	16%	21%
Hometown	33%	31%	29%	33%	29%
Other	53%	55%	49%	51%	50%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Number of Graduates Placed	**123**	**111**	**103**	**112**	**102**

FY 2008 GRADUATE PLACEMENT BY REGION**



* Placement numbers for FY 2009 graduates are incomplete and will be reported next year.
** In addition, four percent are working in Canada, six percent are working internationally and nine percent are working in unknown locations.

PLACEMENTS BY SECTOR OF THE ECONOMY

Of the last cohort of graduates tracked for placement, 71 percent have acquired jobs in business and industry, 20 percent in education and nine percent in government.

Sector	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008*
Business/Industry	64%	69%	60%	63%	71%
Education/Non-profit	24%	22%	30%	29%	20%
Government	12%	9%	10%	8%	9%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

***** Placement numbers for FY 2009 graduates are incomplete and will be reported next year.

OCCUPATIONS OF RECENT GRADUATES: ENTRY STATUS BY LABOR CATEGORY

FY 2008 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) used by the U.S. Department of Labor. Occupations are grouped into 22 categories, plus military.

Occupations of Working Alumni*	2008	Sample Job Titles Held by Alumni within Category
Management	3.3%	Property Manager, Manager, Project Manager
Business & Financial Operations	15.4%	Account Analyst, Wealth Management Intern, Contract Administrator, Financial Services Specialist
Computer & Mathematical	11.0%	Computer Specialist, Programmer Analyst, Software Engineer, Web Developer, Systems Engineer, PC Technician
Architecture & Engineering	8.8%	Associate Packaging Engineer, Structural Engineer, CAD Drafter, Manufacturing Technician
Life, Physical & Social Science	3.3%	Scientist, Environmental Health Safety Coordinator, School Psychologist
Community & Social Services	3.3%	Case Manager, Housing and Mental Health Specialist, Residential Counselor
Education, Training & Library	6.6%	Faculty, Teaching Assistant, Lecturer, ASL Lab Assistant
Arts, Design, Entertainment, Sports & Media	8.8%	Graphic Designers, Graphic Artist, Freelance Film Maker, Exhibit Designer
Healthcare Practitioners and Technical Occupations	3.3%	Lab Technician, Medical Records Clerk
Healthcare Support	1.1%	Massage Therapist
Protective Services	2.2%	Senior Officer
Food Preparation & Serving Related	2.2%	Bartender, Manager

(continued)

* There are five additional categories for which no jobs were reported this year: Building and Grounds Cleaning & Maintenance; Legal Occupations; Installation, Maintenance & Repair; Transportation & Material Moving; and Military Specific.

OCCUPATIONS OF RECENT GRADUATES: ENTRY STATUS (continued)

Occupations of Working Alumni	2008	Sample Job Titles Held by Alumni within Category
Personal Care & Service	2.2%	Child Care Workers
Sales & Related Occupations	5.4%	Marketing Staff, Independent Contractor, Technical Sales Representative, Business Developer, Retail Clerk
Office & Administrative Support	15.4%	Accounting Clerk, Bookkeeper, Administrative Assistant, Accounts Maintenance Clerk, Call Center Staff, Data Clerk, Stock Clerk, Image Production Technician
Farming, Fishing & Forestry	1.1%	Corps Member (conservationist)
Construction and Extraction Occupations	2.2%	Self-employed Contractor, Construction Worker
Production Occupations	4.4%	Imaging Production Worker, Document Specialist, Prepress Worker
Total	**100%**	

OCCUPATIONS OF ALUMNI BY GENDER AND LABOR CATEGORIES

NTID alumni from graduation years 1991 – 2006 were surveyed in 2007. 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 from 2002 to 2006 years only, so that comparisons can be drawn with the 2004 alumni survey done with a similar timeline. 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) used by the U.S. Department of Labor. Occupations are grouped into 22 major categories plus military.

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

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

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

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

OCCUPATIONS OF ALUMNI BY GENDER AND LABOR CATEGORIES (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
Female	82.1%	82.9%	Artist, Video Interpreter
Healthcare Practitioners & Technical Occupations			
All	2.4%	1.6%	Lab Coordinator, Sonographer, Art Therapist
Male	37.5%	33.3%	
Female	62.5%	67.7%	
Healthcare Support			
All	.3%	.5%	Massage Therapist
Male	.0%	.0%	
Female	100.0%	100.0%	
Food Preparation & Serving Related			
All	.3%	1.1%	Cook, Dining Room Attendant
Male	.0%	50.0%	
Female	100.0%	50.0%	
Personal Care & Service			
All	3.1%	1.6%	Dormitory Supervisor, Food Service Supervisor,
Male	30.0%	33.3%	Residential Advisor
Female	70.0%	66.7%	
Sales & Related Occupations			
All	1.9%	.5%	Sales Associate
Male	50.0%	100.0%	
Female	50.0%	.0%	

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

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

OCCUPATIONS OF ALUMNI BY GENDER AND LABOR CATEGORIES (continued)

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

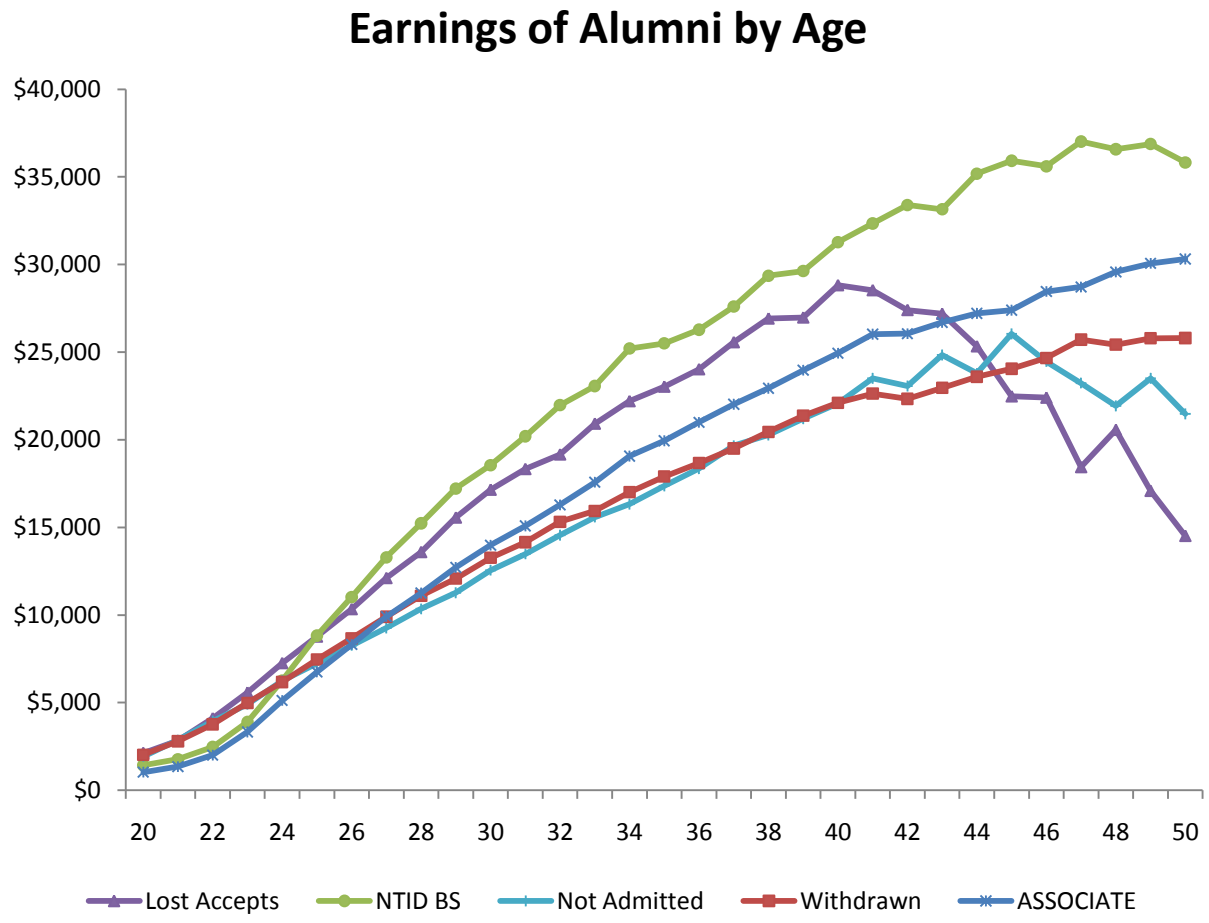
* Although the system designates 22 categories plus military, there were several not represented by any of the graduates one to five years out: Protective Services; Building & Grounds Cleaning & Maintenance; Farming, Fishing & Forestry; Construction & Extraction; Transportation & Material Moving and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

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

TEN-YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI

The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. Data represented in these figures are from a 2007 study with the Social Security Administration and Cornell University. Findings indicate that individual graduates benefit significantly from their education in terms of increased employability and wages over individuals who do not graduate, with the magnitude of the benefit depending in part upon degree level attained. By age 50, deaf and hard-of-hearing bachelor's degree graduates earn on average $6,021 more than those with sub-bachelor's degrees; who in turn earn $3,996 more on average than those who withdraw; who earn close to $4,329 more than those who are not admitted.

The increased earnings result in greater federal tax contributions.

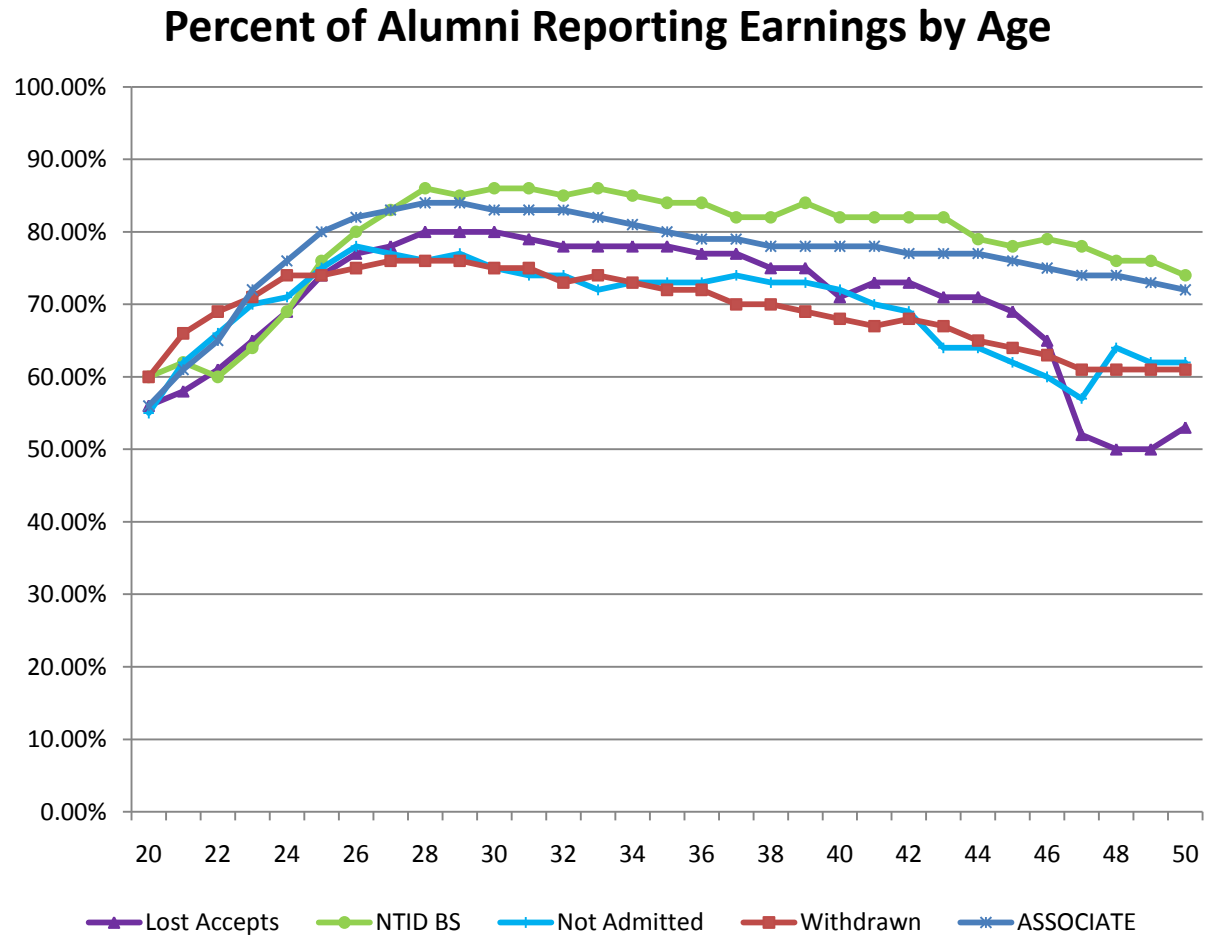


Note: From a 2007 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file with approximately 13,000 cases to the Social Security Administration. Six study groups were defined by the degree attainment variable: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

(continued)

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

Recent research in collaboration with the Social Security Administration and Cornell University demonstrates the impact that an RIT/NTID education has 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.



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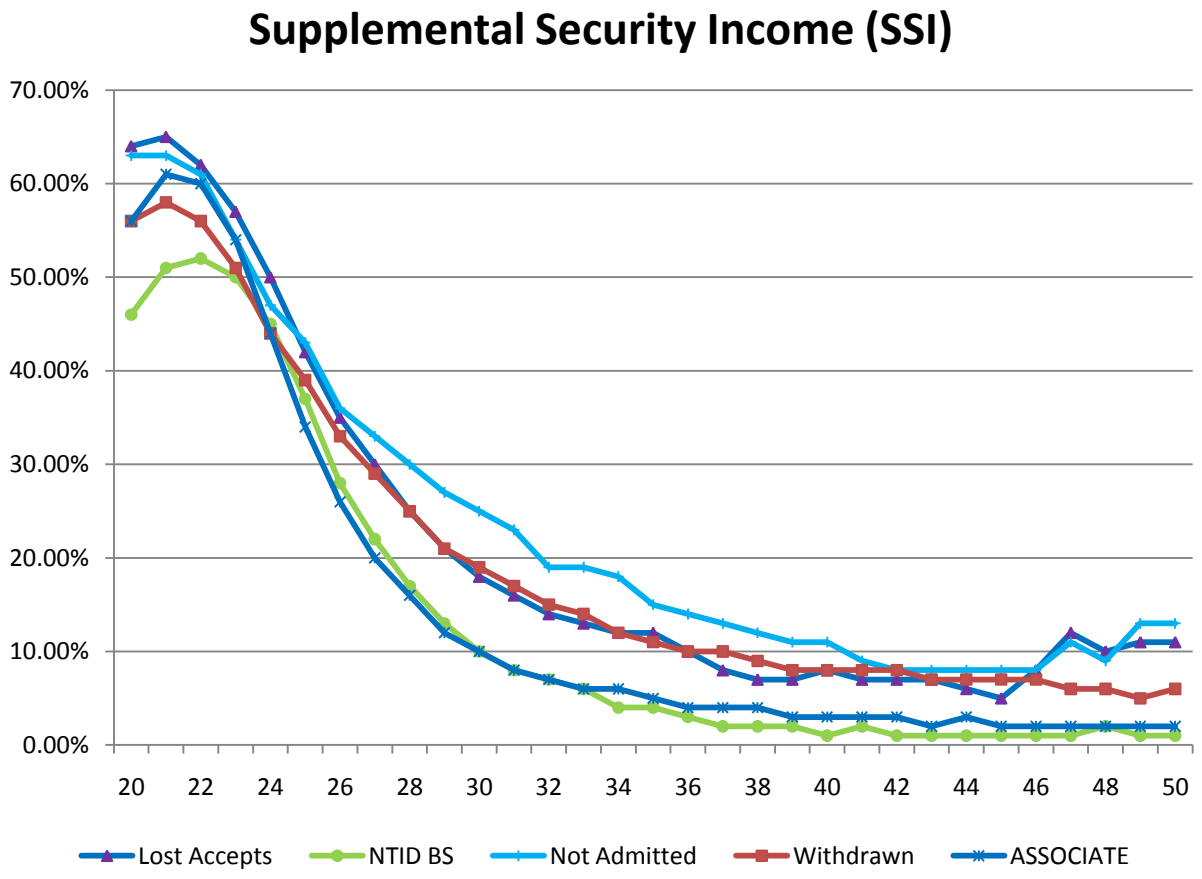
EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

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.



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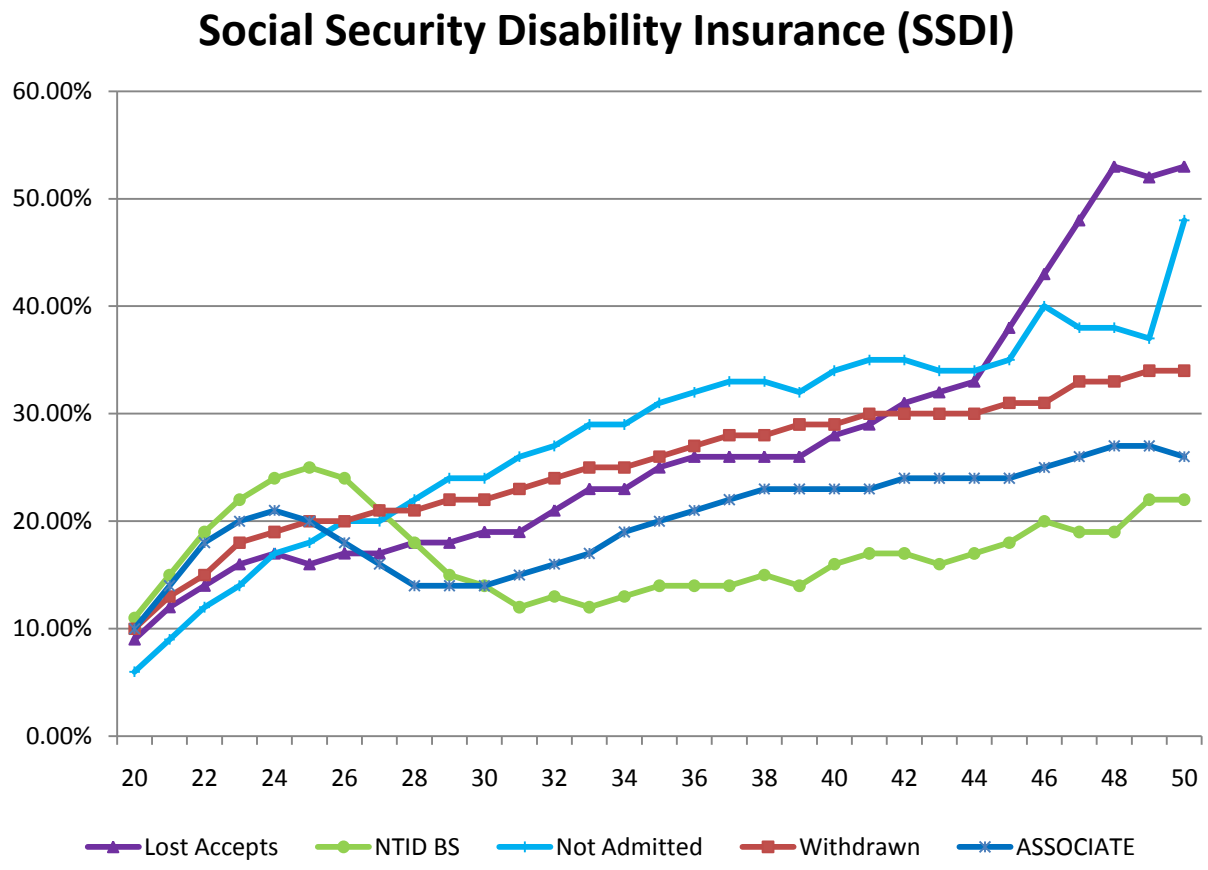
(continued)

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.



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RESEARCH

Michael Stinson, professor, is a pioneer in developing supportive technology for deaf and hard-of-hearing people. In recognition of this work, he has received The RIT's Trustee Scholarship Award and the Outstanding Research on the Education of Deaf Persons Award from the American Educational Research Association.

NTID Research Agenda

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

1. Teaching and learning
2. Access, support services and related technology
3. Communication in the personal, learning and working environments
4. Enrollment management (diversity, minority issues, recruitment, persistence and graduation rates)

As required by the Education of the Deaf Act (2008), NTID regularly solicits public input on the institute's research priorities through its research websites and publications. Visits to the research units (see below) for the year totaled 38,574. The research publications that solicited input were *NTID Research Bulletin, NTID Papers and Publications,* and *Implications of NTID Research.*

NTID Research Units

- The Department of Research and Teacher Education (Academic Affairs) www.ntid.rit.edu/research/ has as its mission the improvement of the lives of deaf and hard-of-hearing people through research than can be applied in the classroom, workplace and society. We recognize that collaboration across departments and disciplines is key to fulfilling this mission, and we welcome the opportunity to work with others in the discovery of new knowledge and its application to practice.

- The Center on Access Technology (Office of the President) www.ntid.rit.edu/cat addresses the challenge of utilizing, developing and/or adapting new technologies for use by people who are deaf and hard-of-hearing to improve access to personal communication within educational environments, social settings and the workplace. The center's main strands of research include cyber-infrastructure and provision of remote services, classroom access technologies, personal communication technologies, and audio technologies of particular interest to hard-of-hearing persons.

The National Sign Language Interpreting Project began as an effort to improve access to education by deaf and hard-of-hearing students, enhance interpreter education, and better understand the cognitive abilities underlying interpreting and its comprehension.

Our various research projects examine interactions among the characteristics of students, interpreters, and settings. The project eventually led to the establishment of the CERP and expansion of their activities.

(continued)

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

- Institutional Research (Office of the President) is conducted within higher education to support institutional planning, policy information, decision making and outcomes reporting. At NTID, institutional research involves preparing periodic reports for institutional units, state and federal agencies, accrediting bodies, and other external groups, including monitoring and analyzing reporting requirements, and auditing/verifying data. Also involved is the assistance to users in defining data needs and interpreting results of analyses, as well as defining and assisting in developing comprehensive, integrated management information systems.

Summary of Research Activities and Key Outcomes

In FY 2009, 25 research articles and books were published; 61 external presentations and workshops were given; and six grant proposals were submitted. Internally, 28 reports and 22 presentations were prepared and offered. Examples of studies in each research category follow.

1. Teaching and Learning

Deaf Students' Comprehension of Numeral Quantifiers. This study contrasted deaf and hearing students' interpretive knowledge of English sentences like *Three guys are carrying a box* and *A mother is bathing three babies*, which contain numeral quantifier phrases and indefinite noun phrases. Derivational complexity and the interaction of subtle semantic and pragmatic factors were predicted to restrict deaf learners' access to distributive, as opposed to collective, interpretations of these sentence types. A picture task methodology was used to assess 305 participants' knowledge of numeral quantifier sentences in which each target sentence was judged compatible or incompatible with each of five depicted discourses. Relative group performance was assessed on the basis of hearing level (deaf, hearing) and grade level (middle school, high school, college). As predicted, derivational complexity limited deaf students' access to some interpretations. Although the deaf and hearing students did not differ fundamentally in their *semantic* knowledge of target sentences, the deaf students exhibited underdeveloped *pragmatic* knowledge for forming conversational implicatures in matching sentences to discourses. The results of this study confirmed the predicted influences of derivational complexity and the challenges of discourse management in limiting interpretive options available to learners acquiring English under conditions of restricted access to spoken-language input.

Evaluation of Five Years of Students' Ratings of their Teachers: Comparative Course Groupings. The purpose of the current study was to evaluate the Similar Courses formula that generates comparative summative-item ratings for the Student Rating System (SRS) report. In statistical analyses that initially defined similar-course groupings, significant differences were associated with instructor's expectation for level of student participation, percent of students highly motivated, and primary course goals. Results from applying the original formula to a five-year extract of recent SRS Classroom Teacher data (25,000 ratings) indicated small mean differences (about 0.3 rating points) among the similar-course groups and wide variation in number of ratings returned for the courses in each group (3%-31% of the total pool of responses). To update the Similar Courses formula, each course and instructor variable in the five-year data extract was examined. Across analyses, the following candidates for forming similar-course groupings emerged: (1) expectation for percent of students highly motivated, (2) nature of department offering the course, (3) instructor's years at NTID, (4) instructor's rank, (5) nature of instructor's home department, (6) course level, and (7) expectation for level of student participation. The next phase will focus on refining the criteria for categorizing course variables, developing a new formula for similar-course groupings, and quantifying any differences associated with students' summative item ratings.

Itinerant Specialist Teachers of D/HH Students: Application of Research Results to MSSE Curriculum. Trends in the education of deaf and hard-of-hearing students have shifted dramatically over the past 30 years. In the past these students were primarily taught directly in separate schools by specialist instructors. Today, however, they are more likely to attend local public schools and classes with hearing peers and receive support from specialist ~~i~~itinerant" teachers. In response to changes in student placement and to ensure that our graduates continue to be competitive in employment, MSSE is seeking ways to inject itinerant teaching knowledge, skills and experience into its curriculum. This fall, a presentation was offered to MSSE students explaining the changing trends in educational placement, the roles of itinerant teachers, and the department goal of adding itinerant teaching to the curriculum; 12 students attended. An online learning community was established for this group and by the end of fall quarter 18 MSSE students had joined the community and expressed interest in learning more about itinerant teaching as part of their MSSE experience. Based on student

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feedback, a workshop on developing Individual Education Plans (IEPs) for mainstreamed deaf and hard-of-hearing students was collaboratively sponsored by MSSE and the Monroe County BOCES; nine MSSE students attended this event. Additionally, a videotaped panel of four local itinerant teachers (2007) has been modified to serve as an online resource and housed within the itinerant teaching online community.

Psychological Foundations of Mathematics Performance of Deaf and Hearing Students. This large-scale project involves RIT students and children ages 5 to 11 years old in the United States and in Scotland. In collaboration with the University of Aberdeen and funded by the National Institute for Child Health and Human Development, the project examines cognitive, social-motivational and numeric foundations of mathematics performance. In 2008-2009, deaf and hearing children were tested in order to examine relations among cognitive abilities (e.g., attention, memory), number knowledge and mathematics performance.

Supporting Classroom Learning through Metacognitive Interventions. A series of four experiments were conducted (supported by the National Science Foundation) exploring strategies for supporting learning by deaf students in science classrooms. A focus on alternative means of providing ~~-~~scaffolding" of to-be-learned content and access to technical vocabulary yielded information concerning both learning and students' awareness of how much is being understood in the classroom. The observed tendency of deaf students to overestimate how much they understand in the classroom suggests the need for greater intervention and targeted strategies for self-evaluation.

Are Deaf Students' Reading Challenges Really about Reading*?* A set of three experiments was conducted to examine deaf and hearing students' learning from text and from classroom lectures (supported by the National Science Foundation). Consistent with previous findings, results indicated that both deaf and hearing students performed equally well when learning was examined using written output or signed/spoken responses. Contrary to common expectations on the part of deaf students, they actually learned more from the material when it was read than they did when it was signed. Findings support our previous demonstrations that difficulties in reading reflect larger differences in language comprehension between deaf and hearing students that can create barriers to learning in mainstream classrooms.

Evidence-Based Best Practice and Academic Outcomes for Deaf Students. A comprehensive review (300 pages) of the research literature concerning educational best-practice and academic achievement of deaf and hard-of-hearing students was conducted under contract to the National Council for Special Education, Republic of Ireland. Specific recommendations for changing deaf education in Ireland were based on the existing evidence base, and implications for the national education system are being developed for presentation to the Department of Education and Science.

The Research Program at RIT/NTID seeks to improve the lives of deaf people by discovering new knowledge and working with others to apply this knowledge to the classroom, the workplace, and society.

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2. Access, Support Services and Related Technology

NTID Students' Communication Preferences and Skills: Assessment, Monitoring and Use of Results. Monitoring NTID entering students' Language/Communication Background Questionnaire (L/CBQ) results is important to ensuring that the information needed to plan appropriate programs and services for NTID students, including orientation experiences, access services and selection of communication courses is available. AY08-09 project efforts focused on implementing AY07-08 recommendations that addressed the following project needs: (a) maintaining master copy of the L/CBQ, (b) monitoring and follow-up for L/CBQ student returns, (c) monitoring L/CBQ use and potential revisions, and (d) responding to L/CBQ related questions. For the latter a list of questions that may be addressed from L/CBQ results was included in the AY 08-09 L/CBQ report and a document that provides sample tables showing how some of these results may be reported was completed. Implementation efforts for these recommendations will continue to be monitored during AY 09-10.

Increasing Access to STEM Instruction Through Specially Produced Notes using Tablet PC Technology and Speech-to-Text Services; Year 2. The first goal of this grant-funded project is (a) to implement as an educational innovation regular distribution of the notes that are specially produced with Tablet PC technology and the C-Print® speech-to-text service (C-Print Notes) to all members of the class. The second goal (b) is to evaluate the effect of the C-Print notes upon student learning in undergraduate STEM courses. Project activities for this year have focused primarily upon data collection. Using pre- and post-testing, we have found that, with distribution of the special C-Print notes, all students, deaf and hearing, learn more, compared to a similar, control class in which the C-Print notes were not distributed.

Student and Parent Reflections on the Cochlear Implant Experience: An Interview Study. Current predictors of cochlear implant (CI) benefit do not account for all of the variability in outcome and, therefore, provide limited guidance in advising interested students who inquire about the potential benefit if they were to pursue implant candidacy. The purpose of this ongoing project is to seek insights into factors associated with implant benefit from students and parents of implant users at NTID. This year, 17 CI users were referred to the project by NTID faculty/staff. Each student was contacted individually and invited to participate. Of the 17, six agreed to attend a one-hour meeting, during which the project was described and consent was obtained to contact their parents and request records regarding their audiologic history and habilitation. A brief interview was also conducted at this time to allow each of the students to tell their own story and describe the benefit of their implant and the role it has played in their lives. Interviews with the parents of this year's study group will be conducted during the summer months while parent interviews for students recruited last year are ongoing. Nine parents from this latter group were contacted, and seven others are in the queue. Three interview reports were completed.

Summit to Create a Cyber-Community to Advance Deaf and Hard-of-Hearing Individuals in STEM. The goal of the project was to conduct a three-day summit conference of 50 leaders in the field of support service provision for postsecondary deaf students in science, technology, engineering and mathematics (STEM) programs. The primary outcome is a report on the state of the art of online remote interpreting and captioning. During the project's second year, additional focus groups were convened to further understand the nature of successful virtual alliance that will support STEM students. (Funded by NSF, $95,000)

Virtual Alliance—investigate the creation of a virtual support network for deaf/hard-of-hearing college students around the country enrolled in science, technology, engineering and mathematics (STEM) programs. Planning is being undertaken to form a ~~-v~~irtual alliance" to support and connect STEM students through a cyber-infrastructure never before available. (Funded by NSF, $198,000)

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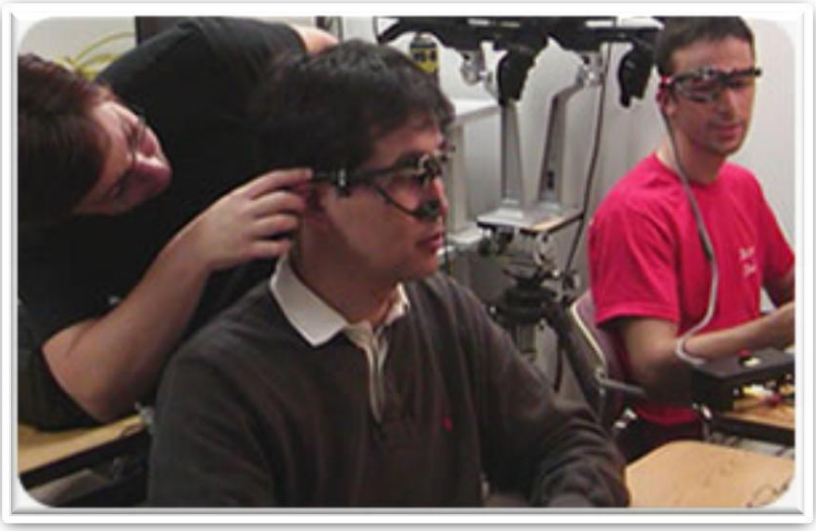
See-Through Face Mask. Develop and commercialize a see-through face mask to facilitate communication in environments where face masks must be worn, for example, clean rooms, hospitals, doctor and dentist offices, and laboratories. Face masks currently available impede communication for those individuals who rely upon facial expressions and mouth movements for communication. (Proposal submitted to NSF)

PDA / Cell Phone Notification System. PDAs and cell phones do not provide a strong enough vibration when a message arrives to notify deaf people while they are sleeping or while their PDS / cell phone is not attached to the body. The same holds true for hearing people because the audible beep may not be loud enough. The new device will notify a person who is deaf of message arrival. (Prototype being developed)

Field of Vision Glasses. The goal is to develop an apparatus and a method for enhancing a field of vision of a user with a serious functional visual impairment (e.g., retinitis pigmentosa) to help the user to navigate safely in his/her surroundings. The apparatus includes at least one video device coupled to a wearable set of glasses for capturing visual images of the environment and placing the image in the usable visual field of a person with an impairment. (Funding proposal under development).

Comparative Analysis of Real-time Text Generation and Information Display Methods. This study is designed to evaluate three different speech-to-text systems: (1) CART; (2) C-Print; and (3) Automatic Speech Recognition (ASR) for accuracy, students' comprehension of lecture content, ease of use by the presenter and students, and cost benefit of each system. Three methods of presenting text and non-text content in close visual proximity were evaluated; a heads up display of generated text; a composite PC/laptop based system that allows text streaming with non-text content, e.g. PowerPoint; and display of the text on a wireless hand-held mobile device, which provides flexibility. (Funded by NSF—$269,000)



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3. Communication in the Personal, Learning and Working Environments

Sign Language Proficiency Interview (SLPI) Reliability and Validity. A within SLPI Rating Teams (three raters per team) report 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 independent ratings and negotiated discussion in relation to a standardized scaled linguistic performance profile. In 2009 this report was published in *Contemporary Issues in Communication Science and Disorders (CICSD).* Additional information about SLPI reliability and validity is posted at the SLPI website www.ntid.rit.edu/slpi. Ongoing monitoring of within NTID SLPI Team members' ratings continued during AY08-09 in order to help ensure the continued reliability and validity of the SLPI process at NTID and to help plan SLPI in-service training for NTID SLPI Team members. In addition, recommendations for updating the NTID SLPI Database were completed. This updating is intended to help ensure accuracy and consistency of SLPI results entered into this database.

NTID Faculty/Staff American Sign Language Skills Baseline Study. This project, which is designed to provide information about NTID faculty/exempt staff members' (F/ES) American Sign Language (ASL) skills at time of job entry and to monitor development of these skills over time, includes (a) an ASL skills declaration form that is sent to F/ES with letters of hire, (b) SLPI services for selected F/ES within two weeks of job entry dates, and (c) an annual request for all study participants who have not achieved an Advanced or above Sign Language Proficiency Interview (SLPI) rating to take the SLPI during spring quarter. During AY 08-09 project methodology was refined and the Office of Communication Assessment Services Sign Language Proficiency Interview Database was reviewed and recommendations initiated to help to ensure the information needed to conduct this study are entered into this database. From among NTID F/ES with AY 06-07 through AY 08-09 job entry dates, 13 exempt staff and 18 faculty have consented to participate in this study. Plans are to continue to annually recruit new participants for this project and to monitor the ASL skills development of study participants over several years in order to identify reasonable timelines for ASL skills development by NTID F/ES and to identify factors that may influence this development.

Effects of Fingerspellling Complexity on Temporal Characteristics and Speech Naturalness of Speech Produced During Simultaneous Communication by Inexperienced Signers. Previous research using experienced signers has demonstrated that as fingerspelling becomes more complex during simultaneous communication, there are numerous temporal disruptions, which can affect the inherent timing of speech. These temporal disruptions took the form of sentence, word and diphthong prolongations, as well as systematically increasing pauses before and/or after experimental words which increased in complexity, (i.e., care, careless, carelessly, carelessness). Data are lacking regarding fingerspelling complexity during simultaneous communication for inexperienced signers. Since many of the individuals deaf children communicate with (i.e., parents, siblings, peers) are not experienced signers, it would be useful to study these individuals to better understand the speech model that is being presented to deaf children as the manual task becomes more complex in simultaneous communication. Such information will add to the pool of knowledge regarding speech during simultaneous communication and eventually assist in developing and improving communication strategies between deaf and hearing persons. All data have been measured and statistical analysis completed.

4. Enrollment Management (Diversity, Minority Issues, Recruitment, Persistence and Graduation Rates)

Survive and Thrive Project: A Study of a Sample of 2007 and 2008 Entering Students. Recent research suggests that academic skills alone do not account for persistence rates of entering NTID students. To investigate what other factors might be involved, data was collected from 299 students (approximately half of each entering class in 2008 and 2009). Results are consistent across both

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cohorts. Students' responses to items on the Noel Levitz College Student Inventory in five areas were significantly related to academic performance: Drop-out prone; predicted academic difficulty (both GPA and early alerts); predicted educational stress; desire to finish college; study habits (both GPA and early alerts); and attitude toward educators. On the Learning and Study Strategies Inventory (LASSI), students' responses on five of the subscales were significantly associated with academic performance (GPA): 1) attitude and interest; 2) motivation, diligence, self-discipline, willingness to work; 3) time management; 4) use of support techniques; and 5) anxiety. Finally, students' responses on two assessments of nonverbal visual analytical reasoning show that 95% are average to below average when compared to the normative data.

Predicting academic success among deaf college students. For both practical and theoretical reasons, educators and educational researchers seek to determine predictors of academic success for students at different levels and from different populations. The present investigation utilizes data from 10 previous experiments, all using the same paradigm, in an attempt to discern significant predictors of readiness for college (utilizing college entrance examination scores) and classroom learning at the college level (utilizing scores from tests in simulated classrooms). Academic preparation was a clear and consistent predictor in both domains, but the audiological and communication variables examined were not. Communication variables that were significant reflected benefits of language flexibility over skills in either spoken language or American Sign Language.

The NTID Annual Report. Each year institutional research coordinates the preparation of NTID's Annual Report (this document), which is due to the U.S. Secretary of Education. This lengthy document is a comprehensive report of NTID's yearly activities.

Student Characteristics, First-Year Persistence and Graduation Rates. Analyses are conducted annually to report on enrollment, first-year persistence, graduation rate and placement rate as required for reporting to the U.S. Department of Education regarding NTID's Performance Indicators. These are updated annually.

Salary Analysis. Annual analysis is done for all faculty and staff to ensure equity based on a variety of factors.

Social Security Administration (SSA) Studies. Periodic studies are completed with partners Cornell University and the SSA, which provide data on earnings and dependence on welfare of all NTID past attendees.

Other

National Center for Deaf Health Research. The National Center for Deaf Health Research (NCDHR) is a national center for research on the health care and health promotion in the deaf community. It was funded by a $3.5 million grant from the Centers for Disease Control for five years starting in September 2004. The center completed its fifth year of operation this year and has received a five-year renewal grant starting in September 2009. The National Technical Institute for the Deaf was awarded a subcontract to the renewal grant to collaborate on research with the NCDHR that will help to define and prioritize the major health issues in the deaf community, to identify barriers to accessing quality health care and health information, and to engage in implementation and evaluation of a health intervention program with the deaf and hard-of-hearing community. This year we collaborated with NCDHR to translate and film new health behavior survey material for collecting health-related data from members of the Deaf and hard-of-hearing communities. We also prepared papers for publication related to the Health Behavior Survey and the Deaf Health Community Survey developed and deployed in years 1 through 4.

OUTREACH

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

OUTREACH HIGHLIGHTS

NTID's educational outreach efforts include a number of innovative programs designed to share educational information and provide technical assistance to alumni, other deaf and hard-of-hearing adults, teachers of deaf and hard-of-hearing students, employers, Vocational Rehabilitation personnel, secondary and middle school students and parents of deaf and hard-of-hearing children. FY 2009 outreach program highlights include pre-college, college, post-college and other outreach activities.

Pre-college Outreach Programs

- Admission counselors visited 473 schools during the FY 2009 admissions cycle. Counselors visited 52 more schools this year and traveled 38 fewer days altogether than in FY 2008. Visits this year covered 448 high schools, including 149 in the Midwest, 79 in the Southeast, 69 in the Northeast, 67 in New York State and 84 in the West Coast region. Counselors visited 12 community colleges: two in the Midwest, two in the Southeast, one in the Northeast and seven in the West Coast region. Admissions participated in 13 college fairs, including five in the Midwest, five in the Southeast, one in the Northeast and two in the West Coast region.

- NTID's Strategic Vision 2010 mandated an increase in outreach efforts aimed at deaf and hard-of-hearing middle school and high school students. The purpose was to provide educational experiences for these students that would enable them to envision a place for themselves in a college environment after their high school graduation. A special focus of this effort was young women and African-American, Latino-American and Native-American (AALANA) students. During FY 2009, NTID faculty and staff conducted eight outreach programs: the SpiRIT Writing Contest for students in grades 10–11; the RIT National Science Fair for students in grades 6–11; Explore Your Future, a summer program for students in grades 10–11; TechGirlz, a summer camp for 7th–9th grade girls; Steps to Success, a weekend camp for AALANA students in grades 7–9; a math competition for middle school students using problems from MATHCOUNTS®; the Digital Arts, Film and Animation Competition for students in grades 9–12; and FutureQuest, a transition conference for high school students in grades 9-12 and their parents.

- 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 4,500 students have participated in EYF over the past 25 years. In summer 2009, 196 students participated in the program.

College Outreach Programs

- The Postsecondary Education Programs Network-Northeast (PEPNet-Northeast) is one of four regional centers supported by contracts with 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 commencing in October 2006. Outreach activities provided by the project include: technical assistance and dissemination; linking state, regional and national educators, service providers and individuals 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 innovative technology utilization that provides access to and accommodations within programs for individuals who are deaf or hard-of-hearing.

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In its third year of operation, PEPNet-Northeast completed the production of a comprehensive, web-based resource designed for itinerant teachers, support service professionals, administrators, parents and others who work with middle and secondary school students who are deaf or hard-of-hearing in mainstream educational settings. The RKIT includes downloadable materials, handouts, educational links and other resources. The project also produced a two-part DVD on the Americans with Disabilities Act and how it applies to postsecondary education for deaf and hard-of-hearing students. Clips of the DVD can be found on the PEPNet website (www.pepnet.org) and copies can be ordered through the PEPNet Dissemination Center.

PEPNet-Northeast also collaborated with the NTID Center on Access Technology for Students who are Deaf or Hard-of-Hearing to produce a series of eight informational ~~-tip~~sheets" covering topics related to hearing loss and communication access. The series includes topics ranging from *How Hearing Loss Impacts Communication* to *Understanding Audiograms*, and is designed for students, parents, Vocational Rehabilitation counselors and service providers. Information in the tipsheets is derived from, *Hard of Hearing Students in Postsecondary Education: A Guide for Service Providers*, published in 2007 by the Postsecondary Education Consortium.

Additionally, PEPNet-Northeast piloted a pre-GED distance course for deaf and hard-of-hearing students in rural settings. The course was offered through cooperative agreements with LaGuardia Community College and the Vermont Center for Deaf and Hard of Hearing. The four regional center directors also presented a breakout session, Tools and Strategies for Creating Collaborative Relationships, at the March 2009 OSEP Project Directors Conference, in Washington D.C., and a poster session at the July 2009 Department of Education Leadership Conference.

Project staff have conducted onsite training and professional development for more than 300 school personnel and service providers throughout the Northeast and collaborated with the other three centers in conducting cross-regional training activities. PEPNet-Northeast has co-sponsored several regional/national conferences, including staff presentations at Registry of Interpreters for the Deaf (RID) National Conference, 2009 Conference of American Instructors of the Deaf (CAID), Clarke School 30th Annual Conference, Massachusetts Chapter of Alexander Graham Bell Conference, and the Maine Center for Deaf and Hard of Hearing Family Learning Day. The project also has partnered with New England Technical Assistance and Continuing Education Center (TACE) to provide a series of structured training activities targeted to state VR agencies and partners.

- NTID's Project Access is designed to help educators incorporate basic strategies to foster better learning for mainstreamed deaf and hard-of-hearing students. NTID faculty have led workshops for teachers and other professionals from across the country and have established a resource website for educators called Class Act (http://www.rit.edu/classact), which includes ready-to-use classroom handouts, information on universal design for education, and videotaped faculty and student input. The site is organized into teaching, communication, support services and environment categories. Instructors 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 online interactive instructional modules: Working with Interpreters, Pace of Instruction and First Day of Class. In addition to orientation for new faculty and graduate teaching assistants, we have begun to share information about Project Access with adjuncts and other faculty groups through the RIT Faculty Learning Communities. In FY 2009, there were 13,409 hits to the Class Act website.

Post-college Outreach Programs

- The Deaf Initiative in Information Technology (DIIT) project was established with two continuing grants from the National Science Foundation. During the six years of NSF funding (2000-2006), DIIT focused on the area of information technology. Since the end of NSF funding three years ago, NTID

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has supported the project, expanding the DIIT model to other disciplines and changing the name of the project to Deaf Initiative in Technology (DiiT). Faculty members from the Information and Computing Studies, Arts and Imaging Studies, Engineering Studies, Business Studies and Liberal Studies Departments offered workshops on a wider range of topics during the 2008-2009 academic year. Outside funding also has been acquired to support the annual offerings of DiiT workshops in the Greater Los Angeles area.

During the 2008-2009 year, the DiiT project offered eight workshops to 64 deaf and hard-of-hearing participants. These included:

- Six workshops offered on the RIT/NTID campus.
- Two workshops offered in the greater Los Angeles area, supported by the Max Factor Family Foundation.

This brings the nine-year total for the DiiT project to 84 separate workshops offered to 628 deaf and hard-of-hearing attendees.

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

Other Outreach Activities

- In 2008-2009, NTID's Center on Employment (NCE) served a total of 577 employer representatives through 23 training sessions and outreach workshops such as Working Together: Deaf and Hearing People. NCE presented two alumni workshops in Chicago and Philadelphia. Department staff attended and/or presented at 11 national conferences to promote the hiring of deaf and hard-of-hearing students. As part of the five-year Max Factor grant, NCE presented four workshops in the greater Los Angeles area to educate employers about NTID students and NCE services.

- Sign Language Proficiency Interview (SLPI) Workshops and follow-up provide training for school personnel and others to implement and conduct sign language communication skills assessment and development services for 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 sign language program 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 2009, SLPI training and services included: (1) new SLPI team member training for Atlanta Area School for the Deaf, Minnesota State Academy for the Deaf (MSAD), and for Peace Corp workers and schools for the deaf in Ghana and Kenya, Africa; (2) in-service training for current MSAD, Louisiana School for the Deaf (LSD), and University of Tennessee SLPI Team members; (3) SLPI interviewing and rating services for Canisius College Department of Deaf Education graduate students; (4) SLPI consulting services for Florida School for the Deaf and the Blind, LSD, and William Carey University in Hattiesburg, Miss.; and (5) maintenance and updating of an SLPI website that provides responses to frequently asked questions about the SLPI, guidelines for establishing an SLPI Team, model documents for implementing and monitoring SLPI use, SLPI workshop training materials, and information from NTID's Office of Communication Assessment and Services (OCAS), which coordinates provision of SLPI services at the college. In addition, an SLPI Trainer Meeting supported by a grant from PEPNet resulted in the establishment of the National SLPI: ASL Leadership Board (NSLB), and an SLPI Familiarization Workshop was presented at the Third International Conference on Disability, Riyadh, Saudi Arabia. [Note: The SLPI was previously known as the Sign Communication Proficiency Interview (SCPI).]

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- C-Print® software, developed at NTID, is used by captionists to produce text of spoken content. C-Print is an access service option for deaf and hard-of-hearing students in educational environments. Inquiries about C-Print come via e-mail, phone calls and website visits. From October 2008 through September 2009, there were approximately 2,100 e-mail dialogues and 750 phone call discussions with the C-Print Development and Training Office. The C-Print main website received 27,636 visits from October 2008 to September 2009. NTID conducts online C-Print captionist training as 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 164 from October 2008 through September 2009.

- NTID Performing Arts celebrated its 34th season in 2008-2009 by presenting three mainstage and three laboratory productions that involved more than 550 deaf, hard-of-hearing and hearing students, faculty/staff and members of the Rochester community as actors, dancers, theater technicians and front-of-house staff (box office and ushers). These performances were attended by 5,731 people from throughout New York State as well as schools and community groups from neighboring states and Canada.

  On-campus performances included *Noises Off, An Evening of One Acts, Othello, The Elephant Man* and *Alice in Wonderland*. Additional performances included *True West* by members of The RIT Players, and a special performance in New York City of our *Broken Spokes* production. Of special note, RIT alumnus and well-known Deaf playwright, Willy Conley, the author of *Broken Spokes,* came to campus to view the NTID production of his work and to provide workshops for students on theater and playwriting.

  During the 2008-2009 academic year, 495 students registered for and attended Performing Arts classes, an increase of 10 students from the previous year. Ten students were awarded performing arts scholarships for the 2009-2010 school year. In total, approximately 6,700 people were served by NTID Performing Arts activities during the 2008-2009 production season.

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

Jeret, an Arts & Imaging Studies major, earned an NTID Performing Arts Scholarship and the Elizabeth Williams Scholarship in the Performing Arts.

He has appeared in NTID performances of Macbeth, *The Crucible*, *The Elephant Man*, and *Noises Off!*

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 4,756 students have participated in EYF over the past 25 years. Sixty-two percent of the summer 2008 participants subsequently enrolled at NTID in fall 2008. Two sessions were offered in summer 2009. This year's participants came from 33 states and one foreign country.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Number of Participants	194	183	253	235	196
Percentage of Minorities	24%	20%	15%	29%	30%*
Percentage Enrolling at NTID	52%	44%	59%	62%	N/A**

* 20% of students enrolled in EYF 2009 did not indicate their ethnicity on the registration form.
** Students from EYF 2009 currently are in the process of applying to NTID.

EXPLORE YOUR FUTURE ENROLLMENT BY STATE

Summer 2009 EYF students represented 34 states and one foreign country.

Home State or U.S. Territory	Number in EYF Summer 2009
Alabama	0
Arizona	4
Arkansas	0
California	11
Colorado	1
Connecticut	4
Delaware	0
Florida	11
Georgia	4
Idaho	1
Illinois	15
Indiana	4
Iowa	2
Kansas	4
Kentucky	3
Louisiana	1
Maine	0
Maryland	13
Massachusetts	14
Michigan	9
Minnesota	3
Missouri	14
Nebraska	0
New Hampshire	5
New Jersey	10
New Mexico	1
New York	29
North Carolina	1
North Dakota	1
Ohio	5
Oklahoma	0
Oregon	1
Pennsylvania	8
Rhode Island	1
South Carolina	0
South Dakota	2
Texas	3
Vermont	1
Virginia	5

(continued)

EXPLORE YOUR FUTURE ENROLLMENT BY STATE (continued)

Home State or U.S. Territory	Number in EYF Summer 2009
Washington	0
West Virginia	0
Wisconsin	5
Canada	2
Other	0
Total	**196**

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 577 employer representatives received training through the NTID Center on Employment (NCE) in 2008-2009.

Employer Training and Educational Programs

Conducted, delivered and presented 23 programs for 577 human resources professionals, service providers and company representatives.

NTID Job Fair

The seventh-annual NTID Job Fair was held in October 2008 with 48 employers attending and more than 300 students, alumni and members of 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 his/her company's perspective and answering questions from student attendees.

Co-Op Visitation Program

Nineteen NTID faculty and staff visited 62 students on cooperative education assignments, and their supervisors, in 11 states and Washington, D.C.

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

- Accommodated 16 employers in recruitment visits and 12 on-campus orientations; there were 20 resume packages requested.
- Consulted with 119 alumni and other deaf and hard-of-hearing adults seeking job search assistance.
- Presented seven workshops in the greater Los Angeles area as part of a five-year Max Factor grant to inform and educate prospective employers about NTID students and NCE support services.
- Successfully completed Philadelphia and Chicago trips, which included six employer orientations and two alumni workshops.

NCE Marketing Highlights

- Completed a DVD for students entitled, *Doing a Co-Op*
- Revised and reorganized the home page of the NCE website
- Completed significant revisions and updates to a large quantity of NCE marketing materials for various audiences
- Continued periodic e-newsletters to employers

DEAF INITIATIVE IN TECHNOLOGY

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

The DiiT project is a unique educational model that:

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

The primary goals of this national project have been to:

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

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

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Max Factor Family Foundation Gift

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

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

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

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

In March 2009, the fourth annual series of workshops were offered to the deaf and hard-of-hearing community in the Greater Los Angeles area. Ten separate workshops were offered to a total of 180 participants. This brings the four-year total for the Max Factor portion of the project to 34 workshops offered to 670 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. During 2008-2009, the project was expanded even more with faculty from the following departments offering workshops: Information and Computing Studies, Arts and Imaging Studies, Engineering Studies, Business Studies and Liberal Studies.

Under NTID support, during the academic year 2008-2009, six workshops were offered to a total of 36 deaf adults, who traveled to NTID from all over the country to participate in this training.

In addition to these six workshops at NTID, two workshops sponsored by the Max Factor Family Foundation gift were offered at the Rinaldi Adult Center in the San Fernando Valley and the Greater Los Angeles Agency on Deafness in Los Angeles. Thirty-five deaf individuals attended these two workshops.

This brings the seven-year total for the DiiT project to 84 separate workshops offered to 628 deaf and hard-of-hearing professionals.

PEPNET-NORTHEAST

The Postsecondary Education Programs Network – Northeast Region (PEPNet-Northeast) is one of four regional centers supported by contracts with the U.S. Department of Education, Office of Special Education Programs. PEPNet-Northeast works 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 third-year cycle in September 2009.

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

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

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

New Projects

Project activities completed during this reporting period include:

- RKit. PEPNet-Northeast staff created a comprehensive, web-based resource kit designed for itinerant teachers, support service professionals, administrators, parents and others who work with middle and secondary school students who are deaf or hard-of-hearing in mainstream educational settings. The RKit includes downloadable materials, handouts and educational links. The RKit can be accessed on the PEPNet website (www.pepnet.org)

- DVD Americans with Disabilities. This is a two-part DVD on the Americans with Disabilities Act and how it applies to postsecondary education for students who are deaf or hard-of-hearing. The DVD is designed for students, their families and advocates. The DVD is produced in American Sign Language, with voiceover and open captioning. Clips of the DVD can be found on the PEPNet website (www.pepnet.org). Copies may be obtained from the PEPNet Dissemination Center.

- Tipsheet Series on Hearing Loss. A new series of Tipsheets were completed through a collaborative effort between PEPNet-Northeast and the NTID Center on Access Technology for Students who are Deaf or Hard of Hearing. Eight informational tipsheets covering topics related to hearing loss and communication access were created for students, parents, vocational rehabilitation counselors and service providers. Topics range from *How Hearing Loss Impacts Communication* to *Understanding Audiograms*. Information in the tipsheets is derived from, *Hard of Hearing Students in Postsecondary Education: A Guide for Service Providers*, published in 2007 by the Postsecondary Education Consortium.

- PEPNet *Perspectives* Newsletter. This publication is a joint collaboration between the four regional centers with PEPNet-Northeast as the lead center. The publication is distributed to stakeholders

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across the country. The fall 2009 edition of the newsletter was distributed to more than 14,000 recipients in the Northeast and Southeast regions that share a common database maintained by PEPNet-Northeast.

- PEPNet-Northeast piloted a Pre-GED English Literacy Distance Course for deaf or hard-of-hearing students in rural settings. The course was offered through cooperative agreements with LaGuardia Community College and the Vermont Center for Deaf and Hard of Hearing. The nine-week course was taught by an instructor from the LaGuardia Program for Deaf Adults and conducted via videoconferencing technologies on loan from PEPNet-Northeast to the Vermont Center in Brattleboro, Vermont.

- PEPNet-Northeast partnered with New England Technical Assistance and Continuing Education Center (TACE) to provide a series of structured training webcasts targeted to state VR agencies and partners.

Other Activities

PEPNet-Northeast staff conducted numerous workshops, presentations and poster sessions at local, regional and national conferences. Additionally, the four PEPNet Directors presented a workshop, Tools and Strategies for Creating Collaborative Relationships at the March 2009 OSEP Project Directors Conference in Washington, D.C. PEPNet directors also presented a poster session at the July 2009 Department of Education Leadership Conference, also in Washington, D.C.

Regional/National Outreach and Training Activities

On-site trainings and professional development activities were conducted by project staff to more than 300 school personnel and service providers in the Northeast and in collaboration with the three other PEPNet regional centers. Participants included the following target audiences:

- Itinerant teachers of the deaf
- Community-based service center staff
- State/county school personnel
- Vocational Rehabilitation personnel
- Parents of students who are deaf or hard-of-hearing

Local, Regional and National Conference Sponsorship

PEPNet-Northeast participated in and/or co-sponsored a number of local, regional and national conferences. Co-sponsorships this reporting period include activities such as workshop and keynote presentations, conference panels, poster sessions and exhibiting at the following venues:

- Alexander Graham Bell Leadership Opportunities for Teens, Washington, D.C.
- American Deafness and Rehabilitation Association (ADARA), San Antonio, Texas
- Assistive Technology Industry Association Conference, Orlando, Florida
- Association of Higher Education and Disability National Conference, Reno, Nevada
- Clarke School Conference on Mainstreaming Students with Hearing Loss, Springfield, Massachusetts
- Conference of American Instructors of the Deaf (CAID), Washington, D.C.
- Educational Support Service Personnel Conference, Binghamton, New York
- Emerging Technology Conference, CSUN, Northridge, California
- National Assistive Technology Technical Assistance Partnerships Conference, Philadelphia, Pennsylvania
- New York League for Hard of Hearing, New York, New York

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- Pennsylvania Community on Transition Conference, State College, Pennsylvania
- PEPNet Second National Summit on Transition, St. Paul, Minnesota
- Registry of Interpreters for the Deaf (RID) National Conference, Philadelphia, Pennsylvania
- University of Pennsylvania Disability Symposium, Philadelphia, Pennsylvania
- Vermont Statewide Rehabilitation Counselors Conference, Burlington, Vermont

PEPNet-Northeast and the three other regional centers have established new collaborative partnerships with the following national organizations:

- Association of Higher Education and Disability (AHEAD)
- National Secondary Transition Technical Assistance Center (NSTTAC)
- Parent Advocacy Coalition for Education Rights (PACER)
- Technical Assistance Coordinating Center (TACC)
- National Association of State Directors of Special Education (NASDSE)

PEPNet staff continues to participate in and/or lead the following PEPNet National Work Groups established to implement the PEPNet Strategic Plan:

- College and University Guide
- Emerging Technology
- Marketing
- PEPNet *Perspectives* Newsletter
- Product Development
- Technical Assistance
- Training
- Transition
- Web Development
- PEPNet Evaluation Team

PRE-COLLEGE OUTREACH

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

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

In 2009, RIT/NTID welcomed more than 600 middle school and high school students and their parents from all over the country to seven pre-college outreach efforts—four were outreach competitions and three were summer camps. Participation is expected to grow annually as marketing and other promotional efforts continue.

Parents, students and teachers alike had high praise for the 2009 competitions and camps. With the success of these initiatives, RIT/NTID is well on the way to its 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 students will possess the skills and knowledge necessary to be active participants in the 21st century American workforce.

Digital Arts, Film and Animation Competition

Deaf and hard-of-hearing students in grades 9–12 Submitted 64 entries to the 2009 Digital Arts, Film and Animation Competition in seven different categories—mixed digital media, web page design, graphic media, 3-D animation, interactive media, photo illustration and film. Five winners were selected and invited, along with a parent, to attend the awards ceremony in March 2009, where they received cash prizes and plaques. Their winning artworks were displayed in NTID's Dyer Arts Center.

Math Competition

RIT/NTID's national Math Competition for middle school students challenges their math skills, develops their self-confidence and rewards them for their achievements. Ninety-eight students from 24 middle schools participated in the competition at NTID in April 2009. Cash prizes were given to the top three teams and individual winners. NTID worked in close cooperation with the national office of MATHCOUNTS®, which operates a large successful national competition that has had only very limited participation from deaf and hard-of-hearing students. The intent of the competition is to foster interest in mathematics—a national priority.

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

In 2009, budding scientists in grades 6–12 from all over the United States were invited to submit science project abstracts for review by the science fair committee. The students whose projects were selected were invited to submit a full report on their project to NTID science faculty members, who served as judges. This was the fourth year for the science fair, the purpose of which is to encourage students to pursue their interest in science. Sixty-one students participated in 2009. Winners in the middle school and high school divisions received cash prizes and plaques.

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SpiRIT Writing Contest

RIT's fourth-annual SpiRIT Writing Contest for deaf and hard-of hearing students attracted 42 students from the 10th and 11th grades from around the United States in February 2009. Students and their teachers Mubmitted 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 20 deaf and hard-of-hearing African-American, Latino-American and Native-American (AALANA) students in 7th, 8th and 9th grades and their family members attended the Steps to Success career exploration mini-camp in August 2009. 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. Additionally, more than 30 AALANA individuals participated in the Steps to Success program through videoconferencing from three different cities around the country.

TechGirlz Camp

Thirty-two deaf and hard-of-hearing girls in 7th–9th grade attended TechGirlz in 2009 to explore their interests in science, technology, engineering and math. The week-long summer camp held in August gave girls the opportunity to learn more about careers in science and technology related fields. They built their own computers, analyzed a ~~c~~rime scene," and worked with computer-aided drafting equipment to create a magnifying glass. The program included a day-long workshop for parents that focused on what colleges expect from high school students, how parents should encourage their students to prepare for college and how to access financial aid.

FutureQuest Workshops

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

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

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

FutureQuest in Columbus, Ohio, was attended by 19 students and 23 parents. In St. Louis, Missouri, it was attended by 27 students and 35 parents, and in St. Augustine, Florida, 69 students and 21 parents attended.

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

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Pre-college Outreach 2008-2009			
	Total Participants	Minorities	
		Number	Percent
Explore Your Future	196	50	26%
National Science Fair	62	20	32%
SpiRIT Writing Contest	42	19	45%
Digital Arts, Film and Animation	64	20	31%
Math Competition	98	21	21%
Steps to Success	20	20	100%
TechGirlz Camp	32	14	44%
FutureQuest (three sites)	96	35	36%

Project Fast Forward

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

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

Project Fast Forward started with six partner schools in the first year of the project and has increased to 15 schools in three years. For the 2008-2009 school year, the project received additional support from a New York State Postsecondary Vocational and Applied Technology Education (VATEA) grant to expand recruiting efforts in New York State. The funding supported, in part, the recruitment of the three additional New York partner schools that will be teaching dual-credit courses starting fall 2009.

Original Partner Schools 2007-08	1. Florida School for the Deaf and the Blind, St. Augustine, Florida 2. Lexington School for the Deaf, Jackson Heights, Queens, New York 3. Vines High School, Plano, Texas 4. Plano Senior High School, Plano, Texas 5. Rochester School for the Deaf, Rochester, New York 6. University High School, Irvine, California
New Partner Schools 2008-09	7. Eastern North Carolina School for the Deaf, Wilson, North Carolina 8. Horace Mann School for the Deaf, Allston, Massachusetts 9. Learning Center for the Deaf, Framingham, Massachusetts 10. Maryland School for the Deaf, Frederick, Maryland 11. Texas School for the Deaf, Austin, Texas 12. WT Woodson High School, Fairfax, Virginia
New Partner Schools 2009-10	13. Mill Neck Manor School for the Deaf, Mill Neck, New York 14. Murry Bergtraum High School, New York, New York 15. W. Tresper Clarke High School, Westbury, New York

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Dual-credit courses. Dual-credit courses have been offered for two years at our partnering high schools. Schools have offered one or more of the following NTID courses:

- Applications Software: an introduction to word processing, spreadsheet, presentation and database applications
- Web Development I: an introduction to Web page development, including XHTML and Web graphics
- Desktop Publishing: an introduction to page layout applications to produce pages and documents to given specifications

The course Introduction to Desktop Publishing is offered by the NTID Arts and Imaging Studies Department and demonstrates the interest and potential for expanding Project Fast Forward to other technical programs.

A fourth dual-credit course, PC Hardware I will be offered during the 2009-2010 school year.

Dual-credit course registrations. During the 2007-08 and 2008-09 school years a total of 129 unique students participated in the program at our 12 partner schools. Of those students, 12 took two courses, giving a total of 141 registrations in Project Fast Forward dual-credit courses during the two years.

School Year	Number of Students	Number of Registrations	Grades Awarded	Credit Hours Awarded
2007-2008	57	61	40	120
2008-2009	72	80	69	207
Total	**129**	**141**	**109**	**327**

For the fall semester of the 2009-10 school year, there are currently 76 students registered in dual-credit courses. We estimate by the end of the spring semester an 25 additional students will take our courses, resulting in approximately 100 students in dual-credit courses for the 2009-10 school year.

Dual-credit grades and credit awarded. Of the 129 students registered for dual-credit courses during 2007-08 and 2008-09, 109 students received passing grades, and were awarded RIT credit. A portion of those students who failed to receive credit did not succeed in the course, and others did not receive credit because of the high school teachers failing to follow the NTID curriculum.

Professional development. Three summer professional development sessions (summer 2007, 2008 and 2009) have been offered to high school teachers and guidance counselors from our partnering high schools.

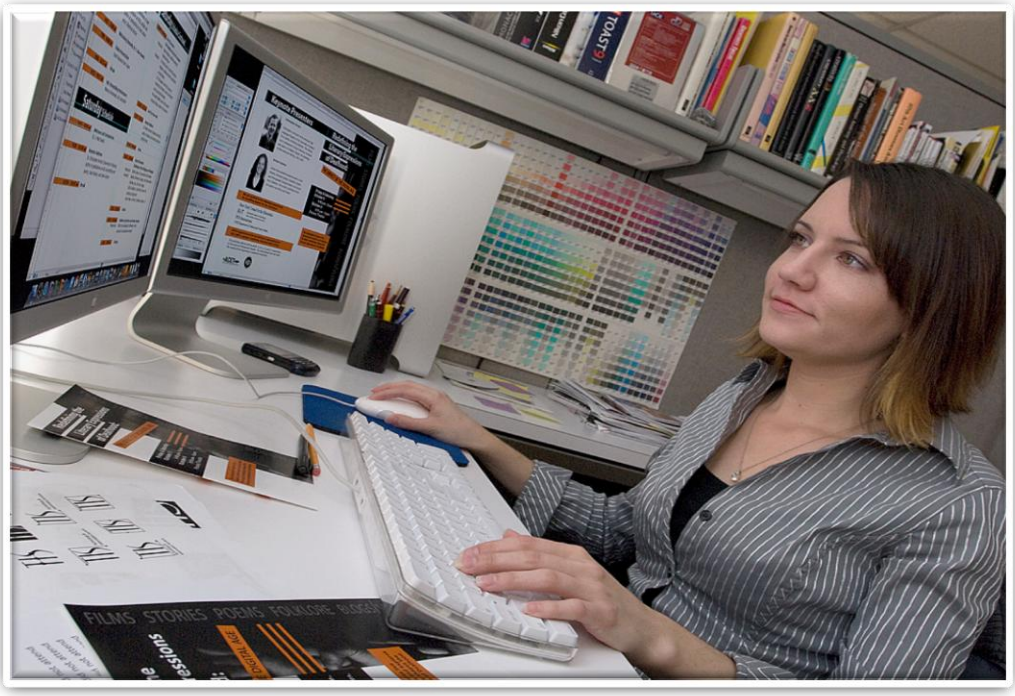
Summer Professional Development Session			
	2007	**2008**	**2009**
Teacher Attendees	7	11	8
Counselor Attendees	4	5	6
Total	**11**	**16**	**14**

The teachers received technical training on course content and teaching methodologies and on improving access for deaf students in mainstream classrooms. Both teachers and counselors received training on IT career opportunities for deaf and hard-of-hearing individuals and on the dual-credit program.

Outcomes. The program has been considered an impressive success since original predictions were that only 65 to 85 students would have qualified for and completed a dual-credit course at their high school by the end of the project. Instead, 109 students have earned dual credit, with an estimated 100 more students attempting dual-credit courses during the next year.

It was also predicted that a total of 20 teachers and 10 counselors would attend the professional development activities at NTID during the project, while instead there have been 26 teachers and 15 counselors involved in the project.

INNOVATION AND CREATIVITY



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

Faculty Scholarship

Tenured and tenure-track RIT/NTID faculty engage in scholarship as part of their plans of work. The product of scholarship is most obviously seen in terms of conference presentations, scholarly publications, artistic exhibitions and performances. In 2008-2009, faculty in Academic Affairs secured 16 grants for a total award of $4.8 million to support discipline-based research, web-based instructional development, graduate programs preparing students to work with deaf and hard-of-hearing individuals, STEM education, conferences and new access technologies.

During the 2008-2009 academic year, faculty gave presentations at more than 20 professional conferences, including the Council of American Instructors of the Deaf (CAID); ADARA: Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing; Deaf and Hard-of-Hearing in Government National Training Conference, Washington, D.C.; Networking in Higher Education, Buffalo State University and the University of Buffalo; BOCES 2 Educational Services; Educational Interpreter Mentor Training, Louisiana Department of Education; Educational Interpreter Summer Institute, Milwaukee, Wis.; Educational Interpreter Training, Nebraska Department of Education; Rochester Academy of Science; American Chemical Society (at both regional and national conferences); Texas Parents & Teachers; American College Educators for Deaf and Hard-of-Hearing (ACEDHH), New Orleans; National Science Teacher Association; Association of Mathematics Teachers; Teachers Teaching with Technology, Buffalo, New York; Centers for Disease Control and Prevention, Atlanta; National Center for Deaf Health Research, Rochester, New York; Let Me Learn Conference, University of Nevada; Teachers of English to Speakers of Other Languages (TESOL); Conference on College Communication and Composition, San Francisco, California; N.E. Modern Language Association, Boston; N.E. Modern Language Association, Montreal; Innovations Conference, Reno, Nevada; Princeton University; Association for Behavioral and Cognitive Therapies, Orlando, Florida.

In addition to presentations and workshops, a large number of faculty published their work in the form of book chapters and articles in journals such as: *Cerebral Cortex*; *Language Learning*; *Journal of Deaf Studies and Deaf Education*; *American Annals of the Deaf*; *Ergonomics*; *Journal of Interactive Instruction Development*; *Assessment Update*; *Journal of Science Education for Students with Disabilities*; *Applied Spectroscopy*; *Volta Review*; and *Journal of Modern Literature*.

Finally, faculty exhibited work at the Ramon Santiago Studio, Rochester, New York; the Rochester Plaza Jazz Festival; the Contemporary International Photography Biennial Exhibition in Jinan, China; The Rochester Contemporary Art Center; the Deaf Arts Festival Exhibition, Brooklyn, Michigan; All About Art exhibition, Elkins Park, Pennsylvania; Cazenovia College of Art Gallery, New York; Davison Gallery, Rochester; International Society of Experimental Artists, Houston, Texas; Memorial Art Gallery, Rochester; Butler Institute of American Art, Youngstown, Ohio; Western Colorado Center for the Arts, Grand Junction, Colorado.

Faculty/Student Scholarship

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

This year, representative projects included Habitat for Humanity: public relations, networking and fund-raising; Small business consulting with homeowners to reduce home energy consumption; Speech-to-text systems; Adapting emerging technologies to enhance civic participation for people who are deaf; Comparative analysis of real-time text generation and information display methods; Analysis of carcinogens in cigarette smoke; Energy transfer in fluorescence spectroscopy; Dynamic quenching of fluorophores; Design of novel fiber-optic-based instrumentation; Social and emotional development of deaf and hard-of-hearing students in the mainstream and the impact of an itinerant teacher; Miscue analysis; Usher's Syndrome in the classroom; Performing arts K-4 curriculum; Education of deaf students

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from India living in the United States: cultural and linguistic issues and challenges; Investigating measurement with Deaf Studies; Role play and experiential learning in the field of deaf education; The controversy over hearing screening for newborns; Teacher expectancy effect: potential implications for deaf students; How to teach children with ADHD-teaching strategies; Development of adolescents' resilience: positive psychology and education.

A number of undergraduate and graduate students conducted research in the Deaf Studies Laboratory, Department of Research and Teacher Education. This research in cognition and neuropsychology was funded by the National Science Foundation, the National Institutes of Health and the U.S. Department of Education. Eight students contributed to the development of assessment instruments for American Sign Language and studies of visual attention, reading and executive function development in individuals who are deaf or hard-of-hearing.

Finally, RIT/NTID faculty, students and staff performed Willy Conley's play *Broken Spokes* at the NYC Deaf Theater Festival held at the Interborough Repertory Theater in Greenwich Village.

A Laboratory Science Technology+2 major from Providence, Rhode Island, was selected as a winner of the RIT/NTID Science Fair for Deaf and Hard-of-Hearing Students.

When Luis completes his NTID associate degree, he will transfer into the RIT bachelor's degree program in chemistry.

INNOVATION AND CREATIVITY AT NTID

Under the leadership of RIT President William W. Destler, the university is increasing its emphasis on innovation and creativity, both in the curriculum and in other activities across campus.

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

NTID Electric Bike Club

NTID students work together to build light electric vehicles designed to incorporate battery, motor and controller innovations that reduce carbon emissions while creating a quality, affordable vehicle. Designs for a campus fleet of electric bicycles are being developed.

Arson Experiment

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

Work Environment Simulations

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

Digital Language Lab for Interpreting Instruction

The NTID American Sign Language and Interpreting Education Department uses a state-of-the-art digital laboratory for ASL/English interpreting instruction. There are three multimedia labs with 10 stations in each. Each station is equipped with a computer, camera, dual monitors, keyboard and headset with microphone. Each lab is equipped with two digital control racks that connect to a 2 TB server, two ceiling-mounted robotic video cameras, a microphone, speakers, a ceiling-mounted video projector, a wall-mounted projection screen, and a separate instructor's station with room controls.

Interpreting students use digital technology to record their interpreting between American Sign Language and spoken English. The labs allow them to review their work easily and improve their interpreting skills. When they are finished with an assignment, students can save their work to their own digital folder on the server, or they can save it to a USB drive. They also can drop their files into their instructor's digital folder for assessment. The ability to digitally capture and store video and audio files on the network, enables students and faculty to assess interpreting work immediately. The system provides secure anytime, anywhere access to the files from any computer on the RIT/NTID network or from home.

Deaf Initiative in Technology

Deaf Initiative in Technology (DiiT) offers workshops that provide computer, graphic communication and business-based training for deaf and hard-of-hearing adults. Faculty members from NTID's Information and Computing Studies, Arts and Imaging Studies, Engineering Studies, Business Studies and Liberal Studies Departments offered workshops on a wide range of topics during the 2008-2009 academic year. In addition to providing training for adults, the project supports professional development for faculty and curriculum development for NTID students. To date 628 deaf and hard-of-hearing individuals have attended 84 different DiiT workshops.

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Cochlear Implant Support

The number of students at RIT/NTID with cochlear implants has grown exponentially, from 29 students in 1999 to almost 273 students in 2009. To accommodate the needs of these students, in 2008 NTID added two additional individual sound-dampened therapy rooms to the Cochlear Implant Center. The therapy rooms contain six new computer stations equipped with new aural educational software programs that students use to practice their listening and speechreading skills to help improve their spoken English language recognition.

Distance Learning Advances

Through a grant from The Sprint Foundation that was matched with internal funds, NTID has taken a major step in supporting distance learning for deaf and hard-of-hearing remote learners—those students who are not on campus. A classroom in NTID's Learning Center was converted to The Sprint Relay Experimental Distance Learning/Access Demonstration Lab in summer 2007. The lab is being used as a beta testing site for adapting and evaluating alternative instructional and access technologies in support of remote learners who are deaf or hard-of-hearing. It also provides a forum for information exchange among RIT/NTID faculty, students, instructional designers, technologists, researchers and access service providers. Projects have included the delivery of a joint Web Design course involving students at NTID and in Mumbai, India; support for a NSF research project regarding the benefits of alternative access modalities for individual deaf and hard-of-hearing learners; and experimentation with "capture/remote access" technologies regarding classroom content in enhancing student learning.

The lab features desktop computers, wireless laptops, videoconferencing systems and a 3M Ideaboard—a wall-mounted, computer-based display, featuring network capabilities, supporting real-time interactions among remote and onsite learners. This distance-learning tool allows deaf and hard-of-hearing students from anywhere around the world to be part of one classroom.

The innovative adaptation of current and emerging technology promises significant contributions in expanding conventional notions of where, how and with whom learning can happen.

Engaging the Millennial Student

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

Innovative Teacher Education

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

(continued)

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

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

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

Speech-to-Text Services

C-Print® is a real-time captioning system developed at NTID with support from external and internal funding. It's an access service for students who benefit from a real-time display of English text more than from sign language interpreting. C-Print currently is used by hundreds of postsecondary and secondary programs across the nation that offer services to deaf students and also is used extensively within RIT to provide more than 17,000 hours of classroom service per academic year. 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 to allow the integration of graphical information along with the text and the use of mobile devices to transmit captioning over a cellular network in non-traditional learning environments (i.e., Smartphones).

Online Access Services Request System

NTID has created a unique online Service Request and Assignment System for providing streamlined access to sign language interpreting and real-time captioning services for students and other requesters. NTID operates the largest sign language interpreting and speech-to-text service organization in the world, including more than 125 sign language interpreters and more than 50 real-time captionists. In addition, technology is available that provides unique access services for vision-impaired students.

Teaching Writing with Manga Comics

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

Postsecondary Education Network-International (PEN-International)

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

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Center for Education Research Partnerships

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

Center on Access Technology

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

Showcasing Deaf Artists

A team of NTID faculty and staff developed a website that showcases and promotes the works of deaf and hard-of-hearing artists (www.rit.edu/deafartists). The site features art and biographical information on more than 100 professional deaf artists from around the world as well as streaming videos and articles related to deaf artists and deaf art. Also included on the site are the self portraits of a group of RIT/NTID students, along with video and/or written descriptions.

Preserving Deaf History

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

IMAGINE RIT: INNOVATION AND CREATIVITY FESTIVAL

Innovation and creativity reigned on the RIT campus in May 2009, when the university held its second annual *Imagine RIT: Innovation and Creativity Festival*. The event showcased RIT's unique blend of technology and the arts.

More than 25,000 people came to campus for Imagine RIT, which showcased the work of nearly 2,000 students, faculty and staff, who proudly displayed examples of green technology, new ideas for products and services, creative arts and crafts and groundbreaking research—all demonstrating the innovative thinking and creative spirit and energy that are uniquely RIT and that have shaped RIT President William W. Destler's vision of RIT as the nation's first "innovation university." NTID provided sign language interpreting support for the festival to ensure that the event was accessible to deaf and hard-of-hearing attendees. Other examples of NTID participation follow.

- NTID Laboratory Science Technology students shared their research with festival goers while a team of Computer Integrated Machining Technology students exhibited their working compressed air locomotive.
- Visitors to the festival enjoyed hands-on experiments and activities at NTID discovery stations designed to inspire wonder and appreciation for mathematics and science.
- Festival attendees had the opportunity to explore their creative side, using a variety of art materials to design and create a personal box to hold their treasures.

- Visitors marveled at a plug-in hybrid electric bicycle that consumes 1/20th of the energy of an automobile and they had the opportunity to test vehicles built by NTID's Electric Bike Club.
- Festival attendees toured NTID art exhibits and enjoyed dance and theater performances as well as a variety of activities related to American Sign Language and Deaf culture.
- During the festival, a group of NTID alumni and faculty participated in the creation of a "collaborative digital canvas" art project with other artists in remote locations. The artists used networked computer technology to design and draw together in real-time to create a unique collaborative artwork.
- Visitors ended their day by watching as a wonderland came to life in the NTID Performing Arts presentation of *Alice in Wonderland*, a live production blending theater, technology, dance and music, performed simultaneously in American Sign Language by deaf actors and spoken English by hearing actors.

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 policy.

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

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

Unlicensed Products

- ASL Vocabulary CD
  Distributed through Barnes & Noble @ RIT, ADCO Hearing Products, Butte Publications, Harris Communications and the National Association for the Deaf. NTID has a contract with ASLTA to distribute the CD as a fundraiser.

- Cumulative Trauma Disorder Manual and Training materials
  Distributed through Barnes & Noble @ RIT and NTID Marketing Communications

- *From Dream to Reality* (NTID's history book)
  Distributed through Barnes & Noble @ RIT and NTID Marketing Communications

- Technical Signs videos and manuals
  Distributed through Barnes & Noble @ RIT, ADCO Hearing Products, Butte Publications, Harris Communications and NTID Marketing Communications

- *Let's Communicate*
  Distributed through NTID Marketing Communications

- *Tips for Communicating*
  Distributed through NTID Marketing Communications

- Project Access Workshop Planner's Guide
  Distributed through Barnes & Noble @ RIT and NTID Marketing Communications

Licensed Products

- Attention Deficit Scales for Adults - Sign Language Version
  Distributed through NTID Marketing Communications

- ASL Dictionary and Inflection Guide CD
  Distributed through Barnes & Noble @ RIT, Harris Communications, HearMore, Captioned Media Program, various college bookstores and NTID Marketing Communications

- ASL Dictionary and Inflection Guide online subscription
  Order online at www.ntid.rit.edu/dig

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

- Educational Interpreting DVDs and companion booklet
  Distributed through Barnes & Noble @ RIT, Harris Communications, Butte Publications and NTID Marketing Communications

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- Interpreter Discourse CDs
  Distributed through Barnes & Noble @ RIT, Dawn Sign Press and NTID Marketing Communications

- NTID Speechreading DVD and Supplementary Materials
  Distributed through AUDiTEC

- Processing Skills CDs
  Distributed through Barnes & Noble @ RIT and NTID Marketing Communications

- Processing Skills Development, ASL Texts
  Distributed through Barnes & Noble @ RIT and NTID Marketing Communications

- *The Heart of the Hydrogen Jukebox* DVD
  Distributed through NTID Marketing Communications

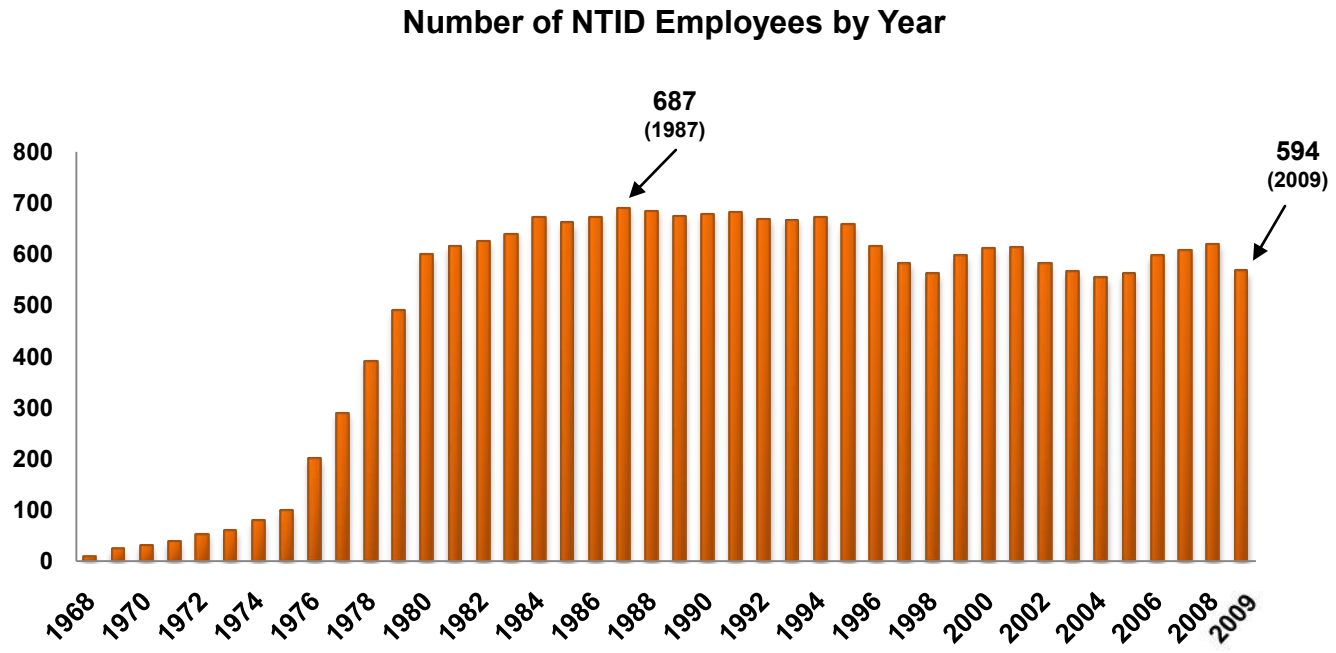
FACULTY AND STAFF

Dedicated faculty and staff are at the heart of the success of NTID in meeting its mission to educate deaf and hard-of-hearing students.

FACULTY AND STAFF HIGHLIGHTS

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

In 1987, NTID employed 687 faculty and staff, as of fall 2009 with our largest number of students in our history, we employ 594.



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 provides staff salaries that are competitive with other local and regional colleges and businesses. Annual pay increments are established by RIT.

	Total Number in Position	Average Salary October 2008–September 2009
Faculty*		
Professor	40	$102,439
Associate Professor	60	$80,029
Assistant Professor	52	$64,765
Lecturer	44	$52,483
Instructor	5	$50,929
Subtotal Faculty	**201**	**$73,786**
Staff		
Exempt Staff**	131	$61,096
Non-Exempt Staff***	262	$43,442
Subtotal Staff	**393**	**$49,327**
Total	**594**	**$57,604**

* Faculty based on full-time, 9.5 month salaries; visiting faculty are included within their rank.
** Based on full-time 12-month salaries; includes all exempt staff and educational development faculty.
*** Technical, clerical and C-Print® captionists based on 35 hours per week/12 months per year. Interpreters are based on 40 hours per week/12 months per year.

TENURE-TRACK POSITIONS AND FACULTY RANK

In FY 2009, senior-level faculty members (professor and associate professor) comprised 69 percent of all ranked tenure-track faculty as compared to 47 percent in FY 1985. Of the 141 tenure-track positions, 81 percent are tenured. The number of tenure-track positions has decreased from 244 to 141 over the past 25 years.

	Number of Tenure-track Positions*					FY 2009 Faculty with Tenure	
Rank	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**	**Number**	**Percent**
Professor	33	34	33	35	40	40	100%
Associate Professor	80	74	68	61	57	51	89%
Assistant Professor**	55	54	50	45	43	22	51%
Instructor/Lecturer	6	2	1	2	1	1	100%
Total Positions	**174**	**164**	**152**	**143**	**141**	**114**	**81%**

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

DEGREE LEVELS OF TENURED AND TENURE-TRACK FACULTY

Faculty members join NTID with a wide variety of backgrounds, including those with substantial experience in the private sector. In FY 2009, 97 percent of full-time, tenure-track faculty members held graduate degrees.

FY 2009 Highest Degree Level Achieved Tenure and Tenure-track Faculty*		
	Number	Percent
Doctorate	51	36%
Master's	86	61%
Bachelor's	4	3%
Total	**141**	**100%**

***** Includes ranked administrators.

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

NTID's faculty and staff average 50 years of age with 15 years of service at NTID. As of October 2009, 38 percent are eligible** for retirement.

	Percent Full Time	Average Age	Average Length of Service	Age of Faculty/Staff					Currently in Retirement Transition
				≤ 54	55-61	62-64	65-69	≥70	
Professor	100%	61.2	30.8	3	21	8	7	1	1
Associate Professor	100%	58.8	27.9	10	27	13	7	0	2
Assistant Professor	100%	53.3	19.6	22	21	6	0	0	2
Instructor	100%	40.3	6.3	3	1	0	0	0	0
Lecturer	100%	49.3	6.5	13	5	1	1	0	0
Exempt Staff	95%	48.5	13.8	68	22	4	4	0	1
Non-exempt Staff	96%	50.9	14.0	50	18	5	3	0	1
Interpreter	84%	41.4	10.4	93	5	2	2	0	1
C-Print®	78%	45.7	4.2	34	4	0	0	0	0
Totals									
Number	**--**	**49.9**	**14.6**	**296**	**124**	**39**	**24**	**1**	**8**
Percent	**93%**	**--**	**--**	**50%**	**21%**	**7%**	**4%**	**0%**	**1%**

* Data not available for all faculty and staff.

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

FACULTY AND STAFF NEW HIRES

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

	New Hires				
	FY 2005	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**
Full-time:					
Faculty	3	8	10	13	11
Exempt Staff*	16	29	8	8	12
Non-exempt Staff**	14	3	19	28	18
Total Full-time	**33**	**40**	**37**	**49**	**41**
Part-Time:					
Faculty	1	2	1	0	0
Exempt Staff*	1	5	0	1	1
Non-exempt Staff**	3	26	10	9	1
Total Part-time	**5**	**33**	**11**	**10**	**2**
Total	**38**	**73**	**48**	**59**	**43**

* Includes all exempt staff and educational development faculty.
** Includes technical, clerical, C-Print® captionists and interpreters.

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 4.2 percent, decreased from last year. Retirements of current faculty and staff increased and are expected to continue to increase in the near future. Recruitment of individuals to serve our students will be a priority in the coming years.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	
Full-time/Part-time					Percent	Number
Faculty	7.8%	6.5%	5.9%	6.7%	2.5%	5
Exempt Staff*	5.8%	7.8%	14.8%	6.6%	6.9%	9
Non-exempt Staff**	7.4%	6.3%	0.7%	12.7%	4.2%	11
Total	**6.9%**	**7.0%**	**8.1%**	**9.4%**	**4.2%**	**25**

* Includes all exempt staff and educational development and research faculty
** Includes technical, clerical, C-Print® captionists and interpreters.

DIVERSITY AND PLURALISM

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

DIVERSITY AND PLURALISM HIGHLIGHTS

Students

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

The number of U.S. minority students at NTID has stayed at 363 for the second year in a row, being the largest number of deaf and hard-of-hearing in the past five years. This includes an increase over the past year in the number of Latino-American students and a decrease in Asian/Pacific Islander students. FY 2009 highlights follow:

- Thirty-three percent of the fall entering class are from minority groups. The percentage in the total student body is 28 percent, which is more than triple what it was 16 years ago.
- Graduation rates for the current cohort groups were higher than last year for African-Americans and Latino-Americans and lower for Asian-American students.
- First-year persistence rates for the current cohort groups were at or above the rates reported last year for Latino-American and Asian-American students, though the African-American students showed a decrease.

Faculty and Staff

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

Of 52 employees from ethnic minority populations, 32 are African-American, nine are Latino-American and 11 are other minorities.

Of our employees with disabilities, 101 out of the 104 are deaf or hard-of-hearing.

Of the 156 employees who have disabilities or are members of a minority group, 137 are in executive, faculty or exempt positions. Note that some individuals count in more than one category.

NTID continues to exercise a strong Affirmative Action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 15 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 encounter students needs to reflect that diversity.

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

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

In addition to preparing students to enter society and the workplace, our academic environment must respond to the needs of people who are both deaf or hard-of-hearing and from minority backgrounds. Our commitment to recognize, to celebrate and to value cultural diversity and individual differences is grounded in the continuing efforts of our country to forge a pluralistic society. It does not arise merely from political pressure or 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.

We believe an educational institution has a 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.

The significance of diversity is reflected in the statement below from RIT President William W. Destler in regard to faculty and staff.

> *The following guidelines have been established for managers:*
>
> *To recruit, hire and promote for all positions without regard to race, color, national origin, sex, age, marital status, disability, sexual orientation, or status as a disabled veteran or veteran of the wars, including Vietnam.*
>
> - *To make placement decisions based solely upon an individual's qualifications for the position.*
> - *To administer fairly and equally all personnel actions such as compensation, benefits, transfer and sponsored programs activities.*
> - *To provide reasonable accommodations whenever possible in an effort to advance employment for disabled individuals, including veterans.*
>
> *I have a strong personal commitment to equal employment opportunity and expect the support of all faculty and staff in attaining the institute's objective of a balanced and diverse workforce.*
>
> *William W. Destler*
> *President, RIT*

(continued)

Finally, we provide a selected list of functions or activities below to reflect the importance of diversity and pluralism on the RIT campus.

- RIT has an Office of the Chief Diversity Officer, whose core mission is to advocate for and advance the concerns and needs of the human, cultural and ethnic diversity of the RIT community. Persistent diligence is given to the specific needs of the underrepresented minority populations on campus. The goal is to increase partnerships that foster greater community understanding and appreciation for one another.

- The President's Commission on Pluralism and Inclusion, established in 1991, is a university-wide committee comprising of RIT faculty, staff, students and administrators who regularly consult with the president of RIT on issues of diversity. The commission organizes both formal and informal programs and dialogues about the multifaceted aspects of diversity—from celebrating cultural richness to developing interpersonal skills to interact better within the global village.

  > *Pluralism at RIT celebrates individual differences as members within the RIT community work together toward the common goal of creating a pluralistic and diverse community. It combines shared values that are incorporated into the vision and mission of the Commission, resulting in an enriched RIT organizational culture. The Commission promotes appreciation of diverse individuals in spite of differences in race, color, creed, religion, gender, age, national origin, marital status, sexual orientation, gender identity, gender expression, language use and physical ability. Respecting these differences results in a positive change and becomes a key factor for promoting pluralism at RIT.*
  >
  > *William W. Destler*
  > *President, RIT*

- The newsletter *DIVERSITY PERSPECTIVES* is published quarterly by the Chief Diversity Officer, in conjunction with the RIT President's Commission on Pluralism and Inclusion.

- A Campus Week of Dialogue offers campus members an opportunity to acknowledge, better understand and offer resolution to the important challenges experienced by members of the RIT community. This event engages faculty, staff and students in dialogue that ultimately heightens their sense of awareness and comfort levels, enabling constructive dialogue while addressing difficult issues related to diversity.

- Diversity training is offered regularly through the RIT Center for Professional Development.

ETHNIC ORIGIN OF ENTERING UNDERGRADUATE STUDENTS*

Forty percent (277) of this year's 916 U.S. deaf and hard-of-hearing undergraduate applicants were students from minority backgrounds. The fall 2009 entering class included 96 minority students, who represent 33 percent of the newly admitted students.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Total Applicants*	693	756	850	943	916
White	457	414	467	478	421
Percent of Applicants	66%	63%	65%	60%	60%
Minority	236	238	255	321	277
Percent of Applicants	34%	37%	35%	40%	40%
Unknown	N/A	104	128	144	218
Accepts and Acceptance Rates*	411	422	494	565	503
White	302	278	319	357	285
Percent of White Applicants	66%	61%	68%	67%	66%
Minority	109	124	148	178	149
Percent of Minority Applicants	24%	39%	32%	33%	34%
Unknown	N/A	20	27	30	69
Registrations and Yields*	314	337	413	396	341
White	225	226	270	237	199
Percent of White Accepts	72%	72%	69%	66%	67%
Minority	89	89	122	122	96
Percent of Minority Accepts	28%	28%	31%	34%	33%
Unknown	N/A	22	21	37	46
Breakdown of Minority Registrations					
African-American	28	29	39	40	39
Latino-American	21	23	42	35	31
Native-American	3	1	2	3	2
Asian/Pacific Islander	29	30	30	33	13
Other	8	6	9	11	11
Total Minority	**89**	**89**	**122**	**122**	**96**
Percent of Total U.S. Registrations	**28%**	**28%**	**31%**	**34%**	**33%**

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

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf and hard-of-hearing U.S. undergraduate and graduate students has increased steadily from 8 percent in FY 1988 to 32 percent in FY 2009, four times what it was 21 years ago.

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

As a result of the reauthorization of the Education of the Deaf Act in 1998, the cap on international students was increased to 15 percent. However, a significant decrease in support from Vocational Rehabilitation in Canada and limited resources of students from other countries have had a negative impact on international enrollment.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Graduate and Undergraduate U.S. Deaf and Hard-of-Hearing Students					
African-American	68	75	89	117	117
Percent	7.5%	8.1%	8.6%	10.3%	10.3%
Latino-American	52	59	81	92	112
Percent	5.8%	6.4%	7.8%	8.1%	9.9%
Native-American	8	4	7	8	8
Percent	0.8%	0.3%	0.7%	0.7%	0.7%
Asian/Pacific Islander	98	108	104	115	91
Percent	10.7%	10.7%	10.1%	10.1%	8.1%
Other*	26	25	28	31	35
Percent	3.0%	2.5%	2.7%	2.7%	3.1%
Subtotal U.S. Minority Students	252	271	309	363	363
Percent	27.6%	28.8%	29.9%	32.0%	32.0%
White Students	660	669	724	772	773
Percent	72.2%	71.9%	70.1%	68.0%	68.0%
Unknown Minority status	96	90	76	86	97
Subtotal U.S. Deaf and Hard-of-Hearing Students	**1,008**	**1,030**	**1,109**	**1,221**	**1,233**
Other Enrollments:					
ASL-English Interpretation	116	130	130	135	138
Percent Minority	8.0%	5.4%	6.0%	9.1%	9.0%
Master of Science in Secondary Education**	74	56	59	55	61
Percent Minority	8.0%	14.6%	14.3%	12.7%	13.7%
International Students***	63	46	49	41	42
Percent Minority	5.0%	3.7%	3.6%	2.9%	2.8%
Unknown Minority Status	38	23	16	17	16
TOTAL MINORITY ENROLLMENTS	**263**	**275**	**325**	**381**	**381**
TOTAL ENROLLMENTS	**1,256**	**1,250**	**1,343**	**1,450**	**1,474**
OVERALL PERCENT MINORITY	**23.4%**	**24.2%**	**25.0%**	**28.4%**	**28.0%**

* Some students choose not to identify themselves with a particular ethnic group, but do not consider themselves white.
** Included for FY 2005, and FY 2007 to-date, are non-matriculated students (between 4 and 15, per year) in the MSSE program.
*** Includes several MSSE and/or ASLIE students. Since this is a double-count, they are not included in the total enrollments figure at the bottom.

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

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students as summarized on the previous two pages of this report. However, there are noticeable differences among the various groups in terms of persistence and graduation rates.

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

Three-year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
2001, 2002, 2003	68%	80%	67%	84%	77%
2002, 2003, 2004	59%	89%	65%	81%	70%
2003, 2004, 2005	68%	86%	68%	84%	75%
2004, 2005, 2006	78%	88%	77%	83%	75%
2005, 2006, 2007	86%	88%	72%	88%	78%
2006, 2007, 2008	85%	89%	76%	89%	78%

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

Three-year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1995, 1996, 1997	51%	67%	44%	72%	53%
1996, 1997, 1998	37%	71%	33%	63%	50%
1997, 1998, 1999	46%	74%	47%	65%	55%
1998, 1999, 2000	53%	76%	43%	60%	57%
1999, 2000, 2001	57%	67%	50%	66%	56%
2000, 2001, 2002	60%	66%	51%	73%	62%

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

GRADUATES BY COLLEGE AND PROGRAM AREAS: MINORITY STATUS

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

	FY 2009 Number of Graduates				
	Minority	Non-Minority	Un-known	Total	Percentage of Total Graduates
NTID					
Career-focused and Transfer Associate Degrees	34	66	9	109	39%
ASL-English Interpretation	*	30	*	34	12%
Master of Science in Secondary Education	5	16	*	23	8%
OTHER COLLEGES OF RIT**					
College of Applied Science and Technology	12	26	7	45	16%
College of Business	*	12	*	18	6%
College of Computing and Information Sciences	*	8	*	15	5%
College of Engineering	*	*	*	4	1%
College of Imaging Arts and Sciences	6	15	*	22	8%
College of Liberal Arts	*	9	*	11	4%
College of Science	*	*	*	3	1%
Total***	**67**	**188**	**29**	**284**	**100%**

* Frequency counts small and not reported for confidentiality.
** Includes bachelor's and master's degrees granted by the other colleges of RIT, as well as some associate degrees.
*** Totals include small counts shown as asterisks (*), which are not displayed because of confidentiality.

AFFIRMATIVE ACTION REPORT: FACULTY AND STAFF

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

Individuals may appear in more than one category.

FY 2009

	Total Employees*	Female	African-American	Latino-American	Other Minority	Deaf and Hard-of-Hearing	Other Disability
Faculty**	201	98	12	1	4	59	0
Percent		48.8%	6.0%	0.5%	2.0%	29.4%	0.0%
Exempt Staff**	131	76	9	2	4	29	1
Percent		58.2%	6.9%	1.5%	3.1%	22.1%	0.8%
Executive/ Administrative Manager**	47	15***	**1*****	**0*****	**1*****	**14*****	**0*****
Percent		31.9%	2.1%	0.0%	2.1%	29.8%	0.0%
Non-exempt Staff							
C-Print®	49	47	1	0	0	0	0
Percent		95.9%	2.0%	0.0%	0.0%	0.0%	0.0%
Interpreter	122	107	7	3	3	1	1
Percent		87.7%	5.7%	2.5%	2.5%	0.8%	0.8%
Technical/ Clerical	91	82	3	3	0	12	1
Percent		90.1%	3.3%	3.3%	0.0%	13.2%	1.1%
Total	**594**	410	32	9	11	101	3
Percent		**69.0%**	**5.4%**	**1.5%**	**1.9%**	**17.0%**	**0.5%**

* Minority status unknown for 21 faculty and staff members.
** Of the 47 executive/administrate managers, 19 are included on the faculty line and 28 are included on the exempt staff line.
*** These individuals are not included in the total of this column since they are all included on the faculty or exempt staff lines.

AFFIRMATIVE ACTION: FACULTY AND STAFF APPLICANTS

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

NTID APPLICANTS FOR POSTED POSITIONS
October 1, 2008 – September 30, 2009

	Number of Positions Posted	Total Applicants	Number of Applicants by Category					
			Female	African-American	Latino-American	Other Minority	Blank	White Male
Faculty	30	213	87	13	9	37	18	71
Exempt Staff*	56	491	242	31	13	57	42	165
Non-exempt Staff**	13	147	103	18	6	7	11	28
Total	**99**	**851**	**432**	**62**	**28**	**101**	**71**	**264**

* Includes all exempt staff and educational development faculty.
** Includes technical, clerical, C-Print® captionists and Interpreters.

AFFIRMATIVE ACTION: FACULTY AND STAFF HIRING RESULTS

During FY 2009, individuals from an ethnic minority totaled 6 percent of all new hires, disabled individuals totaled 9 percent and women 74 percent. Individuals may appear in more than one affirmative action category.

FY 2009

	Total New Employees*	Female	African-American	Latino-American	Other Minority	Deaf and Hard-of-Hearing	Other Disability
Faculty	11	7	0	0	0	2	0
		64%	0%	0%	0%	18%	0%
Exempt Staff	13	9	0	0	1	2	0
		69%	0%	0%	8%	15%	0%
Executive/ Administrative Manager**	2	1	0	0	1	1	0
		50%	0%	0%	50%	50%	0%
Non-exempt Staff							
C-Print®	0	0	0	0	0	0	0
		0%	0%	0%	0%	0%	0%
Interpreter	16	15	1	0	0	0	0
		94%	7%	0%	0%	0%	0%
Technical/Clerical	3	1	0	0	0	0	0
		33%	0%	0%	0%	0%	0%
Total	**43**	**32**	**1**	**0**	**1**	**4**	**0**
		74%	2%	0%	2%	9%	0%

* Those with undeclared ethnicity have not been included in calculations of percentages.
** These individuals are not included in the total of this column since they are all included on the faculty or exempt staff lines.

AFFIRMATIVE ACTION: FACULTY AND STAFF TERMINATION RESULTS

During FY 2009, 12 percent of terminations were individuals from ethnic minorities and 72 percent were women. Individuals may appear in more than one affirmative action category.

	Total Terminated Employees	Female	African-American	Latino-American	Other Minority	Deaf and Hard-of-Hearing	Other Disability
Faculty	5	4	0	0	0	2	0
		80%	0%	0%	0%	40%	0%
Exempt Staff*	9	6	0	0	0	1	0
		67%	0%	0%	0%	11%	0%
Non-Exempt Staff**	11	8	1	1	1	1	0
		73%	9%	9%	9%	9%	0%
Total	**25**	**18**	**1**	**1**	**1**	**4**	**0**
		72%	4%	4%	4%	16%	0%

* Includes all exempt staff and educational development faculty.
** Includes technical, clerical, C-Print® captionists and interpreters.

RESULTS OF FINANCIAL OPERATIONS

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

Christie was awarded a Fulbright in Deaf Studies and went to Italy to create a support network for Italian parents with deaf and hard-of-hearing children. She also received an honorable mention for the *USA Today* All-USA College Academic Team.

FINANCIAL OPERATIONS HIGHLIGHTS

In fiscal year 2009, NTID received $63,037,000 in Federal support to operations. This was a 8.6 percent increase over the appropriation received in 2008. In addition to this, NTID collected non-Federal revenue of $21,881,600 in the form of tuition, room, board and fees, a 13.1 percent increase over the previous year. This non-Federal revenue increase resulted from the combination of significant enrollment and tuition rate increases. Combined revenues for operations totaled $84,918,600 and represented a 9.8 percent increase over fiscal year 2008.

Total compensation grew by 13.1% in 2009. The increase in salaries and wages results from significant wage adjustments for interpreters necessary to assure compensation is in line with ever increasing market demand for these highly skilled professionals. Additionally, C-Print® and sign language interpreter positions were added to address the needs of the growing NTID student body. Benefit expenditures grow along with salary increases and the continuing increase in health care costs. Compensation represents 52 percent of NTID expenditures for operations.

RIT services account for 34 percent of operations, including payments to our host institution for physical plant services, residence halls and food services, tuition payment 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.

Residence hall and food service expenditure growth reflects the impact of NTID's growing enrollments. Energy costs declined significantly due to price declines and numerous energy saving strategies.

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 but which are not specifically identifiable with a particular college or department. The president's office and human resources division would represent the types of costs that are allocated through overhead. In general, NTID is allocated a proportion of these costs based on the relative size of NTID to the rest of RIT.

In 2009 NTID continued to direct additional funds for scholarships for incoming students. We have found this to be a very successful strategy for increasing our enrollment.

NTID development efforts are greatly enhanced by the ability to assure donors that their contributions will be matched on a dollar-for-dollar basis. In 2009 NTID directed $784,000 of its operational resources to the Matching Endowment Program for that purpose.

FINANCIAL OPERATING RESULTS

In FY 2009, NTID received $63,037,000 in federal support for operations; $784,000 of that total was directed to the Matching Endowment Program. In addition to this, NTID collected $21,881,600 in non-federal revenue in the form of tuition, room, board and fees. Total revenue for operations, $84,918,600, represented a 9.8 percent increase over fiscal year 2008.

	FY 2008	FY 2009	Variance $	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries and Wages	$30,700,800	$34,574,000	$3,873,200	12.6%
Benefits	8,511,700	9,779,000	1,267,300	14.9%
Total Personnel Compensation	**$39,212,500**	**$44,353,000**	**$5,140,500**	**13.1%**
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	$6,707,500	$7,528,600	$821,100	12.2%
Baccalaureate Tuition	6,774,100	6,956,800	182,700	2.7%
Physical Plant Services	2,853,400	1,885,000	(968,400)	-33.9%
Indirect:				
Overhead	10,086,000	12,192,800	2,106,700	20.9%
Total RIT Services	**$26,421,000**	**$28,563,200**	**$2,142,100**	**8.1%**
Other Expenditures				
Support Expenditures	$3,983,300	$4,378,600	$395,300	9.9%
Grant Cost Shares	458,000	619,700	161,700	35.3%
Financial Aid	1,913,600	2,498,600	585,000	30.6%
Capital	1,841,400	1,178,400	(663,000)	-36.0%
Matching Endowment	1,200,000	784,000	(416,000)	-34.7%
Plant Fund	2,333,600	2,543,100	209,500	9.0%
Total Other	**$11,729,900**	**$12,002,400**	**$272,500**	**2.3%**
Total Expenses	**$77,363,500**	**$84,918,600**	**$7,555,100**	**9.8%**
REVENUE				
Federal Appropriation	$58,020,400	$63,037,000	$5,016,600	8.6%
Non-federal Funds	19,343,000	21,881,600	2,538,600	13.1%
Total Revenue	**$77,363,400**	**$84,918,600**	**$7,555,200**	**9.8%**

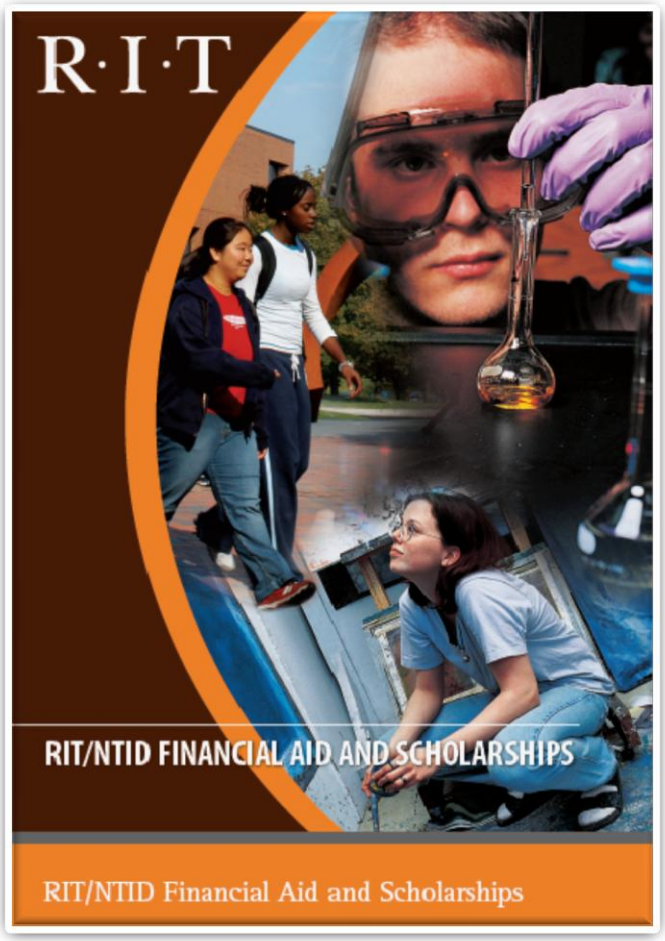
TUITION, ROOM, BOARD AND OTHER FEES

Tuition increased by 7.1 percent, while room, board and other fees increased by 3.7 percent, for a total blended increase of 5.3 percent. The amount collected from students in FY 2009 increased by 13.1 percent over the previous year; however, the amount collected per student increased by 4.8 percent. These non-federal resources constitute 26 percent of NTID's total operating revenue.

Rates Charged Students

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Tuition	$ 7,470	$7,992	$8,559	$9,153	$9,801
Room	4,653	4,863	5,034	5,211	5,421
Board	3,483	3,588	3,714	3,843	3,960
Fees	588	618	642	669	702
Total	**$16,194**	**$17,061**	**$17,949**	**$18,876**	**$19,884**
Collections	$14,854,400	$15,382,500	$16,607,500	$19,343,000	$21,881,600
Enrollment (Fall)	1,281	1,256	1,250	1,343	1,450
Collections Per Student	**$11,596**	**$12,247**	**$13,286**	**$14,403**	**$15,091**

FINANCIAL AID



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

FINANCIAL AID (Domestic Students)

In 2009 NTID domestic student enrollment grew by 8.8 percent. This necessitated a significant increase in the total financial aid that was awarded. A 21.1 percent increase in Grant-in-Aid support combined with a 21.6 percent in scholarship awards resulted in an overall 21.6 percent increase in institutionally sponsored aid. Additionally, there was a 12.7 percent increase in federal and state support. On average, students received $10,059 (5.5% increase from 2008) in financial aid excluding loans to apply against a total undergraduate student budget for tuition, room board, fees, books, transportation, etc., of $21,684.

SOURCE OF AID	2008*		2009*		
	Awards*	Amount	Awards*	Amount	DIFF %
INSTITUTIONALLY SPONSORED SUPPORT					
Grant-in-Aid:					
NTID Grant-in-Aid	307	$1,073,748	392	$1,315,198	22.5%
RIT Grant-in-Aid	26	95,365	32	100,588	5.5%
Subtotal Grant-in-Aid	333	$1,169,113	424	$1,415,786	21.1%
Scholarships:					
NTID Merit	337	$900,809	386	$1,147,237	27.4%
RIT Merit	35	54,014	49	76,057	40.8%
NTID Endowments	412	564,052	429	620,872	10.1%
External Groups	98	225,493	125	281,828	25.0%
Subtotal Scholarships	882	$1,744,368	989	$2,125,994	21.9%
Subtotal Institutionally Sponsored Support	**1,215**	**$2,913,481**	**1,413**	**$3,541,780**	**21.6%**
STATE AND FEDERAL SUPPORT					
Grants:					
Pell Grants	489	$1,450,715	532	$1,839,938	26.8%
State Grants	231	547,755	235	549,382	0.3%
Subtotal Grants	720	$1,998,470	767	$2,389,320	19.6%
Other Federal Support:					
Vocational Rehabilitation	812	$7,383,519	873	$8,192,636	11.0%
Federal Work Study	31	45,527	40	39,916	-12.3%
Subtotal Other Support	843	$7,429,046	913	$8,232,552	10.8%
Subtotal State and Federal Support	**1,563**	**$9,427,516**	**1,680**	**$10,621,872**	**12.7%**
LOANS					
Subsidized Federal Student Loan	473	$1,804,588	512	$1,982,728	9.9%
Unsubsidized Federal Student Loan	375	1,507,767	385	1,541,057	2.2%
Parent PLUS Loans	49	351,189	63	536,972	52.9%
Subtotal Loans	**897**	**$3,663,544**	**960**	**4,060,757**	**10.8%**
TOTAL ALL FINANCIAL AID	**3,675**	**$16,004,541**	**4,053**	**$18,224,409**	**13.9%**
Domestic Student Enrollment		**1,294**		**1,408**	**8.8%**
Average Financial Aid per Student		**$12,368**		**$12,943**	**4.7%**
Average Financial Aid per Student Excluding Loans		**$9,537**		**$10,059**	**5.5%**

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

EXTERNAL FUNDING SOURCES

The Joseph F. and Helen C. Dyer Arts Center at NTID.

The substantial external funds that NTID has raised demonstrates the college commitment to seeking alternate sources of support.

THE NTID FOUNDATION

NTID received $2,623,358 in gift income and deferred bequest intentions for FY 2009. 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 2009 include:

$1,000,000 and Above Level:	The Nippon Foundation
$200,000 - $999,999 Level:	Johnson Scholarship Foundation
$100,000 - $199,999 Level:	The Estate of Joseph F. Dyer Bank of America Ruth Fenyvessy Trust Lynne Lovejoy Sprint Foundation
$50,000 - $99,999 Level:	Bank of NY Mellon Financial Corporation Foundation
$40,000 - $49,999 Level:	Daisy Marquis Jones Foundation
$20,000 - $39,999 Level:	Barbara M. Fallon Dr. Mary Jane Hellyar Interpretek Clinton & Elizabeth King Family Fund Laura Jane Musser Foundation Donald W. and Jane R. Pulver The Estate of Carol Seligman
$10,000 - $19,999 Level:	Citi Foundation Jameson and Meredith M. Crane Jephson Educational Trust Purple Communications, Inc. George R. and Merlyn M. Smith Sorenson Communications, Inc.
$5,000 - $9,999 Level:	Canon U.S.A., Inc. CSDVRS, LLC Dr. Robert R. and Donna E. Davila Max & Victoria Dreyfus Foundation, Inc. Dr. T. Alan and Vicki T. Hurwitz Sprint Foundation Unitron Hearing Viable, Inc.
$2,500 - $4,999 Level:	Advanced Bionics Corporation Andrew N. and Mary E. Brenneman Mark C. Feder Solon E. Summerfield Foundation, Inc. Louis S. & Molly B. Wolk Foundation

(continued)

$1,000 - $2,499 Level:	Action Electric Sales, Inc. Dr. Stephen F. Aldersley and Dr. Stephanie R. Polowe Bank of New York Mellon John R. and Karen J. Beiter Dr. Laurie C. Brewer Richard V. and Ginger Burkhauser Lawrence D. Burns Canon U.S.A., Inc. Caption First, Inc. Citigroup Global Impact Funding Trust, Inc. James J. and Patricia A. DeCaro Douglas S. and Kathleen M. Drummond Robert and Marlene Edenzon Enfocus Software, Inc. Emory University Max Factor III Dr. Terry and Gail Feigenbaum Dr. D. Robert Frisina Warren R. Goldmann Dr. Ronald R. and Lyn S. Kelly John J. and Shelby Kubis Stefano La Sala Foundation, Inc. Martin G. Lichtenstein Dr. Matthew A. Lynn Bruce A. and Kathleen M. Martin Dr. Robert J. and Dr. Susan M. Mather Steven M. and Kim Morse New York Relay Service Dr. Robert F. Panara Lee and Myra Perlman Rochester Area Community Foundation Sidonie Merkel Roepke Dr. Eleanor D. Rosenfield Michael S. and Barbara N. Servé Kenneth and Sally Shigley, Sr. Sprint Relay William and Theresa Urich Dr. Steven J. and Sandra Weintraub

Bequest Intentions/Estate Planning

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

The Estate of Joseph F. Dyer
Ruth Fenyvessy Trust
The Estate of Carol Seligman

(continued)

Gifts in Kind

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

Boinx Software Ltd.
Cannon U.S.A., Inc.
Enfocus Software, Inc.
Purple Communications, Inc.
Unitron Hearing

NTID Projects/Initiatives

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

Bank of NY Mellon Financial Corporation
Daisy Marquis Jones Foundation
The Estate of Joseph F. Dyer
Lynne Lovejoy
The Nippon Foundation
Sprint Foundation

NTID ANNUAL FUNDRAISING RESULTS

Through the ongoing support of The NTID Foundation, the institute's development program continues to be successful even in this tough economic climate. The substantial sums that NTID has raised over the past nine years demonstrate NTID's commitment to seeking alternative sources of public and private support.

In FY 2009, NTID received cash of $2,085,697 for endowment and restricted purposes. Of that amount, $784,000 was deemed eligible for federal matching dollars toward NTID's endowed scholarship funds.

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Cash to Endowment and Restricted Funds	$2,136,259	$2,489,423	$2,840,116	$2,527,289	$2,085,697
Equipment and Software	16,651	33,148	124,052	254,191	87,660
Total	**$2,152,910**	**$2,522,571**	**$2,964,168**	**$2,781,480**	**$2,173,357**

NTID ENDOWMENT PROGRAMS

A total of $1,568,871, including matching federal funds* of $784,000, was added to the Federal Matching Endowment Fund corpus in 2009. The market value of NTID's Federal Matching Endowment portfolio stands at $33,146,030. The market value of NTID's total endowments, which include privately raised funds prior to the establishment of the Federal Matching Endowment program is $37,530,302. This is a 2.0 percent decline from the $38,302,895 portfolio value a year ago.

Value as of September 30, 20089

	Contributed Value	Market Value
Funds Subject to Federal Investment and Spending Guidelines		
Private	$7,041,789	$7,879,243
Federal	$6,952,005	$7,493,310
Subtotal	$13,993,794	$15,372,553
Funds No Longer Subject to Federal Investment and Spending Guidelines	$10,021,268	$17,773,477
Total Federal Endowment	**$24,015,062**	**$33,146,030**

Other Endowments	**Contributed Value**	**Market Value**
Private	**$1,856,880**	$4,384,272
Total Endowments	**$25,871,943**	**$37,530,302**

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

SCHOLARSHIPS AND ENDOWED FUNDS

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

Barlow Endowed Scholarship Fund

Alice Beardsley Memorial Endowed Scholarship Fund for Interpreting Students at NTID

Ned Behnke Memorial Endowed Scholarship Fund

Doris W. Blanchard Endowed Scholarship Fund

Farid Bozorgi Memorial Endowed Scholarship Fund

Bernard Bragg Deaf Theatre, Signed Arts, and Deaf Cinema Endowment Fund

Citicorp/Citibank Endowed Scholarship Fund at NTID

Continental Corporation Endowed Scholarship Fund at NTID

Lillian M. Cowin Memorial Endowed Scholarship Fund

Robert R. and Donna E. Davila Endowed Scholarship Fund

James J. DeCaro Endowed Scholarship Fund

Delta Sigma Phi Fraternity Endowed Scholarship Fund

Ronald Dodge Memorial Endowed Scholarship Fund

Ronald Dodge Faculty/Staff Grants Endowed Fund

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

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

Max Factor Family Foundation Endowed Scholarship Fund

Barbara M. Fallon KPMG Memorial Endowed Scholarship Fund

Rose and George Feigenbaum Endowed Scholarship Fund

Ruth H. Fenyvessy Memorial Endowed Scholarship Fund

Maurice and Maxine Forman Endowed Scholarship Fund

Ann Wadsworth Frisina Memorial Endowed Scholarship Fund

Dr. Robert Frisina Award

Max and Helene Frumkes Memorial Endowed Scholarship Fund

Garlinghouse Endowed Scholarship Fund

Warren Goldmann Endowed Scholarship Fund

Allen and Gloria Gopen Endowed Scholarship Fund

Mildred F. Hall Endowed Scholarship Fund

William Randolph Hearst Endowed Scholarship Fund for Financially Disadvantaged Students

Frank Horton Endowed Scholarship Fund

T. Alan and Vicki T. Hurwitz Family Endowed Scholarship Fund

Ralph Hymes Endowed Scholarship Fund

Interpretek Endowed Scholarship Fund

Lucille Ritter Jennings Endowed Scholarship Fund

(continued)

Jephson Educational Trust Endowed Scholarship Fund for the Performing Arts
JHB Anonymous Scholarship Fund
Johnson Scholarship Foundation Endowed Scholarship for Innovation and Entrepreneurship
David T. Kearns Endowed Scholarship Fund for Technical Excellence
Drew and Frances King Endowment Fund
Sara L. Kuhnert Endowed Scholarship Fund
La Sala Foundation Doctoral Fellowship Fund
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The Womans' Club of Rochester Endowed Scholarship Fund for Deaf Students at RIT
Women's Council Endowed Scholarship Fund for Hearing-Impaired Students at RIT

GRANTS AND CONTRACTS

During FY 2009 we had 23 new grant proposals totaling $14,365,850, which were submitted for funding. Nine, totaling $1,969,817 were funded; eleven are still pending; three were not funded. As of September 30, 2009, the annual value of all grants and contracts at NTID totaled $4,618,436 with a total value over the lives of the projects of $22,433,108.

Project Title	Grant Provider	Year	Amount FY 2009	Total Value
PEN-International	Nippon Foundation of Japan	9 of 10	$1,113,939	$10,293,939
PEPNet-Northeast	U.S. Department of Education	4 of 5	$1,000,000	$5,000,000
Psychological Foundations of Mathematics Performance by Deaf and Hearing Students	National Institutes of Health	2 of 4	$427,624	$1,642,169
Cognitive and Metacognitive Foundations of STEM Learning by Deaf Students	National Science Foundation	2 of 3	$320,801	$996,434
Evaluation and Use of Tablet PCs and C-Print® to Support Deaf and Hard-of-Hearing Students	U.S. Department of Education	3 of 3	$300,000	$899,999
The Science of Learning Center on Visual Language and Visual Learning	National Science Foundation	3 of 5	$381,451	$941,042
Rochester Prevention Research Center	Centers for Disease Control	5 of 5	$82,292	$577,355
Substance and Alcohol Abuse Intervention Services for the Deaf (SAISD)	DHHS. Substance Abuse and Mental Health Services Administration	4 of 5	$193,261	$653,906
CAREER: Deaf Children and Young Adults: Predicting School, College and Labor Success	National Science Foundation	5 of 5	$105,671	$520,846
Reorganization of Visual Functions After Early Deafness	National Institutes of Health	2 of 3	$48,783	$136,495
Increasing Access to STEM Instruction Through Specially Produced Notes Using Tablet PC Technology and Speech-to-Text Services	National Science Foundation	1.5 of 1.5	$99,969	$149,966
Specialty Personnel Preparation for Speech-Language Pathologists to Serve Children with Cochlear Implants	U.S. Department of Education	4 of 4	$35,201	$83,534
C-Print Pro Tablet	NEC Foundation of America	2 of 2	$24,978	$49,957
Explore Your Future	U.S. Department of Labor	1 of 1	$22,500	$22,500
Enrichment: Testing the Concept of a Virtual Alliance for Deaf and Hard-of-Hearing STEM Students at the Postsecondary Level	National Science Foundation	1 of 1.5	$199,585	$199,585 (continued)

GRANTS AND CONTRACTS (continued)

Project Title	Grant Provider	Year	Amount FY 2009	Total Value
DHH Cyber-Community – Supporting Deaf and Hard of Hearing Students in STEM Fields	National Science Foundation	1 of 3	$90,124	$90,124
A Systematic Developmental Skill-oriented Investigation of Poor and Proficient Deaf Readers from Different Countries	National Science Foundation	1 of 1	$21,993	$21,993
Raising and Educating a Deaf Child Website	Daisy Marquis Jones Foundation	1 of 1	$30,000	$30,000
Planning Grant for the Center for Advancing Technological Education for the Deaf	National Science Foundation	1 of 1	$69,781	$69,781
Career Exploration in Graphic Communications for the Deaf – Phase 3	Graphic Arts Education and Research Foundation	1 of 1	$10,000	$10,000
Evidence of Best Practice Models and Outcomes in the Education of Deaf and Hard-of-Hearing Children: An International Review of the Literature	Government of Ireland – National Council for Special Education	1 of 1	$40,483	$40,483
Total			**$4,618,436**	**$22,433,108**

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Vice President and Dean, RIT
(Until December 31, 2009)

Dr. James DeCaro
Interim President, NTID
Interim Vice President and Dean, RIT
(Effective December 1, 2009)

Donald Beil
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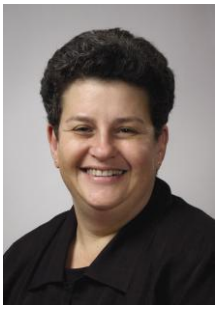
(Until December 31, 2009)

Dr. Jeffrey Porter
Interim Executive Assistant to the President, NTID
(Effective December 1, 2009)

Dr. Laurie Brewer
Interim Associate Vice President for Academic Affairs

Dr. Gerard Buckley
Assistant Vice President for College Advancement



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(Effective December 1, 2009)

Albert Smith
Assistant Vice President for College Operations

NTID NATIONAL ADVISORY GROUP

The National Advisory Group advises the president, NTID and vice president and dean, RIT 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.

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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.

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Lyndon B. Johnson Building at twilight