



Annual Report of Achievements

October 1, 2017–September 30, 2018



Front cover photos, left to right.

First row, first photo: Shellane McKitty raises her arms as part of a Black Student Union performance at UnityFest, an annual festival celebrating the different cultures and traditions on campus.

First row, middle photo: Dr. Khadijat Rashid, Dean of the School of Education, Business and Human Services, delivers welcome remarks and thanks to all who attended the Pan African Dinner. The dinner was one of the many activities leading up to the Nigerian MOU signing.

First row, last photo: Recent Gallaudet graduate Marissa Rivera poses in the hallway of the Longworth House Office Building where she interned with Congressional representative Mark Takano (D-Calif).

Second row, first photo: In the Motion Light Lab, founder and creator Melissa Malzkuhn demonstrates motion capture while signing "Gallaudet." The lab uses creative literature and digital technology to create immersive learning experiences for deaf children and visual learners.

Second row, middle photo: Seniors excitedly show off their tassels after making the rounds at Gradfest. Gradfest is a "one-stop shop" event for graduating students to gather information, pick up their regalia, purchase their class rings, and finalize all arrangements for their upcoming Commencement.

Second row, last photo: Dr. Daniel Lundberg teaches a chemistry course in the department's state of the art chemistry lab. Dr. Lundberg is one of the many Gallaudet professors preparing students to make a real difference in the sciences.

Last row, first photo: A member of the Gallaudet swim team glides to the finish line with practiced precision and ease during a meet.

Last row, last photo: Dr. Audrey Cooper, assistant professor and director of the International Development Program, gives a classroom lecture to graduate students.

UnityFest

Student Chelsea Hilaire shows her Gallaudet pride during UnityFest, an annual festival celebrating and unifying the many cultures and traditions that make up the Gallaudet community.



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OFFICE OF THE PRESIDENT

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

On behalf of Gallaudet University and the Laurent Clerc National Deaf Education Center (the “Clerc Center”), I am pleased to submit this Annual Report of Achievements for Fiscal Year 2018. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will:

“... 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 Health, Education, Labor, and Pensions of the Senate ...” (regarding the University)

“ ... make an annual report ... to the Secretary of the operations and traditional mission activities of the elementary and secondary education programs ...” (regarding the Clerc Center)

Over the course of my third year as president, I have witnessed the impact of the research, scholarship, and innovation by and for deaf, hard of hearing, and deaf-blind people at Gallaudet and our influence on higher education and issues of national importance. Our commitment is to the translation and meaningful application of research to broad practice. Further we are placing a greater emphasis on innovation and language development

- The mission of the Gallaudet Innovation & Entrepreneurship Institute (GIEI) is to leverage the University’s strengths to inspire and infuse a culture of student entrepreneurship education on campus, both inside and outside the classroom, and across disciplines. This fall, the third cohort of the GIEI Faculty Fellows program will learn how they can infuse innovation and entrepreneurship into their non-business courses, providing students and faculty with innovative skills that will benefit our curriculum, student careers, and more collective entrepreneurial pursuits. Approximately 25 faculty members have participated in this program in the previous two years, with approximately ten more anticipated to begin this fall. In Fall 2018, two new courses will be offered that emphasize entrepreneurship through project-based learning activities: Foundations of Entrepreneurship and Social Entrepreneurship.
- Earlier this year the Laurent Clerc National Deaf Education Center launched American Sign Language content standards for deaf children in K–12 programs. These content standards will significantly increase the ability of parents and educators to accurately assess the progress of their students’ language fluency and critical thinking skills, which will contribute to the creation of a learning environment where the students can progress and thrive, setting them up for a lifetime of success. These standards, the first of their kind in the world, are a transformative contribution that is leading to a paradigm shift regarding the language and learning of deaf children

On behalf of our students, faculty, staff, and alumni, I would like to thank the Department and Congress for the continued support for the good work being done at Gallaudet University and the Clerc Center.

With our appreciation and warm regards,

Roberta J. Cordano
President



Fiscal Year 2019 Highlights

All of the data contained in this chapter was collected for the fall semester of Academic Year 2018–2019, which is the first quarter of Fiscal Year (FY) 2019. The data in subsequent chapters covers FY 2018. This chapter contains a variety of numeric tables highlighting the activities of Gallaudet during the current year. Included are data on enrollment, demographics of undergraduate and graduate students, home states of students, international students by country, and data on entering students—including ACT scores, applied/accepted/enrolled students, and declared majors and minors.

I. Definitions of Terms Used

Academic career – Academic career is a student’s type of academic pursuit—graduate, undergraduate, professional studies, consortium, or English Language Institute.

Academic year – At Gallaudet, the academic year is considered to be the fall, spring, and summer (September 1 through August 31), unless otherwise noted. Academic year is the calendar by which courses are offered.

Accepted – See “Admitted.”

Admitted – A description of the subset of applicants offered admission to a degree-granting or certificate program.

Alumni – Students who were enrolled at Gallaudet for at least one semester.

Applied – A description of a prospective student who has completed an application for enrollment.

Bachelor of Arts in Interpretation (BAI) – The Bachelor of Arts in Interpretation program is open to deaf, hard of hearing, and hearing undergraduates. Hearing undergraduates apply directly to the BAI program and are not counted toward the hearing undergraduate cap, which limits the number of the entering class who may be hearing.

Census date – At Gallaudet, the census date is the fifteenth calendar day, including weekends, from the first day of class in the fall and spring semesters. It is the day on which formal student counts are produced.

Clerc Center – The Laurent Clerc National Deaf Education Center is comprised of the Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and the national mission of improving the quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

Cohort – A specific group of students established for tracking purposes, such as calculating retention and graduation rates. An example is the six-year graduation rate of the full-time, first-time freshman cohort.

Completer – A student who receives a degree, diploma, certificate, or other formal award that is actually conferred.

Degree-seeking – For the purpose of this report, a student enrolled and pursuing a course of study for a formal degree or certificate program.

Distinct headcount – Enrollment determined by counting each student only once.

Dual-program enrollment – Students enrolled in two or more programs. This may also include students completing a set of requirements for a second program while pursuing completion of their primary program.

English Language Institute (ELI) – The English Language Institute provides comprehensive immersion programs in English as a Second Language to international students.

Enrolled – Enrolled students are those registered in any course(s) offered by the university.

First-time freshman – A completely new student at the undergraduate level, including students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

Full-time – An undergraduate student enrolled for 12 or more semester credits or 24 or more contact hours a week during the fall, spring, or summer. Graduate students are considered full-time if they are enrolled in nine or more semester credits.

Graduate – A student who holds a bachelor’s degree or equivalent and is taking courses at the post-baccalaureate level.

Graduates – Students who received a degree, certificate, or other formal award.

Graduation rate – As required under the Student Right-to-Know Act, graduation rate is calculated as the total number of completers within 150% of normal time divided by the number in the cohort; for example, those who complete a four-year degree within six years.

Photo: Students Issac Harris, Tramarcious Hosley and Alisia Metante enjoy a lively discussion while strolling across Gallaudet’s beautiful campus.

Hearing Undergraduate (HUG) – HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program other than the Bachelor of Arts in Interpretation (BAI) program and Online Degree Completion Program (ODCP). Gallaudet adjusts the slots for potential newly enrolled hearing undergraduate students by increasing or decreasing the number of new applicants admitted so that overall numbers of undergraduate students who are hearing, and in a program other than BAI or ODCP, does not exceed a 5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016 and beyond. Starting in FY 2019 (Fall 2018), ODCP is to be included in the HUGS count.

New to career – An individual who is a graduate student, undergraduate student, professional studies student, or English Language Institute student and is in one of these programs for the first time.

New to program – An individual in a course of study for the first time, regardless of whether the student is new or returning from another academic career or program.

Persistence – A measure of how many students return per semester from a previous term.

Professional Studies (PST) – An array of professional development and outreach programs and services designed to promote career development, advocacy and leadership abilities, and other life-long learning. Programs and courses may be offered for graduate, undergraduate, or non-degree professional studies credit and are held

on-campus, online, or at sites across the United States through collaboration with sponsoring schools, programs, agencies, and Gallaudet regional centers.

Program – A course of study within an academic career that leads toward a bachelor's, master's, doctorate, or first-professional degree, or that results in credits that can be applied to one of these degrees.

Retention rate – The percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are enrolled in the current fall.

Second degree – An undergraduate student who has already received a bachelor's degree and is pursuing another bachelor's degree.

Students of Color – Another term used for Traditionally Underrepresented Groups (TUG). A member of one of the following racial or ethnic groups: African American/Black, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, Hispanic/Latino, or Two or More.

Traditionally Underrepresented Groups (TUG) – Another term for Students of Color (SOC). A member of one of the following racial or ethnic groups: African American/Black, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, Hispanic/Latino, or Two or More.

Undergraduate – A student enrolled in a bachelor's degree program.

Data in this annual report cover several different “years.” Primarily, the report covers Fiscal Year 2018 (from October 1, 2017 to September 30, 2018). However, this chapter (“FISCAL YEAR 2019 HIGHLIGHTS”) covers the beginning quarter of Fiscal Year 2019. Both of these periods are shown in the table below.

Partial Calendar Year 2016 (by month)					Calendar Year 2017 (by month)										Calendar Year 2018 (by month)													
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Partial Fiscal Year 2016	Fiscal Year 2017													Fiscal Year 2018 (Note: This report primarily covers this time period.)										Partial Fiscal Year 2019 (Note: This chapter primarily covers this time period.)				
Academic Year 2016–2017												Academic Year 2017–2018										Partial Academic Year 2018–2019						
Fall Semester 2016					Spring Semester 2017					Sum-mer 2017	Fall Semester 2017					Spring Semester 2017					Sum-mer 2018	Fall Semester 2018						

Fall 2018 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	1,066	46	1,112	
Freshmen	364	0	364	
Sophomores	193	2	195	
Juniors	252	3	255	
Seniors	248	36	284	
Second degree	9	5	14	
Undergraduate non-degree-seeking	0	26	26	
Total undergraduate	1,066	72	1,138	61%
Graduate degree-seeking	275	136	411	
Graduate non-degree-seeking	0	8	8	
Total graduate	275	144	419	23%
English Language Institute	32	0	32	2%
Total undergraduate, graduate, & ELI	1,373	216	1,589	
Kendall Demonstration Elementary School	111		111	
Model Secondary School for the Deaf	160		160	
Total Clerc Center	271		271	15%
Total undergraduate, graduate, ELI, & Clerc Center			1,860	100%
Professional Studies ¹		219	219	

¹Professional Studies students can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results (GPRA) Report.

Fall 2018 Degree-Seeking Diversity by Career Level

Race/Ethnicity	Under-graduate	Graduate	Total
International/Resident Alien	46	21	67
American Indian/Alaska Native	8	1	9
Asian	48	16	64
Black/African American	174	35	209
Hispanic of any race	138	48	186
Native Hawaiian/Other Pacific Islander	6	0	6
Two or more	41	16	57
White	564	236	800
Race and ethnicity unknown	87	38	125

Gender	Undergraduate	Graduate	Total
Male	508	113	621
Female	604	288	892
Unknown	0	10	10

Hearing Status	Undergraduate	Graduate	Total
Deaf/Hard of hearing	985	191	1,176
Hearing	127	218	345
Unknown	0	2	2

Academic Load	Undergraduate	Graduate	Total
Full-time	1,066	275	1,341
Part-time	46	136	182
Total for each category	1,112	411	1,523

Fall 2018 Undergraduate Degree-Seeking Diversity by Class Year

Race/Ethnicity	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
International/Resident Alien	10	7	10	16	3	46
American Indian/Alaska Native	4	1	1	2	0	8
Asian	13	9	13	11	2	48
Black/African American	68	36	34	34	2	174
Hispanic of any race	68	14	26	30	0	138
Native Hawaiian/Other Pacific Islander	4	0	2	0	0	6
Two or more	11	7	6	16	1	41
White	157	102	145	157	3	564
Race and ethnicity unknown	29	19	18	18	3	87

Gender	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Male	176	91	118	118	5	508
Female	188	104	137	166	9	604

Hearing Status	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Deaf/Hard of hearing	331	188	230	223	13	985
Hearing	33	7	25	61	1	127
Hearing Undergraduate (HUG)	24	7	12	26	0	69
Non-HUG	9	0	13	35	1	58

Academic Load	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Full-time	364	193	252	248	9	1,066
Part-time	0	2	3	36	5	46
Total for each category	364	195	255	284	14	1,112

Fall 2018 Graduate Degree-Seeking Diversity by Degree Level

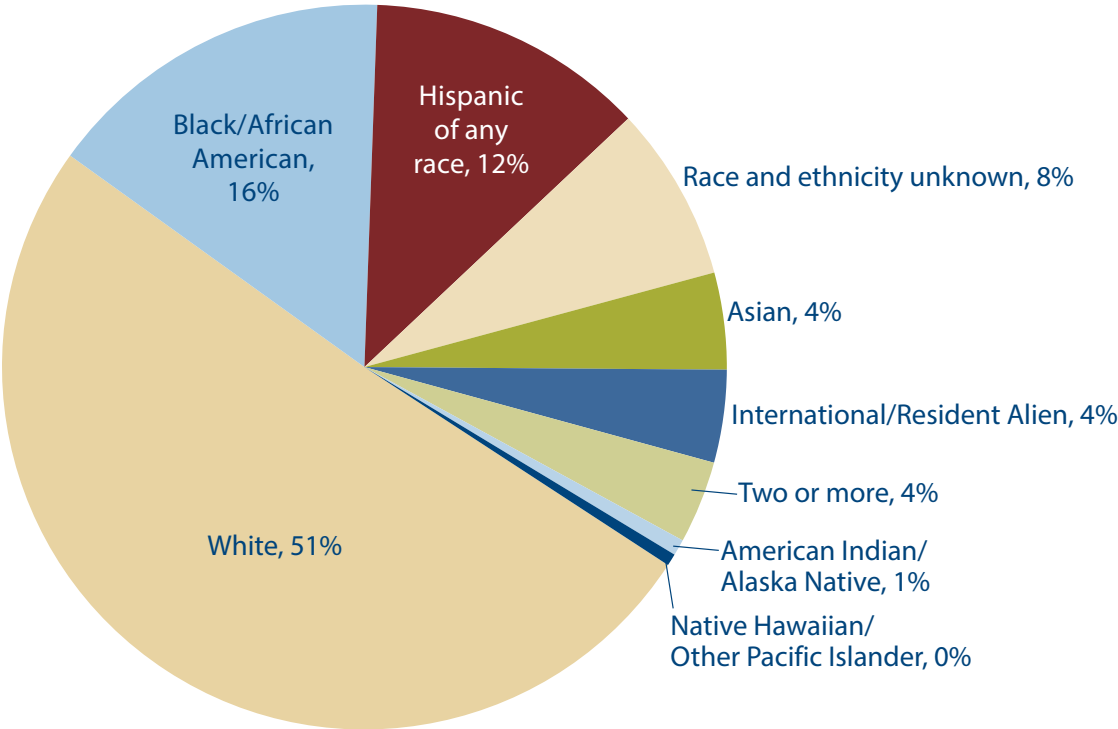
Race/Ethnicity	Certificates	Masters	Specialists	Doctorates	Total
International/Resident Alien	0	16	1	4	21
American Indian/Alaska Native	0	1	0	0	1
Asian	0	12	2	2	16
Black/African American	0	22	3	10	35
Hispanic of any race	1	31	3	13	48
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	12	0	4	16
White	6	144	8	78	236
Race and ethnicity unknown	0	18	2	18	38

Gender	Certificates	Masters	Specialists	Doctorates	Total
Male	1	73	5	34	113
Female	5	176	14	93	288
Unknown	1	7	0	2	10

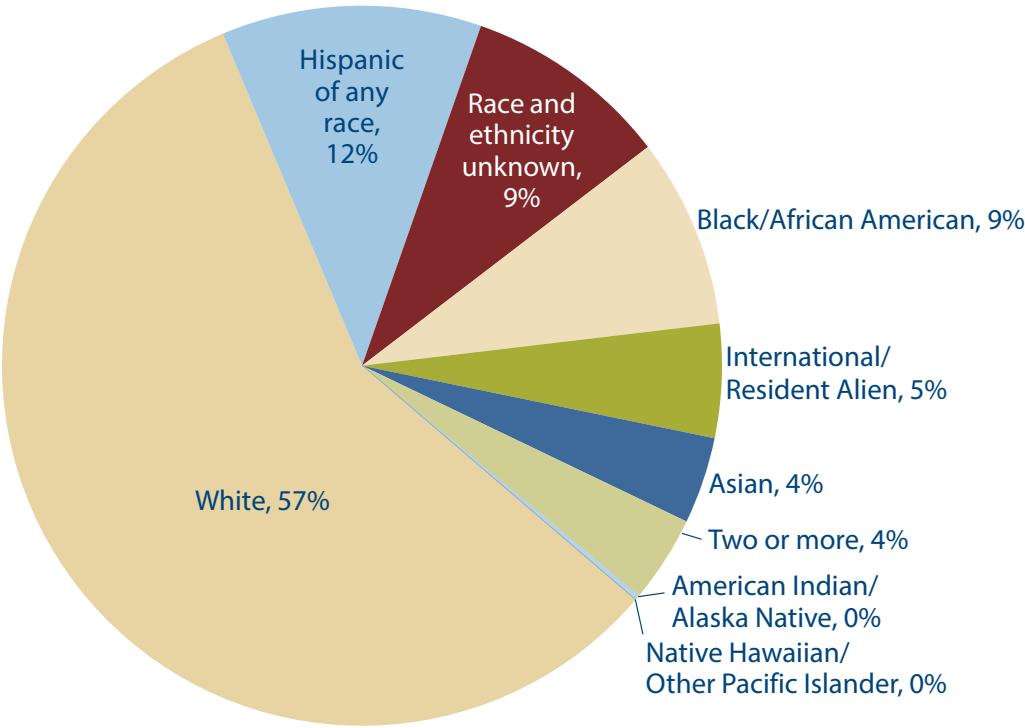
Hearing Status	Certificates	Masters	Specialists	Doctorates	Total
Deaf/Hard of hearing	3	145	8	35	191
Hearing	4	110	11	93	218
Unknown	0	1	0	1	2

Academic Load	Certificates	Masters	Specialists	Doctorates	Total
Full-time	0	205	11	59	275
Part-time	7	51	8	70	136
Total for each category	7	256	19	129	411

Undergraduate Degree-Seeking Fall 2018



Graduate Degree-Seeking Fall 2018



Fall 2018 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	9	1	10
Alaska	1	0	1
Arizona	21	7	28
Arkansas	3	0	3
California	150	31	181
Colorado	16	9	25
Connecticut	4	4	8
Delaware	9	2	11
District of Columbia	26	45	71
Florida	63	22	85
Georgia	34	7	41
Guam	0	0	0
Hawaii	5	0	5
Idaho	0	2	2
Illinois	23	12	35
Indiana	28	7	35
Iowa	2	2	4
Kansas	10	2	12
Kentucky	17	1	18
Louisiana	10	2	12
Maine	2	1	3
Maryland	125	51	176
Massachusetts	21	10	31
Michigan	20	8	28
Minnesota	24	6	30
Mississippi	11	2	13
Missouri	8	5	13
Montana	3	0	3

	Undergraduate	Graduate	Total
Nebraska	5	1	6
Nevada	4	5	9
New Hampshire	2	3	5
New Jersey	34	9	43
New Mexico	7	6	13
New York	71	23	94
North Carolina	25	9	34
North Dakota	1	0	1
Ohio	27	2	29
Oklahoma	3	0	3
Oregon	5	2	7
Pennsylvania	32	18	50
Puerto Rico	0	1	1
Rhode Island	2	1	3
South Carolina	8	4	12
South Dakota	1	0	1
Tennessee	7	3	10
Texas	96	21	117
Utah	7	2	9
Vermont	1	3	4
Virginia	55	26	81
Virgin Islands	0	0	0
Washington	18	6	24
West Virginia	0	0	0
Wisconsin	10	6	16
Wyoming	0	0	0
Unknown	0	0	0
Total	1,066	390	1,456

Fall 2018 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Botswana	2	0	2
Brazil	1	0	1
Canada	16	3	19
Cayman Islands	1	0	1
China	5	1	6
Denmark	1	0	1
Ethiopia	0	1	1
Greece	0	1	1
Hong Kong	1	1	2
India	1	1	2
Iran (Islamic Republic Of)	0	2	2
Iraq	0	1	1
Italy	0	1	1
Japan	0	2	2
Jordan	1	0	1
Kuwait	1	0	1
Mongolia	1	0	1
Nigeria	3	1	4
Pakistan	1	0	1
Panama	0	1	1
Philippines	1	1	2
Russian Federation	0	1	1
Saint Kitts and Nevis	1	0	1
Saudi Arabia	8	2	10
Sri Lanka	0	1	1
United Kingdom	1	0	1
Total	46	21	67

Fall 2018 Degree-Seeking Hearing Undergraduates

	2018
Hearing undergraduate (HUG)	69
Online Degree Completion Program (ODCP) ¹	9
Percentage of undergraduate enrollment²	7%
Bachelors of Interpretation (BAI)	49
Total hearing students³	127
Percentage of undergraduate enrollment	11%

¹Hearing students enrolled in the Online Degree Completion program (ODCP) were not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

²Hearing undergraduate (HUG) percentage cap is 8%, and this is the percentage used to compare against the cap percentage. Hearing students majoring in the Bachelors of Interpretation (BAI) program are not required to be counted in the HUG cap.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fall 2018 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2018
American Sign Language (ASL)	1
Communication Studies (COMM)	3
Deaf Studies (DEAF)	5
Education (EDU)	3
International Studies (IST)	4
Philosophy (PHI)	1
Psychology (PSY)	3
Social Work (SWK)	1
Sociology (SOC)	1
Spanish	1
Undeclared (UNDECLARED)	47
Total majors declared¹	70
Total headcount²	69

¹Dual program enrollments are included.

²HUG headcount includes students who have not yet declared a major.

Fall 2018 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Accounting	17	
American Sign Language	10	5
Art		11
Art and Media Design	30	
Athletic Coaching		14
Biology		3
Biology, B.A.	3	
Biology, B.S.	15	
Business Administration	42	3
Chemistry		4
Chemistry, B.A.		
Chemistry, B.S.	7	
Communication Studies	36	1
Dance		5
Deaf Studies	30	13
Digital Media		
Economics & Finance		
Education	18	4
English	17	8
Family & Child Studies		25
French		
Government	25	1
Graphic Design		
History	12	1

	Majors	Minors
Information Technology	27	2
International Studies	20	
Interpretation	52	
Linguistics		15
Mathematics		
Mathematics, B.A.	4	
Mathematics, B.S.	8	
Philosophy	2	
Photography		
Physical Education		
Physical Education & Recreation	39	
Psychology	39	8
Public Health	1	3
Recreation and Sports Program		2
Risk Management and Insurance	17	2
Self-directed Major	1	
Social Work	54	
Sociology	5	1
Spanish	7	8
Studio Art		
Theatre Arts	9	2
Undeclared	601	
Total plan enrollment¹	1,148	141
Headcount	1,112	

¹Dual degree enrollments are included, but students who haven't declared a major are not; this is not a headcount.

Fall 2018 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

Certificates	2018
ASL/Deaf Studies	3
ASL/English Bilingual Early Childhood Education	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	3
Deaf Students with Disabilities	6
Certificates total	12

Masters	2018
Counseling: Mental Health	15
Counseling: School	12
Deaf Studies	8
Deaf Education: Advanced Studies	7
Deaf Education: Special Programs	3
Education	22
International Development	19
Interpreting Practice/Research	24
Interpreting Research	2
Linguistics	19
Public Administration	37
Sign Language Education	30
Social Work	34
Speech-Language Pathology	32
Masters total	264

Specialists	2018
Deaf Education	4
School Psychology	15
Specialists total	19

Doctorates	2018
Audiology, Au.D.	37
Audiology, Ph.D.	1
Clinical Psychology	34
Critical Studies in the Education of Deaf Learners	9
Deaf Education	0
Educational Neuroscience	8
Hearing, Speech, and Language Sciences	6
Interpretation	24
Linguistics	10
Doctorates total	129
Total program enrollment¹	424
Headcount	411

¹Dual program enrollments are included.

Fall 2018 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

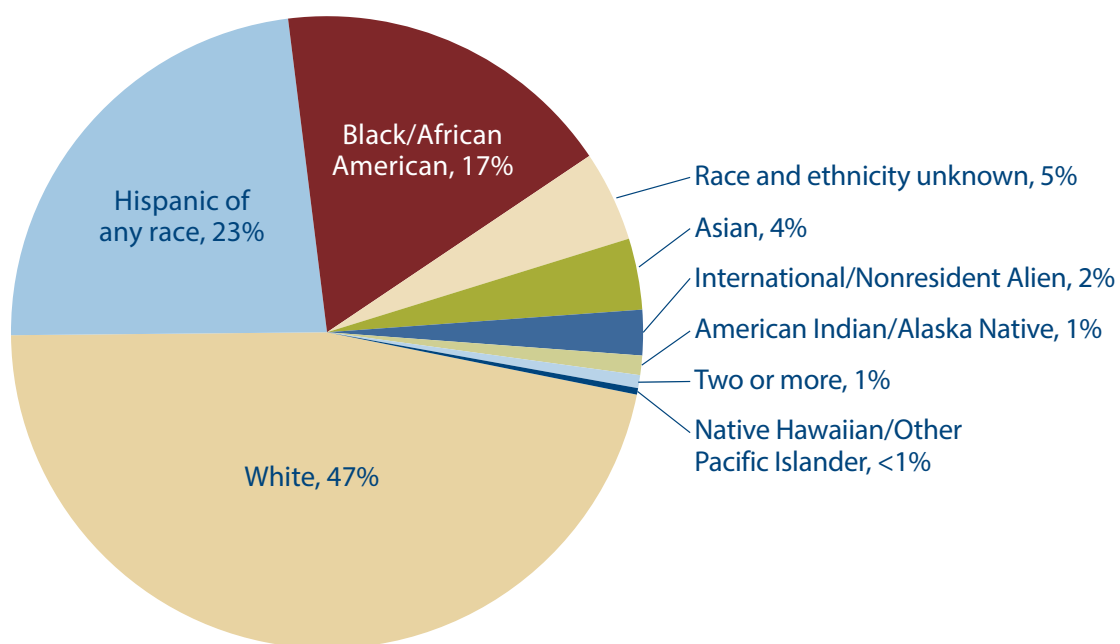
Race/Ethnicity	Applied	Admitted	Enrolled
International/Nonresident Alien	46	9	7
American Indian/Alaska Native	14	6	3
Asian	31	17	11
Black/African American	156	72	53
Hispanic of any race	156	89	70
Native Hawaiian/Other Pacific Islander	1	1	1
Two or more	13	8	2
White	305	195	141
Race and ethnicity unknown	26	19	14

Gender	Applied	Admitted	Enrolled
Male	319	183	142
Female	427	233	160
Unknown	2		

Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of Hearing	576	366	254
Hearing	172	50	48

Application Type	Applied	Admitted	Enrolled
First-time freshmen	496	283	201
Transfers	241	131	100
Second Degree	11	2	1
Total for each category	748	416	302

Fall 2018 New Degree-Seeking Enrolled Undergraduates



Fall 2018 New Undergraduate Degree-Seeking Average ACT

	All New	First-Time Freshmen
English	15.9	15.8
Math	18.1	18.0
Reading	19.1	19.0
Science	19.0	18.8

Fall 2018 New Degree-Seeking Hearing Undergraduates

	2018
Hearing undergraduate (HUG)	29
Online Degree Completion Program (ODCP) ¹	6
Percentage of new undergraduate enrollment²	12%
Bachelors of Interpretation (BAI)	13
Total new hearing students³	48
Percentage of new undergraduate enrollment	16%

¹Hearing students enrolled in the Online Degree Completion program (ODCP) were not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

²The percentage is not to be equated with the Hearing Undergraduate (HUG) cap of 8%, since the cap percentage is based on all undergraduate degree seeking students and this percentage is based on new undergraduate students.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fall 2018 New to Graduate Career, Degree-Seeking Diversity by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied ¹	Admitted ¹	Enrolled
International/Resident Alien	47	20	10
American Indian/Alaska Native	1	0	0
Asian	14	10	6
Black/African American	48	22	17
Hispanic of any race	58	25	18
Native Hawaiian/Other Pacific Islander	1	0	0
Two or more	25	12	8
White	295	153	92
Race and ethnicity unknown	13	7	5

Gender	Applied ¹	Admitted ¹	Enrolled
Male	112	62	42
Female	358	177	109
Unknown	32	10	5

Hearing Status	Applied ¹	Admitted ¹	Enrolled
Deaf/Hard of hearing	228	128	88
Hearing	272	121	67
Unknown	2	1	1
Total	502	249	156

¹Applied and Admitted Count are not distinct count.

Fall 2018 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

Certificates	Applied	Admitted	Enrolled
ASL/English Bilingual Early Childhood Education	2	0	0
ASL/Deaf Studies	7	3	2
Deaf and Hard of Hearing Infants, Toddlers, and Families	5	5	3
Deaf Students with Disabilities	7	6	6

Masters	Applied	Admitted	Enrolled
Counseling: Mental Health	20	9	8
Counseling: School	18	10	5
Deaf Education: Advanced Studies	16	9	7
Deaf Education: Special Programs	6	3	1
Deaf Studies	19	10	8
Education	31	9	8
International Development	15	13	9
Interpretation	31	15	12
Linguistics	19	16	8
Public Administration	27	20	12
Social Work	40	27	16
Sign Language Education	75	32	26
Speech-Language Pathology	88	40	17

Specialists	Applied	Admitted	Enrolled
Deaf Education	3	3	3
School Psychology	12	10	6

Doctorates	Applied	Admitted	Enrolled
Audiology	58	10	5
Clinical Psychology	13	4	4
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	8	4	2
Hearing, Speech, and Language Sciences	1	0	0
Interpretation	7	4	4
Linguistics	6	1	1
Total program enrollment¹	534	263	173
Headcount	488	249	168

¹Dual program enrollments are included.



About Gallaudet University

Gallaudet University is the world leader in liberal education and career development for deaf and hard of hearing students. The University enjoys an international reputation for the outstanding undergraduate and graduate programs it provides deaf, hard of hearing, and hearing students, as well as for the quality of the research it conducts on the history, language, culture, and other topics related to people who are deaf. In addition, the University's Laurent Clerc National Deaf Education Center serves deaf and hard of hearing children at its two demonstration schools—Kendall Demonstration Elementary School and Model Secondary School for the Deaf—and throughout the country through its national mission of developing, implementing, and disseminating innovative educational strategies. Gallaudet University was founded more than 150 years ago in 1864 by an Act of Congress (its Charter) which was signed into law by President Abraham Lincoln. This introductory section includes: the Mission, Vision, and Credo statements, a brief history of the University, information on accreditations, a basic set of facts about the University, and a listing of the members of the Board of Trustees.

I. Mission Statement

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

Approved by the Board of Trustees, November 2007

II. Vision Statement

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation, and outreach related to deaf and hard of hearing people.

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide

Approved by the Board of Trustees, May 2009

*Gallaudet University is the world leader in
liberal education and career development for
deaf and hard of hearing students.*

Photo: the beautiful area of the Gallaudet University campus is affectionately referred to as the Gallaudet Mall. The statue of the University's founder, Edward Miner Gallaudet, can be seen in the center along with the Chapel Hall and its famed tower clock in the background.

III. The Gallaudet Credo

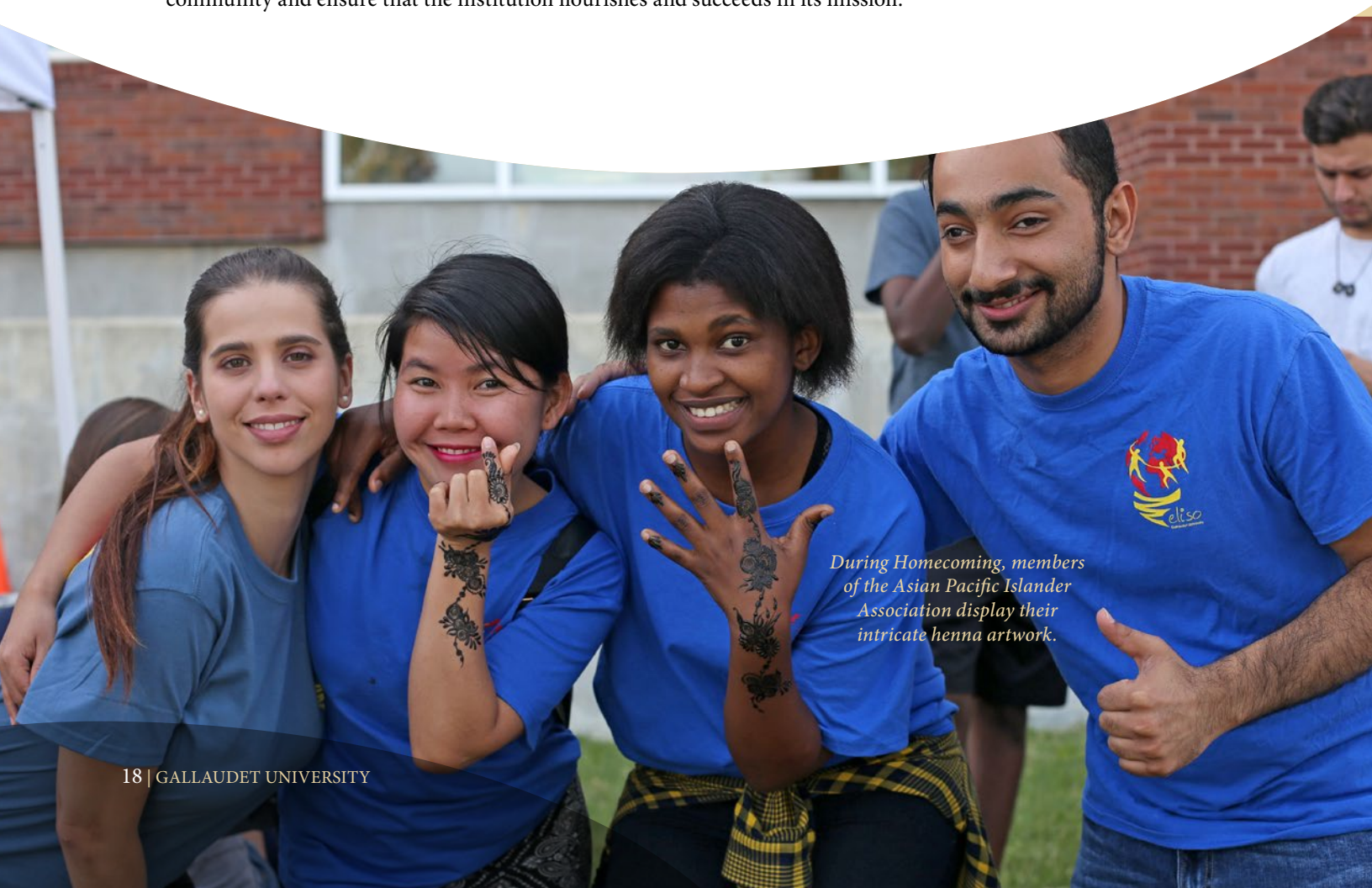
Gallaudet's Vision Statement expresses what the University aspires to become and achieve as the world's premier academic institution for deaf and hard of hearing people. Implicit in our vision are core values that serve as guiding principles for the way members of the campus community teach, study, work, and live. The Gallaudet Credo identifies and realizes those core values.

The Gallaudet University campus community includes students, faculty, teachers, and staff, all of whom share certain common goals and values that we all believe enrich our academic environment. The community's primary goal is to prepare students to be informed, literate, productive, and responsible citizens. In pursuit of this goal, community members pledge to uphold the following values:

We believe that education is a dominant influence on our lives and recognize that learning is a lifelong quest. Therefore, we will practice academic and personal integrity and work to create a positive and welcoming environment that is open to the free exchange of ideas among members of our community.

We believe that every person should be treated with civility and that our community is strengthened by the broad diversity of its members. Therefore, we will promote and applaud behaviors that support the dignity of individuals and groups and are respectful of others' opinions. We will especially discourage behaviors and attitudes that disrespect the diversity of individuals and groups for any reason including religion, race, ethnicity, gender, age, sexual orientation, disability, hearing status, or language and communication preference.

We believe that as members of the Gallaudet community we are the recipients of a proud and rich heritage, as well as contributors to and benefactors of our institution's bright future. Therefore, we will strive to bring credit to our community and ensure that the institution flourishes and succeeds in its mission.



During Homecoming, members of the Asian Pacific Islander Association display their intricate henna artwork.

IV. History of Gallaudet

The First 100 Years

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C., to establish a school and housing for 12 deaf and six blind students. The following year, Kendall persuaded the U.S. Congress to incorporate the new school, called the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. The superintendent of the new school was Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, founder of the first school for deaf students in the United States.

Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law. Edward Miner Gallaudet was made president of the institution, including the college, which had eight students enrolled that year. He presided over the first commencement in June 1869, a ceremony at which three young men received diplomas. President Ulysses S. Grant signed their diplomas, and, to this day, the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

Through an act of Congress in 1954, the name of the institution changed to Gallaudet College in honor of Thomas Hopkins Gallaudet.

A Time of Expansion

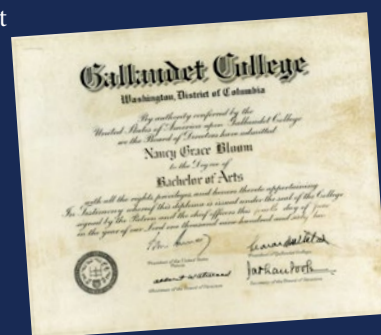
In 1969, President Lyndon Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). That same year, Leonard Elstad, the secretary of the U.S. Department of Health, Education and Welfare and the president of Gallaudet, signed an agreement authorizing the establishment and operation of MSSD on the Gallaudet campus. A year later, President Richard Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.

By an act of Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King Jordan, '70, and the Board of Trustees' first deaf chair, Philip Bravin, '66. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for



College Hall, 1866.



A 1962 Gallaudet College diploma signed by United States President John F. Kennedy.

—Generously donated by Nancy Bloom Rarus, '62



First Lady Pat Nixon puts a shovel into the ground at the September 1, 1973, groundbreaking for Model Secondary School for the Deaf.

both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center. The latter of these two buildings is a unique facility that provides an inclusive learning environment entirely compatible with the visu-centric “deaf way of being.”



Eye-popping tulips stand in colorful contrast against the gray background of the Sorenson Language and Communication Center.

The University’s undergraduate students can choose from more than 40 majors leading to bachelor of arts or bachelor of science degrees. A small number of hearing undergraduate students—6 percent for FY 2014, 7 percent for FY 2015, and 8 percent for FY 2016 and beyond—are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.

Through the University Career Center, students receive internships that provide a wealth of experiential learning opportunities. Recent internship placements include Merrill Lynch, the National Aeronautics and Space Administration, the National Institutes of Health, and the World Bank. Students also benefit from an array of services provided by such campus units as the Gallaudet Leadership Institute, Language Planning Institute, Hearing and Speech Center, Cochlear Implant Education Center, and the Center for International Programs and Services.

Gallaudet is also viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including educational and career opportunities, open communication and visual learning, deaf history and culture, American Sign Language, research, and the impact of technology on the deaf community.

In January 2016, Roberta J. Cordano became the first woman to serve as president of Gallaudet University.

President Roberta “Bobbi” Cordano gives a Welcome Back address to the campus community at the start of the Fall 2018 Semester.



V. Institutional Name

Since 1864, when President Abraham Lincoln signed the legislation authorizing the establishment of a college for deaf and hard of hearing students in Washington, D.C., all diplomas and degrees conferred by the institution have been signed by the president of the United States. These pages provide a pictorial retrospective of this unique honor bestowed upon this institution's graduates as well as a chronology of the names of the University since its founding.

1. The **Columbia Institution for the Instruction of the Deaf and Dumb and Blind** was incorporated in 1857 with Edward Miner Gallaudet serving as the school's president.
2. The **National College for the Deaf and Dumb** was established seven years later in 1864 with the signing of its charter by President Lincoln.
3. The **National Deaf-Mute College** became the name of the college one year later in 1865 when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.
4. The **Columbia Institution for the Deaf and Dumb** became the corporate name in 1865, including both the National Deaf-Mute College and the Primary Department.
5. The **Kendall School** became the name of the Primary Department in 1885 in honor of Amos Kendall, the philanthropist who initially donated the land for the establishment of the school.
6. **Gallaudet College** became the name in 1894 and remained so until 1985. This renaming honored the Rev. Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet.
7. The **Columbia Institution for the Deaf** became the corporate name in 1911.
8. **Gallaudet College** became the corporate name in 1954.
9. The **Model Secondary School for the Deaf (MSSD)**, authorized by Congress in 1966, opened on campus in 1969.
10. The **Kendall Demonstration Elementary School (KDES)** became the name of the Kendall School in 1970 with the signing of Public Law 91-597 by President Richard Nixon.
11. **Gallaudet University** became and has remained the name of Gallaudet College since President Ronald Reagan signed the Education of the Deaf Act (Public Law 99-371) in 1986.
12. Today, the **Laurent Clerc National Deaf Education Center** is comprised of KDES, MSSD, and the school's national mission to improve the quality of education provided to deaf and hard of hearing students across the United States.

VI. Fast Facts

Location

800 Florida Avenue, NE, Washington, DC 20002

Website

www.gallaudet.edu

Founded

Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students, was founded in 1864 by an act of Congress (its Charter), which was signed into law by President Abraham Lincoln.

Programs

Deaf and hard of hearing undergraduate students can choose from more than 40 majors leading to a bachelor of arts or a bachelor of science degree. The University also admits a small number of hearing, degree-seeking undergraduate students—6 percent for FY 2014, 7 percent for FY 2015, and 8 percent for FY 2016 and beyond.

Undergraduate students also have the option of designing their own majors, called “self-directed majors,” in which they select classes from a variety of departments at Gallaudet or take courses offered at 12 other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

Graduate programs, open to deaf, hard of hearing, and hearing students, include a master of arts and a master of science degree, specialist degree, certificates, and doctoral

degrees in a variety of fields involving professional service provision to deaf and hard of hearing people.

Gallaudet University offers exemplary educational programs to deaf and hard of hearing students at all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents and continues service through the eighth grade. The Model Secondary School for the Deaf (MSSD) offers programs for students in grades nine through 12. Both schools are part of the Laurent Clerc National Deaf Education Center, which has a federal mandate to serve the nation by developing and disseminating innovative curriculum, materials, and teaching strategies to schools and programs nationwide.

Public Service

Last year, Gallaudet served tens of thousands of individuals through conferences, leadership institutes, professional studies and extension courses, sign language classes, ASL/English bilingual education, enrichment and youth programs, international programs, and its regional centers (East—Northern Essex Community College, Mass.; Midwest—John A. Logan College, Ill.; South—Austin Community College, Texas; West—Ohlone College, Calif.; and Pacific Initiatives—Gallaudet University Office of National Outreach, Washington, D.C.).

In fulfilling its national service role via training and technical assistance, information dissemination, and exhibits and performances, the Clerc Center served tens of thousands of individuals and disseminated over 100,000 products and publications this year.

Photo: Gallaudet Dance Company put on a spring dance concert in April 2018. The “Let’s Dance” production featured Gallaudet dancers, local guest artists and guest dance companies performing hip-hop, jazz, modern, lyrical, and ASL-fused dance.

Technology

Gallaudet is a leader in the use of technology in its academic programs and services. Approximately 99 percent of courses at Gallaudet have an online component, and virtually all students take at least one course using an online learning system. Such technology integration is higher than the average for universities nationwide. Many courses make extensive use of video, including video recordings of classes. Students are encouraged to bring a computer to campus, and popular software is available at a discounted price.

For students interested in technology careers, majors in graphic arts, digital media, computer science, and computer information systems are available. Students have access to central computer labs, as well as more than 15 departmental computer labs. Most classrooms are outfitted with computers, projectors, and other technologies. All buildings on campus have wireless network access.

Research

Gallaudet has a unique obligation to contribute knowledge and scholarship likely to benefit deaf and hard of hearing people, especially in the areas of education and human services. Accordingly, the University conducts studies in the areas of education, diversity, accessibility, deaf experience, and language and cognition. It also engages students in research and stimulates and supports work directed toward priorities consistent with Gallaudet's national mission and internal strategic objectives.

Research is a key component of Gallaudet's mission as a university and has a prominent role in the current Short-Term Strategic Plan. Faculty pursue a full range of research interests related to their own academic disciplines. Major grant support includes research, development, and training programs in visual language and learning, access to communication for deaf and hard of hearing people, genetics, and technology assessment.



Enrollment

In the fall of academic year 2018–2019, the institution experienced the following enrollments:

University	Enrollment
Undergraduate (degree/non-degree, full and part-time)	1,138
Graduate (degree/non-degree, full and part-time)	419
English Language Institute/Consortium	32
University Subtotal	1,589

Clerc Center	Enrollment
Kendall Demonstration Elementary School	111
Model Secondary School for the Deaf	160
Clerc Center Subtotal	271

All Fall Academic Year 2018–2019	Enrollment
University Subtotal	1,589
Clerc Center Subtotal	271
Total Fall Academic Year 2018–2019	1,860

In addition, on the fall census date, we had 219 students enrolled in Professional Studies activities.

International students comprise four percent of the degree-seeking student body.

Annual University Tuition and Room and Board (Academic Year 2018–2019)

	Undergraduate	Graduate
U.S. Student Tuition ¹	\$16,512	\$18,180
International Student Tuition (non-developing countries) ¹	\$33,024	\$33,360
International Student Tuition (developing countries) ¹	\$24,768	\$27,270
Room and Board ²	\$14,072	\$14,072

¹Does not include unit or health service fees

²Room and board rates vary depending on the room and meal plan chosen. Carlin Hall and 250 Block Plan were used in this calculation

Additional charges are applied for student activities and health-related fees. For a full explanation of the details of all charges, including those in the preceding table, refer to the Gallaudet University website.

No tuition is charged for students at Kendall Demonstration Elementary School or the Model Secondary School for the Deaf.

Alumni

Gallaudet University has more than 20,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 53 chapters. According to a survey conducted by the University, 95 percent of the undergraduate student respondents who graduated between December 2015 and August 2016 are either employed or furthering their education. Ninety-nine percent of the survey respondents who graduated with graduate degrees during the same time frame are employed or furthering their education. Eighty-nine

percent of Model Secondary School for the Deaf students who graduated in 2016 are in postsecondary education, in training programs, or employed within one year after graduation.

Fundraising

Gallaudet welcomes tax-deductible contributions from individuals, businesses, foundations, and organizations in support of University initiatives and priorities, including scholarships, program enhancements and development, and renovation projects. For more information about philanthropic support for Gallaudet, including opportunities to make a gift in memory or in honor of a loved one, please visit the Development Office website at giving.gallaudet.edu.

Employees

The University and the Clerc Center have 931 employees, 516 of whom are deaf or hard of hearing. A total of 239 employees are faculty members or teachers.

Funding

Total revenues and other support for FY 2018 were \$190,996,882.

VII. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)
<http://msche.org/>
3624 Market Street
Philadelphia, PA 19104
Telephone: (267) 284-5000
E-Mail: info@msche.org

The Middle States Commission on Higher Education is a regional institution accrediting agency recognized by the U.S. Secretary of Education and Council for Higher Education Accreditation.

Many of the University's programs are also accredited by professional accrediting bodies, including:

- American Psychological Association (APA)
- American Speech-Language-Hearing Associations
- Council on Academic Accreditation (ASHA/CAA)

Endowment

As of the end of FY 2018, the University's endowment was approximately \$183 million.

Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than \$119.3 million in FY 2018. The University spent another \$68 million on goods and services and \$12.1 million on capital improvements.

Since 2012, Gallaudet has constructed two new residence halls and renovated 12 buildings. In 2013, the District of Columbia's Zoning Commission approved the Gallaudet University 2022 Campus Plan, the University's vision for campus development for 2012 to 2022.

- Accreditation Council for Business Schools and Programs (ACBSP)
- Council on Accreditation of Counseling and Related Programs (CACREP)
- Council on Social Work Education (CSWE)

Gallaudet's Deaf Education program is accredited by the Council on the Education of the Deaf (CED) Programs that prepare graduates to be licensed professionals in schools that are approved by the District of Columbia State Education Agency (SEA).

These same programs, along with the master's in school social work programs, are part of Gallaudet's Educator Preparation Program, which is accredited by the National Council of the Accreditation of Teacher Education (NCATE)

In addition, many programs are reviewed by the following specialized professional associations (SPAs) as part of NCATE's re-accreditation process:

- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Association for the Education of young Children (NAEYC)
- National Association of School Psychologists (NASP)
- National Council for Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)

- National Science Teachers Association (NSTA)

The Kendall Demonstration Elementary School and the Model Secondary School for the Deaf are the demonstration schools of the Laurent Clerc National Deaf Education Center at Gallaudet University. Both schools are accredited by two organizations: The Middle States Association of Colleges and Schools (MSA) and the Conference of Educational Administrators of the Schools and Programs for the Deaf (CEASD).

VIII. Board of Trustees

Executive Committee



Claire Bugen
Acting Chair
Texas



Duane Halliburton, '85
Secretary
Maryland



Seth Bravin, '96
Member-at-Large
Maryland



Jeffrey L. Humber, Jr., Esq.
Member-at-Large
Washington, D.C.



President Roberta J.
Cordano, Esq.
Ex-Officio



Donor James Maguire Sr. of the Maguire Foundation addresses the community during the grand opening of the newly renovated Maguire Welcome Center.

Additional Members



Dr. Linda Campbell
Canada



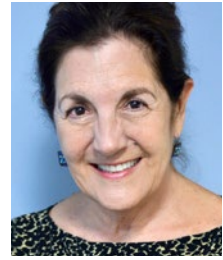
Jose Cervantes, '05
Maryland



Jameson Crane, Jr.
Ohio



Dr. Jorge L. Díaz-Herrera
New York



Dr. Charlene Dwyer
Wisconsin



Dr. Natwar Gandhi, Esq.
Washington, D.C.



Claudia L. Gordon, Esq.
Washington, D.C.



Gregory L. Hlibok,
Esq., '90
Maryland



Nancy Kelly-Jones, '72
& G-'75
Illinois



Dr. Philip P.
Kerstetter, PhD-'85
Pennsylvania



James R. Macfadden, '62
Maryland



The Honorable Wilma
Newhoudt-Druchen, '92,
G-'05 & H-'09
Republic of South Africa



James F.X. Payne
Washington, D.C.

Public Members



The Honorable
Sherrod Brown
Ohio



The Honorable
G.K. Butterfield
North Carolina



The Honorable
Kevin Yoder
Kansas



Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide “an annual report” to the Secretary of the U.S. Department of Education and to committees of the Congress; this entire document satisfies that requirement. In addition, the EDA details requirements for that reporting. In this section of the annual report, we quote the relevant reporting requirements of the EDA and cross-reference the relevant submittal of material in this document or in separate documents. Gallaudet University also does other major reporting of annual performance indicators as required by the U.S. Department of Education under the Government Performance and Results Act of 1993. That report, previously submitted to the Department, is also included in this section of the annual report.

I. Education of the Deaf Act Reporting Requirements

The material below is quoted directly from section 4354 of the Education of the Deaf Act entitled “Reports.” For each item, a cross-reference is indicated describing where the required material can be found. Wording from this section of the EDA that does not apply to Gallaudet has been removed and an ellipsis (...) has been substituted.

Note that a separate chapter of this report on the Laurent Clerc National Deaf Education Center (Clerc Center) contains the details of the reporting required by the EDA for the Clerc Center.

From the EDA

“The Board of Trustees of Gallaudet University ... 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 Health, Education, Labor, and Pensions of the Senate, not later than 100 days after the end of each fiscal year, which shall include the following:

- (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 the University (elementary, secondary, undergraduate, and graduate) ...”

Refer to the next section of this chapter, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled “*Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission*” on page 88.)

- (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 next section of this chapter, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled “*Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission*” on page 88.)

- B. “The number of these students who completed or graduated from each of the educational programs.”

Refer to the next section of this report, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled “*Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and*

Photo: lecturer Richard Cornish, Department of ASL and Deaf Studies, gives a student one-on-one instruction during a Jumpstart ASL course. Jumpstart is an ASL immersion summer program for first year and transfer students new to the deaf community.

Change-Makers as Part of Gallaudet's Mission" on page 88.)

- C. "The disposition of these students on the date that is one year after the date of graduation or completion of programs ... at the University and its elementary and secondary schools in comparison to students from non-minority backgrounds."

Refer to the next section of this report, "II. Government Performance Results Act Report" on page 32. (Additional information is available in the chapter entitled "Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission" on page 88.)

- D. "The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels."

Detailed information is available on these support services for Gallaudet University and the Clerc Center and is provided in the chapters entitled "Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission" on page 88 and "Laurent Clerc National Deaf Education Center" on page 278, respectively.

- E. "The number of recruitment activities by type and location for all educational levels."

Refer to the chapter entitled "Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as part of Gallaudet's Mission".

- F. "Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired."

Refer to the chapter entitled "Priority Three: Enhance Student/Learner Success and

Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission" on page 88.

- G. "Strategies (such as parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing and the number of parents who have been served as a result of these activities."

Detailed information is available on these strategies for the Clerc Center and is provided in the chapter "Laurent Clerc National Deaf Education Center" on page 278.

- (3) "(A) summary of the annual audited financial statements and auditor's report of the University, as required under section 4353 of this title ..."

Refer to our audited financial statements, submitted separately.

- (4) "For the preceding fiscal year, a statement showing the receipts of the University ... and from what Federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit."

Refer to our audited financial statements, submitted separately.

- (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 our audited financial statements, submitted separately.

- (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 our audited financial statements, submitted separately.

(7) “Such additional information as the Secretary may consider necessary.”

From the EDA on Research

(a) “Research priorities ...

“Gallaudet University ... shall ... establish and disseminate priorities for [its] national mission with respect to deafness related research, development, and demonstration activities that reflect public input, through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University’s elementary and secondary education programs under section 4304 of this title.”

Refer to the chapter “*Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity*” on page 140.

(b) “Research reports...

“The University ... shall each prepare and submit an annual research report, to the Secretary, the Committee on Education and Labor of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than January 10 of each year, that shall include—

(1) “a summary of the public input received as part of the establishment and dissemination of priorities required by subsection (a) of this section, and the University’s ... response to the input.”

Refer to the chapters “*Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity*” on page 140 and “*Laurent Clerc National Deaf Education Center*” on page 278.

(2) “a summary description of the research undertaken by the University ..., the start and projected end dates for each research project, the projected cost and source or sources of funding for each project, and any products resulting from research completed in the prior fiscal year.”

Refer to the chapter “*Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity*” on page 140; this summary has been incorporated into the annual report.

II. Government Performance Results Act Report

This section contains the performance indicators for both the University and the Clerc Center for FY 2018, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance Results Act (GPRA) of 1993. The purposes of the act, paraphrased here, are to: hold Federal agencies

accountable for achieving results; set goals, measure performance, and reporting publicly on progress; improve effectiveness and public accountability; help Federal managers improve services; improve Congressional decision making on Federal programs; and improve internal management of the Federal Government.

Program Goal

To challenge students who are deaf, graduate students who are deaf, and graduate students who are hearing to achieve their academic goals and obtain productive employment, and provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing.

Objective 1 of 4

The University Programs and the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School will optimize the number of students completing programs of study.

Measure 1.1 of 12: The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2003	Not available.	1,099	Historical Actual
2004	Not available.	1,120	Historical Actual
2005	Not available.	1,098	Historical Actual
2006	Not available.	1,174	Historical Actual
2007	Not available.	1,101	Historical Actual
2008	1,180.0	973	Target Not Met
2009	1,020.0	927	Target Not Met
2010	1,020.0	1,002	Target Not Met but Improved
2011	1,020.0	1,012	Target Not Met but Improved
2012	1,020.0	1,029	Target Exceeded
2013	1,020.0	1,045	Target Exceeded
2014	1,020.0	1,006	Target Not Met
2015	1,020.0	951	Target Not Met
2016	1,020.0	959	Target Not Met but Improved
2017	1,020.0	1,082	Target Exceeded
2018	1,020.0	1,074	Target Exceeded
2019	1,020.0	1,066	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University reported a total of 1,066 full-time, degree-seeking undergraduate students enrolled in the fall of 2018 (FY 2019), a decrease of students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGS) and hearing undergraduate students in the Bachelors of Interpretation program. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Census data is collected in the fall of each year, and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of full-time, degree-seeking undergraduate students enrolled in a campus-based program or in an on-line program.

Year	On-campus	Online	Total
2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	959
2017	1,071	11	1,082
2018	1,066	8	1,074
2019	1,051	15	1,066

Target Context. The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY 2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in the University's admission requirements and the implementation of more rigorous

academic standards. Gallaudet University did not meet this target in FY 2009 to FY 2011 and FY 2014 to FY 2016.

Explanation. In the fall of 2018 (FY 2019), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 8 students compared to the previous year. This number exceeded our target of 1,020 by 46 students. This is Gallaudet's third highest reported number of full-time degree-seeking undergraduate students since the fall of 2006 (FY 2007). Gallaudet University reported that this change in enrollment occurred as a result of several factors. In addition to the implementation of recommendations made after an intensive audit and review of enrollment and practices initiated in 2014, admissions continued new initiatives to improve recruitment and admissions operations. Areas that were addressed included increasing outreach visits at schools, conferences, and youth camps; incorporating and considering the Science ACT subtest score in addition to the English, Reading, and Math ACT subtest scores; stationing the West Region Admissions Counselor in San Diego, California to offer greater and continuous regional coverage at a lower cost; and tailoring communication materials to be intentionally targeted to specific audiences such as prospective students, school personnel, and vocational rehabilitation counselors. Another factor was an increased and continued focus on the student experience and strategies to strengthen retention for our current students. For example, students with financial holds were unable to register for classes. To improve the student's experience and student success, students in good academic standing (GPA of at least 2.0) were given the opportunity to register for classes despite their financial hold. The University's Short-Term Strategic Plan 2017–2020 Priority Three—Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-makers as part of Gallaudet's mission includes a goal of addressing the most crucial aspects of the student experience to immediately improve the Gallaudet experience for all students, both on-campus and online and with a particular emphasis on students of color. Additionally, Gallaudet's mission includes a key performance indicator of increasing the total end-of-the-year enrollment from the Academic Year 2016–2017 baseline at least three percent by the end of FY 2020.

The below table reports the total enrollment each fall for Gallaudet University (e.g. FY 2007 is the fall of the 2006–2007 academic year), which includes the number of

full-time, degree-seeking undergraduate students, students enrolled part-time in degree programs or in non-degree granting programs, and graduate students.

Fiscal Year	Full-Time, Degree-Seeking Undergraduate Students	Part-Time, Degree-Seeking or Non-Degree-Seeking Undergraduate Students	Full-Time and Part-Time Graduate Students	Total Enrollment
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774
2018	1,074	250	437	1,761
2019	1,066	331	411	1,808



Measure 1.2 of 12: The number of students enrolled part-time in degree programs or in non-degree granting programs at Gallaudet University. (*Desired direction: increase*)

Year	Target	Actual (or date expected)	Status
2004	Not available.	287	Historical Actual
2005	Not available.	311	Historical Actual
2006	Not available.	320	Historical Actual
2007	Not available.	318	Historical Actual
2008	295.0	277	Target Not Met
2009	295.0	277	Target Not Met
2010	295.0	460	Target Exceeded
2011	295.0	368	Target Exceeded
2012	295.0	274	Target Not Met
2013	295.0	330	Target Exceeded
2014	295.0	278	Target Not Met
2015	295.0	297	Target Exceeded
2016	295.0	267	Target Not Met
2017	295.0	266	Target Not Met
2018	295.0	250	Target Not Met
2019	295.0	331	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure includes all students not counted in IPEDS, including students enrolled in the English Language Institute, students enrolled in the professional studies program that grant continuing education credit and are not enrolled in a degree-seeking program, and non-degree seeking undergraduate and graduate students taking other courses that cannot be applied to a degree, or who have not been admitted into a degree-seeking program. This indicator also includes part-time, degree-seeking undergraduates that were not counted in Measure 1.1 on full-time degree-seeking undergraduate students. Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

Photo: in the Hanson Plaza Cafeteria students catch up on class notes and campus events while waiting for a freshly prepared lunch.

The table below reports disaggregated data on the number of students not counted in IPEDS; including students enrolled in the English Language Institute, part-time, degree-seeking undergraduate students, and non-degree undergraduate and graduate students enrolled in a campus-based program or in an online program.

Year	On-campus	Online	Total
2011	366	2	368
2012	263	11	274
2013	320	10	330
2014	268	10	278
2015	289	8	297
2016	257	10	267
2017	249	18	267
2018	247	3	250
2019	328	3	331

Target Context. The target represents the total enrollment of a varied group of students; thus, a decrease or increase

in enrollment in any one subgroup would impact the overall enrollment reported for this measure.

Explanation. With an increase of 81 students compared to the previous year, Gallaudet met and exceeded the target of 295 in Fall 2018 (FY 2019). Gallaudet University

reported that most of the increase was due to an increase of 81 Professional Studies students compared to the previous fall.

Measure 1.3 of 12: The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	617	Historical Actual
2004	Not available.	506	Historical Actual
2005	Not available.	451	Historical Actual
2006	Not available.	466	Historical Actual
2007	Not available.	430	Historical Actual
2008	425.0	383	Target Not Met
2009	425.0	377	Target Not Met
2010	425.0	408	Target Not Met but Improved
2011	425.0	413	Target Not Met but Improved
2012	425.0	410	Target Not Met
2013	425.0	446	Target Exceeded
2014	425.0	469	Target Exceeded
2015	425.0	443	Target Exceeded
2016	440.0	444	Target Exceeded
2017	440.0	426	Target Not Met
2018	440.0	437	Target Not Met
2019	440.0	411	Target Not Met

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master's, specialist, and doctoral levels. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards conferred by an institution. The IPEDS definition of a degree is an award conferred as official recognition for the successful

completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are "degree/certificate seeking." Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

The following table reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled in a campus-based program or an

Photo: following the International Experiences panel discussion, participating students along with Dr. Audrey Cooper pose for a group photo. The panel shared valuable information about their experiences working and studying abroad.

online program at the certificate, master's, specialist, or doctoral level.

Year	On-campus	Online	Total
2011	413	n/a	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437
2019	331	80	411

Target Context. Following the International Experiences panel discussion, participating students along with Dr. Audrey Cooper pose for a group photo. The panel shared valuable information about their experiences working and studying abroad.

Explanation. Gallaudet University reported that most graduate programs are successful in retaining a high percentage of their students, thus maintaining their

overall enrollment from the previous year. Several graduate programs continue to attract, retain, and graduate a high number of students, including: (1) MA in Sign Language Education (a hybrid program); (2) PhD in Clinical Psychology; (3) MSW in Social Work; (4) AuD in Audiology; (5) MS in Speech-Language Pathology; and (6) MPA in Public Administration. The overall target for graduate enrollment was not met due to a number of factors. One significant factor is the general decline in demand for graduate studies due to increased employment opportunities. Another factor is the cyclical nature of graduate enrollment; graduate enrollment was at its peak in FY 2014, and many of these students graduated in the 2017–2018 academic year, contributing to the highest number of graduating students in the past five years. There is an upward trend in the number of students enrolled in an online program, suggesting an increasing demand for programs that are offered in an online or hybrid format. In response to this demand as well as recommendations from Academic Program Review and/or accreditation review of several graduate programs, departments are exploring the development of new graduate programs and/or re-designing their curriculum to strengthen the quality of their offerings and attract even more students.



Measure 1.4 of 12: The enrollment in the Model Secondary School for the Deaf established by Gallaudet University (*Desired direction: increase*)

Year	Target	Actual (or date expected)	Status
2003	225.0	190	Target Not Met
2004	225.0	186	Target Not Met
2005	225.0	182	Target Not Met
2006	225.0	226	Target Exceeded
2007	225.0	218	Target Not Met
2008	225.0	164	Target Not Met
2009	225.0	149	Target Not Met
2010	225.0	151	Target Not Met but Improved
2011	225.0	140	Target Not Met
2012	165.0	165	Target Met
2013	165.0	150	Target Not Met
2014	165.0	149	Target Not Met
2015	165.0	165	Target Met
2016	165.0	166	Target Exceeded
2017	165.0	166	Target Exceeded
2018	165.0	174	Target Exceeded
2019	165.0	160	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Model Secondary School for the Deaf (MSSD). Gallaudet University states that this number is reviewed by both the Clerc Center’s research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 165 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends. MSSD stated that, with an average enrollment of 40 students per grade, it can effectively provide and evaluate programs, as well as report statistically relevant data.

Explanation. MSSD serves the local tri-state area (Maryland, Virginia, and the District of Columbia) and all 50 states, as well as U.S. territories. Gallaudet University states that a trend analysis over the past five years indicates that MSSD continues to receive a steady stream of inquiries and requests for applications, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at MSSD for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze

retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Approximately 80–85% of MSSD students are residential students. At this time, the female and male sides of the residence hall each have 80 beds. In recent years, the female side of the residence hall has incurred a waiting list

with several female applicants on the waiting list this fall, deferring their enrollment because there isn't room for them in the residence hall. On the male side of the dorm, there isn't a waiting list and there are several empty beds. The Clerc Center is now reviewing this gender disparity, admissions processes, and residency options to see what might be possible in the future to positively impact MSSD's enrollment.

Measure 1.5 of 12: The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University. (*Desired direction: increase*)

Year	Target	Actual (or date expected)	Status
2003	140.0	152	Target Exceeded
2004	140.0	145	Target Exceeded
2005	140.0	142	Target Exceeded
2006	140.0	141	Target Exceeded
2007	140.0	128	Target Not Met
2008	140.0	127	Target Not Met
2009	140.0	120	Target Not Met
2010	140.0	105	Target Not Met
2011	140.0	99	Target Not Met
2012	115.0	97	Target Not Met
2013	115.0	94	Target Not Met
2014	115.0	92	Target Not Met
2015	115.0	87	Target Not Met
2016	115.0	106	Target Not Met but Improved
2017	115.0	111	Target Not Met but Improved
2018	115.0	103	Target Not Met
2019	115.0	111	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Kendall Demonstration Elementary School (KDES). Gallaudet University states that this number is reviewed by both the Clerc Center's research and

evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 115 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends.

Explanation. KDES serves the local tri-state area (Maryland, Virginia, and the District of Columbia). Students at KDES from Maryland and Virginia are

exclusively parentally placed, as local education authorities (LEA) do not refer students to out-of-state programs. Students at KDES residing in the District may be either parentally placed or placed by the District of Columbia LEA. At this time, almost all of KDES students are parentally placed.

Gallaudet University stated that a trend analysis over the past five years indicates that KDES continues to receive a steady stream of inquiries and requests for applications. The Clerc Center is more closely monitoring inquiry rates and improved its data collection process. This enables the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process. The goal is to ensure a higher percentage of inquiries and applications becoming enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective

families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Due to recent leadership transitions at both the Clerc Center and District of Columbia Public Schools (DCPS), KDES has experienced delays in establishing partnerships with both DCPS and with early intervention programs in the District. Last year, the new leadership at the Clerc Center met with a D.C. councilman serving on the education committee to explore more consistent access by KDES staff to meetings with parents of newly identified deaf children. Work is also underway to connect with the D.C. Early Intervention Program (DC EIP) Child Find office to build relationships. While progress in these efforts has been slow due to changes in the D.C. political landscape, progress is being made. Although enrollment at KDES is currently below target, last year, the KDES mid-year enrollment in January 2018 had increased to 115, and this year's fall enrollment represents an eight percent increase in enrollment from last fall. The Clerc Center anticipates similar positive trends in KDES enrollment numbers in the future.

Measure 1.6 of 12: The percentage of first-time, full-time degree seeking undergraduate 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)

Year	Target	Actual (or date expected)	Status
2003	Not available.	60	Historical Actual
2004	Not available.	70	Historical Actual
2005	Not available.	75	Historical Actual
2006	Not available.	64	Historical Actual
2007	Not available.	54	Historical Actual
2008	75.0	60	Target Not Met but Improved
2009	70.0	75	Target Exceeded
2010	70.0	73	Target Exceeded
2011	70.0	70	Target Met
2012	72.0	77	Target Exceeded
2013	73.0	69	Target Not Met
2014	74.0	67	Target Not Met
2015	75.0	67	Target Not Met
2016	75.0	80	Target Exceeded
2017	75.0	63	Target Not Met
2018	75.0	72	Target Not Met but Improved

Source. Gallaudet University Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The calculation for this measure on the persistence of first-time, full-time freshmen students from one fall semester to the next fall semester is consistent with the Integrated Postsecondary Education Data System (IPEDS) methodology.

Target Context. Gallaudet University's 2010–2015 *Strategic Plan* identified a goal for retaining 75% of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75% of this cohort would return from their first fall semester to their second fall semester. In order to meet this goal, the targets for FY 2012 through FY 2015 were incrementally raised to 72%, 73%, 74%, and 75%, respectively.

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates

that 4-year public colleges and universities with open admissions have an average persistence rate of 62%, and 4-year private nonprofit colleges and universities with open admissions have an average persistence rate of 64% (*Undergraduate Retention and Graduation Rates*: updated May 2018). Gallaudet University also reported that data from the ACT Educational Services for 2017 indicated for students with similar ACT scores at 4-year public colleges and universities with open admissions have a persistence rate of 56.5%, and at 4-year private colleges and universities with open admissions have a persistence rate of 62.8% (*National Collegiate Retention and Persistence-to-Degree Rates*: updated 2017). Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or

gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more “socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school” (Lipscomb, Lacoe, Liu & Haimson, 2018). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

Explanation. This measure was designated as a long-term measure.

Gallaudet University’s first-year persistence rate increased to 72%, an increase of 9 percentage points compared to the previous year at 63%. Gallaudet notes that the retention rate is the third highest retention rate since FY 2011 (Fall 2010). During FY 2018, the large number of new students enrolled continued from 245 in FY 2017–2018 to 247 in

FY 2018–2019. Gallaudet had an increased and continued focus on student experience. As an example, students with financial holds were unable to register for classes; thus, to improve the student’s experience and supporting their success, students in good academic standing (GPA of at least 2.0) were given the opportunity to register for classes despite their financial hold by providing them with a financial payment plan as they continue to navigate toward their academic and career success. The Academic Intervention Team also revamped their workflow in ensuring that students at risk were contacted and had the necessary information or resources to support their success at Gallaudet. New efforts for this FY include introducing a new early alert system that provide a coordinated care network involving mobile nudging and an interactive checklist of important notifications (i.e. registering for classes and financial holds), and establishing mentoring efforts to strengthen the sense of belonging.

Measure 1.7 of 12: The Gallaudet University Masters student persistence rate. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2006	Not available.	77	Historical Actual
2007	Not available.	77	Historical Actual
2008	Not available.	80	Historical Actual
2009	Not available.	76	Historical Actual
2010	Not available.	77	Historical Actual
2011	Not available.	73	Historical Actual
2012	77.0	81	Target Exceeded
2013	77.0	83	Target Exceeded
2014	77.0	79	Target Exceeded
2015	80.0	84	Target Exceeded
2016	80.0	84	Target Exceeded
2017	80.0	81	Target Exceeded
2018	80.0	81	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the persistence rate based on a cohort formula to include all

students enrolled at the master’s level at the University each fall, as the master’s enrollment has a more consistent enrollment period than students at other graduate degree levels. Specifically, the persistence rate is calculated as the number of enrolled master’s degree students who return the next fall, divided by the number who were enrolled in

the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

Target Context. Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY 2012, FY 2013, and FY 2014. This target was

increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. Since FY 2015, Gallaudet University exceeded its graduate persistence target of 80%.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

Measure 1.8 of 12: The dropout rate for students in Model Secondary School for the Deaf. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2004	Not available.	11	Historical Actual
2005	Not available.	6	Historical Actual
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13.0	3	Target Exceeded
2010	6.0	3	Target Exceeded
2011	6.0	3	Target Exceeded
2012	6.0	1	Target Exceeded
2013	6.0	1	Target Exceeded
2014	6.0	4	Target Exceeded
2015	6.0	6	Target Met
2016	6.0	3	Target Exceeded
2017	4.0	3	Target Exceeded
2018	4.0	6	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Admissions, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD Principal's Office, and Admissions Office follow-up with parents.

Target Context. The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to

13% from FY 2004 to 2008, with an average of 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9–12 in 2003–2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of 6% dropout rate was determined to be an ambitious, yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target has been reduced to 4%, beginning in 2017.

Explanation. The U.S. Department of Education's

Common Core of Data (CCD) defines a dropout as “a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to

another school, died, moved to another country, or who are out of school due to illness are not considered dropouts.” This method of calculating the dropout rate allows the Clerc Center to track annual changes in the dropout behavior of students.

In determining MSSD’s dropout rate, the Clerc Center calculates the percentage of MSSD students included in the official September 15 enrollment report, who indicated that they were dropping out of school, who withdrew from the program, who did not return from the previous year, who did not transfer to another high school program, or whose disposition after leaving MSSD could not be determined. The following equation is used by the Clerc Center to calculate the event dropout rate at MSSD:

$$\text{Dropout rate} = \frac{\# \text{ of withdrawals} - (\# \text{ of transfers} - \# \text{ of other exclusions})}{\text{September 15 enrollment} - (\# \text{ of transfers} - \# \text{ of other exclusions})}$$

The denominator of the equation is the official enrollment list for September 15 of the previous year, minus those leavers who are not classified as dropouts. The numerator of the equation is the number of dropouts for that year; that is, the number of leavers minus transfers and those who meet other exclusion criteria.

Exclusions to the dropout rate include those leavers who met any of the following conditions:

1. Transferred—The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.
2. Completed program—The student received a high school diploma from MSSD or another high school program or its equivalent.
3. Early college enrollment—The student enrolled in and is attending a college offering a degree program, without first receiving a high school diploma.
4. Moved to another country—The student voluntarily or involuntarily moved out of the United States.
5. Temporary absence—The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.
6. Late enrollment—The student is planning to enroll shortly after September 15.
7. Death—The student is deceased.

Dropouts also include leavers who met any of the following criteria:

1. Incomplete graduation requirements—the student completed all course requirements for graduation, but did not meet other graduation requirements.
2. Declared dropout—The student declares himself/herself to be dropping out of school.
3. Re-enrollment—The student dropped out during the previous school year, but re-enrolled by September 15th of the current school year.
4. Multiple events—The student dropped out multiple times during a school year is reported as a dropout only once for a single school year.

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017. The target was not met for FY 2018 due to an increase of withdrawals and increased challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. Of the 17 withdrawals this year, the parents of seven students provided MSSD with the name of the school their child was now attending. Of the 10 students who were counted as withdrawals without further documentation, seven were listed as transfers on withdrawal paperwork. However, no further documentation was provided as to a specific, named transfer school/program; therefore they remained in the calculation as withdrawals without further documentation, and were not removed as transfers. The Clerc Center is reviewing student withdrawal and documentation processes to better capture and document this information.

Measure 1.9 of 12: The average daily attendance rate for students in Kendall Demonstration Elementary School for the Deaf. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2004	Not available.	11	Historical Actual
2005	Not available.	6	Historical Actual
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13.0	3	Target Exceeded
2010	6.0	3	Target Exceeded
2011	6.0	3	Target Exceeded
2012	6.0	1	Target Exceeded
2013	6.0	1	Target Exceeded
2014	6.0	4	Target Exceeded
2015	6.0	6	Target Met
2016	6.0	3	Target Exceeded
2017	4.0	3	Target Exceeded
2018	4.0	6	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database on daily attendance data and the Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. Teachers at KDES record daily attendance in Power Teacher database program, a web-based student information system. Daily attendance is then calculated,

based on enrollment dates for each student, in Power School database program. The Clerc Center merges data from these two databases to generate a baseline average attendance rate for the year for KDES.

Target Context. The average daily K-8 grade attendance rates at KDES for the 2008–2009, 2009–2010, and 2010–2011 school years (FY 2009, 2010, and 2011) were 94%, 94%, and 95% respectively. Based on this data, the target was established in September 2011 at 95%.

Explanation. In 2008, the Clerc Center proposed a new measure for persistence of KDES students, using the average daily attendance rate. This is frequently used by elementary schools as a non-academic indicator of adequate yearly progress when reporting data as required under the Elementary and Secondary Education Act accountability mandates. With this measure, daily attendance includes students who are enrolled on any particular day and who would be expected to be in school. This includes students who are in attendance, have excused absences, and have unexcused absences. The Clerc Center calculates the average daily attendance rate aggregating student attendance for the year and dividing that by the aggregated daily membership for the year, as follows:

$$\text{Average daily attendance rate} = \frac{\text{Aggregate attendance of K-8 enrolled students}}{\text{Aggregate membership of K-8 students}}$$

The Clerc Center has met this measure each year from FY 2011 to FY 2015 and from FY 2017 to FY 2018.

Measure 1.10 of 12: The percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. (*Desired direction: increase*)

Year	Target	Actual (or date expected)	Status
2003	Not available.	29	Historical Actual
2004	Not available.	26	Historical Actual
2005	Not available.	28	Historical Actual
2006	Not available.	32	Historical Actual
2007	31.0	25	Target Not Met
2008	32.0	28	Target Not Met but Improved
2009	32.0	39	Target Exceeded
2010	32.0	35	Target Exceeded
2011	32.0	41	Target Exceeded
2012	32.0	33	Target Exceeded
2013	35.0	47	Target Exceeded
2014	39.0	46	Target Exceeded
2015	40.0	46	Target Exceeded
2016	42.0	43	Target Exceeded
2017	45.0	53	Target Exceeded
2018	45.0	47	Target Exceeded

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2015 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2009–2010 academic year).

Target Context. Gallaudet University’s 2010–2015 *Strategic Plan* identified a goal for improving the

graduation rate of its undergraduate students to 50% by FY 2015. In order to get closer to meeting this goal, the targets for FY2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The targets were raised again in FY 2017 and subsequent year to 45%.

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges and private nonprofit colleges have a six-year graduation rate of 59% and 66% respectively (*Undergraduate Retention and Graduation Rates*: updated May 2018). Gallaudet University reports that data from ACT Educational Services for 2017 indicates that students with ACT scores in the range of 17–22 at 4-year public colleges and universities have an average six-year graduation rate of 37.5%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 51.6% (National Collegiate Retention and Persistence-to-Degree Rates: updated 2017). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet

University. Slightly more than 50% of Gallaudet undergraduate students receive a Pell Grant, one indicator of low-income status, and current research indicates that students from low-income families or from lower socioeconomic status (SES) tend to graduate at a lower rate than those from families with a higher SES. Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that

are associated with success after high school" (Lipscomb, Lacoe, Liu & Haimson, 2018).

Explanation. This is a long-term measure.

Gallaudet University's six-year graduation rate of first-time, full-time, degree-seeking undergraduate students continues to exceed the target. At the same time, Gallaudet states that it also continues to focus on implementing action plans outlined in the University's *Short-Term Strategic Plan 2017–2020* Priority Three—Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-makers as part of Gallaudet's mission in an effort to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students, such as introducing a new early alert system, increasing Gallaudet's focus on the retention of Students of Color, and increasing the number of students declaring their major by their third year.

VL2 students show enthusiasm as they share information about their research with attendees who visited their booth at the third annual Knowledge Festival.



Measure 1.11 of 12: The graduation rate of Gallaudet University Masters students. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2006	Not available.	74	Historical Actual
2007	Not available.	78	Historical Actual
2008	Not available.	63	Historical Actual
2009	Not available.	74	Historical Actual
2010	Not available.	74	Historical Actual
2011	Not available.	72	Target Not In Place
2012	74.0	72	Target Not Met
2013	74.0	75	Target Exceeded
2014	74.0	81	Target Exceeded
2015	74.0	83	Target Exceeded
2016	74.0	76	Target Exceeded
2017	74.0	81	Target Exceeded
2018	74.0	81	Target Exceeded

Source. Gallaudet University, Office of Graduate Admissions database.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the graduate graduation rate based on a cohort formula to include all new students enrolled at the master's level at the University each fall who complete their program within a three-year period. The calculation includes master's students who were already enrolled in a graduate program at the University and transferred to a different

graduate program as a new student. This methodology parallels established formulas used to calculate undergraduate graduation rates.

Target Context. Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years. In FY 2018, the graduation rate of University's graduate students at 81% exceeded the target.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

Measure 1.12 of 12: The annual graduation rate of the Model Secondary School for the Deaf students. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2014	Set Baseline	72	Baseline
2015	65.0	73	Target Exceeded
2016	65.0	79	Target Exceeded
2017	65.0	89	Target Exceeded
2018	65.0	69	Target Exceeded

Source. Gallaudet University, Clerc Center Office of Planning, Development, and Dissemination.

Data Quality. In determining the four-year adjusted cohort graduation rate (ACGR), the Clerc Center is using the Department’s definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four, and is referred to as the “on-time graduation rate.” The cohort is “adjusted” by adding any student transferring into the cohort and by subtracting any student who transfer out, emigrate to another country, or die during the years covered by the rate. This methodology allows for the movement of transfer of students into or out of the Clerc Center.

The following formula shows how the 4-year ACGR would be calculated for the cohort entering the 9th grade for the first time in school year 2010–2011 and graduating by the end of school year 2013–2014.

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of school year 2013-2014}}{[\text{Number of first-time 9th-graders in fall 2010 (starting cohort)}] + [\text{students who transferred in}] - [\text{students who transferred out, emigrated, or died during school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014.}]}$$

MSSD previously reported its graduation rates using a two year senior cohort (formula = # of students graduating in year A + # of students graduating in year B / total # of students in cohort - the # of cohort students who transferred).

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-year cohort (underclassmen). MSSD calculated graduation rates based on first time seniors. This was limited to first time seniors at MSSD, as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma type was also not included, as is required to successfully calculate the ACGR.

When attempting to do retrospective calculations some of the variables needed to calculate the ACGR data points were not available on a large percentage of the graduating students from 2012 and 2013. Therefore, retroactively calculating the graduation rates of MSSD from 2012 and 2013 with validity using the ACGR is not an accurate reflection of program performance (due to missing data, rather than low graduation rates).

Target Context. The new measure is a four-year adjusted cohort graduation rate (ACGR), based on first-time 9th grade cohorts, and uses the data definitions approved by the U.S. Department of Education and is consistent with how states are now uniformly reporting graduation rates as required by the Every Student Succeeds Act (ESSA). It

replaces the two-year cumulative senior graduation rate (a cohort of seniors who completed their fourth year of high school and graduate and seniors from the same group who return for a fifth year of school before graduating).

In 2014, the National Center for Education Statistics (NCES) reported that national graduation rates for students with disabilities in 2010–2011 and in 2011–2012 were 59% and 61%, respectively. At that time in 2014, the most recent data available was from 2011–2012, the Clerc Center proposed to use the 61% as a reference point in setting an appropriate target for its students.

The target for 2015 and subsequent years is set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available.

Explanation. This measure will allow for direct comparison with the national graduation rates of students with disabilities, as reported by the Institute of Education Sciences’ National Center for Education Statistics.

This year’s graduation rate was impacted the students in the cohort who transferred, but for whom MSSD did not successfully document the names of the schools to which these students transferred. MSSD has experienced challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. The Clerc Center is reviewing student withdrawal and documentation processes to better capture and document this information.

Objective 2 of 4:

Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of-hearing students.

Measure 2.1 of 1: The number of other programs and/or institutions adopting Model/Kendall innovative strategies/curricula or modifying their strategies as a result of Model and Kendall's leadership. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	41.0	54	Target Exceeded
2004	50.0	91	Target Exceeded
2005	55.0	56	Target Exceeded
2006	55.0	84	Target Exceeded
2007	55.0	89	Target Exceeded
2008	55.0	54	Target Not Met
2009	55.0	43	Target Not Met
2010	55.0	34	Target Not Met
2011	55.0	31	Target Not Met
2012	55.0	181	Target Exceeded
2013	55.0	113	Target Exceeded
2014	120.0	187	Target Exceeded
2015	120.0	77	Target Not Met
2016	120.0	360	Target Exceeded
2017	140.0	99	Target Not Met
2018	140.0	215	Target Exceeded

Photo: First year students form the number eighteen during this fun class photo. The class photo, representing the students inaugural year, has become a much anticipated event that takes place during New Student Orientation week.

Source. Gallaudet University, Clerc Center, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The Clerc Center noted that this measure, starting in FY 2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

Target Context. The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf and hard of hearing.

The time frame for developing new measures is uncertain.

Explanation. The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center in FY 2012 to include schools and organizations that arranged, for multiple individuals, to view online webinars offered by the Clerc Center. In FY 2016, training and services included online webcasts that captured audiences from more diverse sources, while, in FY 2017, the training and services involved fewer sites but garnered considerably more participants per site than in previous years. In addition, in FY 2017, the indicator was expanded once again to include schools and organizations that had persons pass and receive a certificate of completion for the online course, "Educating Students who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings."



Objective 3 of 4:

Curriculum and extracurricular activities prepare students to meet the skill requirements of the workplace or to continue their studies.

Measure 3.1 of 5: The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	73	Historical Actual
2004	80.0	69	Target Not Met
2005	81.0	84	Target Exceeded
2006	82.0	73	Target Not Met
2007	82.0	70	Target Not Met
2008	82.0	80	Target Not Met but Improved
2009	82.0	83	Target Exceeded
2010	82.0	72	Target Not Met
2011	75.0	50	Target Not Met
2012	50.0	63	Target Exceeded
2013	50.0	59	Target Exceeded
2014	50.0	77	Target Exceeded
2015	53.0	67	Target Exceeded
2016	53.0	70	Target Exceeded
2017	53.0	76	Target Exceeded
2018	53.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The employment rate reported in this indicator is defined as those working full-time and those working part-time divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011–2012 academic year to collect new addresses immediately after graduation and to send out a Web-

based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse’s Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.

Target Context. In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student

Tracker's information on enrolled students at other colleges and universities. The target was increased to 53% for FY 2015 and forward.

Explanation. Gallaudet University reports each alumnus in only one category—either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University's undergraduate students who graduated in 2016 and who are employed during their first year after graduation increased 6 percentage points from the previous year. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.

Student athletes gather around the coach for a pep talk before the big game.



Measure 3.2 of 5: The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	38	Historical Actual
2004	40.0	36	Target Not Met
2005	41.0	36	Target Not Met
2006	41.0	13	Target Not Met
2007	37.0	14	Target Not Met but Improved
2008	37.0	12	Target Not Met
2009	38.0	7	Target Not Met
2010	38.0	18	Target Not Met but Improved
2011	15.0	45	Target Exceeded
2012	45.0	35	Target Not Met
2013	45.0	38	Target Not Met but Improved
2014	45.0	19	Target Not Met
2015	45.0	27	Target Not Met but Improved
2016	45.0	26	Target Not Met
2017	45.0	19	Target Not Met
2018	45.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The advanced education or training rate reported in this indicator is defined as those in full-time education, in part-time education, and in internships, practicum, and other unpaid educational experiences, divided by the total number of respondents to the survey. Advanced education or training includes students enrolled in a master's or Ph.D. program, a vocational or technical program or another type of program (e.g., law school or medical school).

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey.

To improve the response rate, the University began in the 2011–2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information likely impacted the distribution of alumni between this category and 3.1.

Target Context. In 2011, the target for this measure was revised to 15% to reflect changes made in Measure 3.1 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student

Tracker's information on enrolled students at other colleges and universities.

Explanation. Gallaudet University reports each alumnus in only one category—either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

During the Paraprofessional and Student Employment Fair, student Connor Baer receives information about a potential opportunity to work for a campus department.

Survey Respondents	Count
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University undergraduate students who graduated in 2016 and who are in advanced education or training during their first year after graduation decreased 7 percentage points compared to the previous year. Gallaudet University states that this decrease is due to the increase of graduates who are employed during their first year after graduation. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities of the new Gallaudet President. Internal targets and metrics are being developed along with intensified strategies to address this area.



Measure 3.3 of 5: The percentage of Gallaudet University Bachelor graduates who are not employed nor in advanced education or training during their first year after graduation. (*Desired direction: decrease*)

Year	Target	Actual (or date expected)	Status
2003	Not available.	11	Historical Actual
2004	Not available.	15	Historical Actual
2005	Not available.	11	Historical Actual
2006	Set Baseline	15	Baseline
2007	10.0	16	Target Not Met
2008	10.0	8	Target Exceeded
2009	10.0	10	Target Met
2010	10.0	10	Target Met
2011	10.0	5	Target Exceeded
2012	5.0	2	Target Exceeded
2013	5.0	3	Target Exceeded
2014	5.0	4	Target Exceeded
2015	2.0	7	Target Not Met
2016	2.0	6	Target Not Met
2017	2.0	5	Target Not Met
2018	2.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are neither employed or pursuing education, divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011–2012 and 2012–2013 academic years, the University also sought information about its recent alumni through the National

Clearinghouse’s Student Tracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

Target Context. In 2012, the target for this measure was revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target was revised downward to 2% for FY 2015 and subsequent years.

Explanation. Gallaudet University reports each alumnus in only one category—either employed, pursuing additional education, or neither employed (including

those seeking employment or not seeking employment) nor pursuing additional education.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2016 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	102
Education	26
Neither	7
Total Respondents	135
Unknown/not responded	83
Total Graduates	218

Measure 3.4 of 5: The percentage of Model Secondary School graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2007	Not available.	0	Historical Actual
2008	Set Baseline	7	Baseline
2009	7.0	0	Target Exceeded
2010	7.0	7	Target Met
2011	0.0	7	Target Not Met
2012	0.0	7	Target Not Met
2013	0.0	24	Target Not Met
2014	25.0	7	Target Exceeded
2015	25.0	17	Target Exceeded
2016	25.0	21	Target Exceeded
2017	25.0	11	Target Exceeded
2018	25.0	(September, 2019)	Pending

Source. Gallaudet University, Clerc Center Office of Program Monitoring and Evaluation, survey of graduates' status.

Frequency of Data Collection: Annual

Data Quality. Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of

contacting each graduate or graduate's family directly or getting results from a query in the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 84% of the 2017 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting whether they are employed or are enrolled in college or other post-secondary education or training within one year after graduation. However, the Clerc Center stated that it is unable to use historical data

as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and captured those graduates who are not employed or in higher education.

This data is comparable to data provided by the Office of Special Education in its *Part B State Performance Plan/Annual Performance Reports: 2013 Indicator Analyses* for 2009, 2010, 2011. Using the OSEP measure as a reference point, the target for this measure was set at 25% for 2014

Measure 3.5 of 5: The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2013	100.0	76	Target Not Met
2014	75.0	93	Target Exceeded
2015	75.0	83	Target Exceeded
2016	75.0	79	Target Exceeded
2017	75.0	89	Target Exceeded
2018	75.0	(October, 2019)	Pending

Source. Gallaudet University's Clerc Center Office of Planning, Development, and Dissemination survey on graduates' status.

Data Quality. This is a new measure, combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year after graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY 2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of Model Secondary school graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate's family and results from a query with the National Student Clearinghouse's Student Tracker service. These results

and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. The percentages for the two current measures on post-school outcomes (Measures 3.4 and 3.5) will total 100%.

Survey Respondents	Count
Employed or in higher education one year after graduation	32
Doing neither one year after graduation	4
Total respondents	36
Unknown/not responded	9
Total Clerc Center 2017 Graduates	45

will include graduates enrolled at colleges and universities and/or competitively employed.

In FY 2018, the Clerc Center was able to get one-year follow-up data on 84% of the 2017 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting they are employed or are enrolled in college or other post-secondary education or training within one year after graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Students enjoy a stroll under the cherry blossom tree on a spring day, a favorite time of the year in Washington, D.C.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service since. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and is comparable to data provided by the Office of Special Education for 2009, 2010, 2011 at 72.5%, 72.5%, and 73.5%, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. This measure combines and replaces the two previous measures—"the percentage of Model Secondary School graduates who are in jobs within one year after graduation" and "the percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation." An aggregated indicator is a better measure of outcomes, as

students who graduate from high school are often engaged in competitive employment and enrolled in a post-secondary program at the same time. This is also more consistent with the indicator used by the Department's Office of Special Education Programs on the outcomes of students with disabilities one year after graduating from high school.

The raw data on the number of 2017 high school graduates who responded to the survey and/or were identified from the Student Tracker service are as follows:

Survey Respondents	Count
Employed or in higher education one year after graduation	32
Doing neither one year after graduation	4
Total respondents	36
Unknown/not responded	9
Total Clerc Center 2017 Graduates	45



Objective 4 of 4:

Improve the efficiency of operations at Gallaudet as defined by the cost per successful student outcome, where the successful outcome is graduation.

Measure 4.1 of 2: Federal cost per Gallaudet graduate. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2003	Not available.	227,487	Historical Actual
2004	Not available.	227,453	Historical Actual
2005	Not available.	219,897	Historical Actual
2006	Not available.	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356.0	227,940	Target Exceeded
2009	245,356.0	264,523	Target Not Met
2010	237,969.0	257,875	Target Not Met but Improved
2011	243,204.0	252,501	Target Not Met but Improved
2012	248,554.0	241,894	Target Exceeded
2013	253,277.0	232,117	Target Exceeded
2014	258,343.0	222,140	Target Exceeded
2015	263,768.0	238,197	Target Exceeded
2016	269,307.0	223,219	Target Exceeded
2017	269,307.0	228,727	Target Exceeded
2018	269,307.0	(January, 2019)	Pending

Source. Gallaudet University, Budget Office

Frequency of Data Collection: Annual

Data Quality. The FY 2017 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2010 to FY 2017. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate)

for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation—as calculated by the Congressional Budget Office (CBO)—at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-upon assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

2013: 1.9%
2014: 2.0%
2015: 2.0%

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining Federal cost per graduate from \$264,523 in 2009 to \$222,140 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$269,307.

Explanation. This measure is calculated by adding the Federal appropriations for the current year and the five preceding years, which is then averaged. The average (from six years of Federal appropriations) is divided by the number of graduates in the current year, both

undergraduate and graduate students. Federal students' financial aid, vocational rehabilitation payments, other Federal support for students, Federal grants and contracts, the Federal Endowment Grant Program, tuition payments, and other private funds received by the University are not included in this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.5% and 0.1% from FY 2016, respectively; while the number of students graduating decreased by 2.3%. The Federal and total educational costs per graduate increased in FY 2017 mainly due to the decline in the number of graduating students.

Measure 4.2 of 2: Total educational cost per graduate. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2003	Not available.	271,735	Historical Actual
2004	Not available.	272,294	Historical Actual
2005	Not available.	263,088	Historical Actual
2006	Not available.	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279.0	272,094	Target Exceeded
2009	292,279.0	313,142	Target Not Met
2010	284,066.0	301,652	Target Not Met but Improved
2011	290,315.0	291,548	Target Not Met but Improved
2012	296,702.0	276,785	Target Exceeded
2013	302,339.0	263,927	Target Exceeded
2014	308,386.0	250,882	Target Exceeded
2015	314,862.0	270,652	Target Exceeded
2016	321,474.0	256,199	Target Exceeded
2017	321,474.0	266,033	Target Exceeded
2018	321,474.0	(January, 2019)	Pending

Source. Gallaudet University, Budget Office

Frequency of Data Collection: Annual

Data Quality. The FY 2016 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2010 to FY

2016. The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future

inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation—as calculated by the Congressional Budget Office (CBO)—at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

2013: 1.9%
2014: 2.0%
2015: 2.0%

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining total cost per graduate from \$313,142 in 2009 to \$250,882 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$321,474.

Explanation. This measure is calculated by adding the Federal appropriations for the current year and the five preceding years, which is then averaged. The average (from six years of Federal appropriations) is divided by the number of graduates in the current year, both undergraduate and graduate students. Costs associated with public services, auxiliary enterprises, and construction, are excluded from this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.5% and 0.1% from FY 2016, respectively; while the number of students graduating decreased by 2.3%. The Federal and total educational costs per graduate increased in FY 2017 mainly due to the decline in the rate of graduating students.

Photo: after carefully constructing her ceramic project into the ASL sign for I love you, a student retrieves it from the drying shelf for painting.





Short-Term Strategic Plan 2017–2020: Creating Conditions to be Ready for Transformation

When President Cordano began her tenure at Gallaudet University, the University was in the final year of the Gallaudet Strategic Plan 2010–2015 (GSP). The Gallaudet Board of Trustees, in collaboration with the president, agreed to extend the GSP one year to give her time to get to know the community and its needs. Following a period of extensive dialogue and discussion, themes emerged that evolved into a set of priorities: 1) Bilingualism, 2) Campus Climate, Diversity, Equity, and Inclusion, 3) Student Success, 4) Institutional Leadership and Strategic Planning, 5) Academic Vitality and Strategic Positioning, 6) Strengthening and Diversifying Revenue Streams.

These priority areas served as the foundation for a transition from the previous strategic plan to a short-term plan. Key initiatives in each priority area were identified, and implementation began in FY 2017, with many initiatives continuing into FY 2018.

The experiences and learning that took place during President Cordano's first 18 months at Gallaudet led to further clarity around establishing a strategic plan to address foundational work needed over the next three years. Following the process establishing the University's six priority areas and the initiation of critical activities in each area during FY 2017, the University began developing a short-term strategic plan based on these efforts. Development took place during the summer and fall of 2017, and the Gallaudet community was invited to provide feedback on-line and via a series of stakeholder input sessions. The short-term strategic plan priorities built on

those established in FY 2017, as well as the work from the Gallaudet 2010–2016 strategic plan.

The intent was to design a strategic plan and implementation process that would give the community the time and experience needed to adapt to new conditions and ways of working in order to support and accelerate innovation and progress toward excellence in achieving Gallaudet's unique mission in the world. It emphasized the understanding and building of necessary operational and programmatic systems, structures, and processes. The short-term strategic plan was presented to and endorsed by the Board of Trustees in October 2017 and will run through FY 2020. The short-term strategic plan is shared in full below along with major actions during FY 2018. The remaining content of this Annual Report of Achievements is framed by the six priorities in the plan.

I. Short-Term Strategic Plan Priorities

The following priorities build on the previous 2010–2016 Strategic Plan for Gallaudet University, including the leadership priorities that were part of the measures of success until the approval of this plan in October 2017. The goal is to enact a plan that allows the community time to adapt to new conditions and ways of working and that will support and accelerate innovation and progress toward excellence in achieving Gallaudet’s unique mission in the world.

Priority One: Define Gallaudet’s Bilingual Mission: Validating and Enriching Bilingualism and Our Multicultural Identities Within Our Community.

Rationale	While we are a community of visual communicators and learners, we have not yet fully defined what it means for us to work, learn, and live together as a diverse, multilingual, and multicultural community committed to our ASL/English bilingual academic mission.
Goal	Establish the foundation for Gallaudet’s bilingual (ASL/English) mission through the vision, values, and practices that will guide how we work, learn, engage, and innovate together.
Objectives	<ol style="list-style-type: none">1. Define the vision, values, and practices for Gallaudet’s bilingual (ASL/English) mission.2. Ensure that an actionable implementation plan is in place to test and validate our ideas.
Strategies	<ol style="list-style-type: none">1. Complete a framework for Gallaudet’s bilingual (ASL/English) mission based on major university documents that relate to communication, language, and Gallaudet’s Bilingual Mission; interdisciplinary perspectives and research findings related to bilingualism, bilingual education, audism, and, especially, deaf and deafblind ASL/English bilingualism; theoretical and empirical work from a wide range of disciplines.2. Complete the community input and feedback process.3. Engage in critical conversations to understand what is essential for implementation success (structural, academic, cultural, and emotional).4. Establish a working group and complete development of a multi-year implementation plan that includes, designs, and conceptualizes the systems, processes, and procedures required to capitalize on and address the unique attributes and needs of our ASL/English bilingual learning community.
FY 2018 Major Actions	<ul style="list-style-type: none">• Task Force developed the first written draft of the mission framework• Sub-group established to focus on further develop framework in ASL• Co-chairs provided progress update to Executive Team• Further development continued throughout FY 2018• President Cordano established “ASL language vibrancy” gatherings to foster knowledge sharing and idea exploration among identified faculty, staff, and administrators

Photo: students take advantage of a gorgeous spring day to sit on the grass and socialize in front of the Merrill Learning Center on the Gallaudet Mall. The I. King Jordan Student Academic Center is on the right.

Priority Two: Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community

Rationale	Gallaudet’s unique niche in the world requires us to actively work toward creating a sense of belonging for all members to support transformation and a robust future.
Goal	Address the most critical issues and needs to ensure Gallaudet continues to build a campus climate in which every member of the university community supports each other in feeling welcomed, included, and valued for their unique qualities and individual contributions.
Objectives	<ol style="list-style-type: none">1. Strengthen the sense of belonging for all students, faculty, teachers, and staff with a focus on people from traditionally underrepresented, disempowered, and marginalized groups.2. Define the strategies and actions that will strengthen diversity, equity, and inclusive excellence in all aspects of the University.3. Build shared governance principles and practices that strengthen diversity, equity, and inclusion.
Strategies	<ol style="list-style-type: none">1. Develop and implement a plan to prepare and engage the community in ways that move Gallaudet forward toward the healing, growth, and community sense of well-being essential for true transformation. This includes the following:<ol style="list-style-type: none">a. Create a University-wide diversity strategy and action plan that is built on available data as well as past and current programming that demonstrated positive results and that achieves equity and racial healing.b. Systematically implement strategies to improve access and inclusion in a way that recognizes intersectionality and the multiple strategies of support and access required to assure a sense of belonging and capability to thrive.c. Develop a plan that strengthens the practices, procedures, communications, professional development, and training programs to attract, hire, retain, and promote diverse faculty, teachers, and staff, particularly deaf people of color.d. Continue President Cordano’s meetings with all major staff units and faculty members.2. Invest in teaching and learning to strengthen the bilingual, multicultural, and digital literacy of our student body.3. Clarify roles and responsibilities of all governance groups to advance the principles and practices of shared governance, and to ensure diversity, inclusion, and equity in their representation and decision-making processes.4. Establish and pilot staff and faculty-led mentoring programs for staff and faculty accordingly.

Photo: as part of the New Student Orientation, first-year incoming students and President Roberta “Bobbi” Cordano pause for a school spirit photo with the Gallaudet mascot at the end of the Bison Walk.

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- FY 2018 Major Actions**
- Established the Division of Equity, Diversity, and Inclusion
 - Created Gallaudet's framework for Inclusive Excellence
 - Continued the work of the Diversity Strategy Team
 - Established the Living, Well-Being, and Belonging Initiative. Three initial actions addressed Community Hubs, Food Security, and a review of the Persona Non Grata (PNG) process
 - Completed the first phase of Cross-Cultural Conversations training with University leaders
 - Began development of a diversity strategic plan to be completed in FY 2019
 - Completed University Council charter to further define role and functions of this shared governance group
 - Piloted a staff mentoring program
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Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission

Rationale Learning is at the core of Gallaudet's mission and all aspects of student matriculation, including academic and social experiences, must support and strengthen their lifelong learning competencies.

Goal Address the most crucial aspects of the student experience to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on-campus and online.

- Objectives**
1. Enhance student success, career readiness, and the overall student experience for all Gallaudet students, with a particular emphasis on students of color.
 2. Address issues that will improve student persistence to graduation, with a particular emphasis on students of color.
 3. Strengthen birth–12th grade ASL/English bilingual academic achievement at KDES and MSSD, and define a University-wide vision to impact birth-to-five early bilingual language acquisition in preparation for long-term strategic plan.
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- Strategies**
1. Identify and institute improvements to the most crucial aspects of Gallaudet's physical, digital, and community environment with special attention to the digital technology, classroom and student living and convening spaces, the library, and the University's landscape.
 2. Enact the first phase of a student success plan with special attention to making data available to students, faculty, staff, and administrators; the role of the faculty; and the financial, social, developmental, and emotional supports needed.
 3. Develop a multi-year, mid- and long-term plan, defined by shared goals, to improve the Gallaudet student experience that addresses improvements to the physical, digital, and community environments on campus.
 4. Establish and communicate campus-wide, university-level undergraduate Student Learning Outcomes (SLO) benchmarks.
 5. Identify and address obstacles to matriculation, retention, and graduation for undergraduate, graduate, and PST students.
 6. Assure that standards for web and course accessibility for students with disabilities (including deafblind students) are understood and used University-wide.
 7. Develop and enact a multi-year recruitment and retention plan to further strengthen efforts to increase and maintain the diversity of our student community, particularly students of color, students with disabilities, and international students.
 8. Establish a career education task force to review current efforts, and to guide the identification and development of high-impact career readiness strategies, including those related to student internships.
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Strategies, <i>continued</i>	<ol style="list-style-type: none"> 9. Implement at KDES and MSSD the 2012–2018 Excellence by Design (accreditation) plan and the related annual school improvement plans developed by the schools. 10. Create a University-wide center of excellence concept for birth-to-five learning for children and families, and explore the feasibility of a commitment to building bilingual educational programs in the United States over the next 10 years.
FY 2018 Major Actions	<ul style="list-style-type: none"> • Established the Student Success Collaborative (SSC) Platform and mobile guide to provide a coordinated care network including cross-campus resources so students can find the help they need; the platform will have an analytics engine that isolates systemic barriers to degree completion • Implemented the Digital Fellows Initiative (ACOA/Gates Digital Learning Fellowship)—Initial implementation occurred through the redesign of the general studies quantitative reasoning course (GSR 104) for spring semester 2018 • Began design and use of a University-wide institutional assessment platform, Watermark, that will allow for meaningful, systematic assessment to demonstrate and improve student learning, program quality, and institutional effectiveness • Enacted the Career Center Task Force, which reviewed current efforts, identified high-impact career readiness strategies—including those related to student internships—and developed a comprehensive report of recommendations • Created a cross-divisional collaboration between the Office of Equity, Diversity, and Inclusion and Student Affairs through the co-chairing of the Retention Council, by leveraging underrepresented student organizations to be more actively recognized during New Student Orientation, and through funding from the Division III Strategic Alliance Matching Grant to create Associate Athletic Director position for Student Athlete Success • Established Financial Literacy initiatives through a collaboration between the Office of Student Success and Academic Quality and the Office of Admissions. These were designed to provide students and their families, in advance of the student’s arrival, a clear and accessible financial award worksheet allowing them to calculate their financial contribution and helping ensure that they understand their financial obligations

Priority Four: Building Blocks of Success: Improving Our Infrastructure and Investing in Our People

Rationale	Gallaudet must improve its structure (systems and decision-making) and culture (personal development and social systems) to release the talent, energy, and commitment required for transformational impact across this nation and the world.
Goal	Develop focused plans to address and invest in our human capital, critical infrastructure needs (especially digital and campus infrastructure), and Gallaudet’s internal and external relationship-building capacity.
Objectives	<ol style="list-style-type: none">1. Support faculty-led redesign process to re-conceptualize the function and roles of the faculty to expand possibilities for supporting the teaching, research, and community-engagement aspects of Gallaudet’s mission.2. Develop the digital infrastructure to support internal operations, communications, digital learning, and to prepare Gallaudet to be a leader in global, lifelong, and digital learning innovations.3. Establish the foundation for vertical and horizontal integrated planning and alignment throughout the University.4. Create leadership and professional learning opportunities that will enhance and support the development of Gallaudet community members, especially faculty and staff, in a manner that also supports University-wide succession planning and organizational effectiveness.5. Establish a University-wide relationships and communication plan and structure to strengthen Gallaudet’s internal and external relationships and increase local and national visibility.
Strategies	<ol style="list-style-type: none">1. Based on identified priorities: develop, resource, and begin the first phase of a plan to address those aspects of Gallaudet’s structural and cultural systems, including its digital infrastructure and human capital developmental needs, that will have the greatest immediate positive impact on the University community.2. Develop a workforce analysis to better understand the human capacity available and needed for leadership, knowledge, skill, and personal development of faculty, staff, and student employees.3. Develop systems for strategic plan implementation and monitoring at all levels: university, division, unit, and individual.4. Use the ACAO/Gates Foundation Digital Fellows campus project to accelerate building Gallaudet’s digital, classroom, and learning infrastructure for lifelong learning.5. Continue to expand relationship-building with key stakeholders, including Congress, federal officials, congressional leaders, Washington, D.C. leaders, community, corporations and non-profits, universities, and community members and leaders in Gallaudet’s neighborhood (co-listed for Priority Six).

Strategies,
continued

6. Complete a comprehensive review and develop a plan to prioritize and integrate international learning opportunities, activities, and development possibilities within Gallaudet's curriculum, faculty policies, administrative structure, overseas collaborations, and student opportunities.
 7. Complete a comprehensive review and develop a plan for a technology infrastructure that is robust, relevant, up to date, and scalable enough to achieve the institution's digital learning goals.
 8. Complete Stages Two and Three of the Adapting by Design process for faculty redesign.
 9. Create a University media and marketing strategy and related plan.
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FY 2018
Major Actions

- Established the Budget Reconciliation and Reinvestment Initiatives (BRRI)—Designed to focus on investing resources in the things that truly matter—Gallaudet's learners, researchers, and innovators, as well as the nation and the world, to understand and realize the cultural, linguistic, social, and economic value of deaf, hard of hearing and deafblind people
 - Enacted Rapid Response Teams (RRT), a University-wide effort that captured over \$1.2 million to balance the FY 2018 budget and beyond and to support identified strategic initiatives
 - Completed academic portfolio reviews and administrative services reviews to gather data on programs and services and to identify opportunities to improve the student experience, enhance campus services, capture resources, and increase fiscal efficiencies
 - Began the Shared Future Vision process to envision and define “what we want Gallaudet to be.” This process will guide development of the next strategic plan as well as future resource investments
 - Established the Living, Well-Being, and Belonging Initiative. Three initial actions addressed Community Hubs, Food Security, and a review of the Persona Non Grata (PNG) process
 - Allocated \$1–\$2 million annually for the next three years to address residence hall improvements
 - Established a work group comprised of students, faculty, and administrators that developed a comprehensive accessibility plan to address the physical, academic, and social aspects of Gallaudet
 - Implemented Digital Fellows Initiative (ACOA/Gates Digital Learning Fellowship)—Initial implementation through the redesign of the general studies quantitative reasoning course (GSR 104) for spring semester 2018
 - Began the ACE Internationalization Laboratory internationalization review, an 18-month process to assess existing initiatives and notable gaps in Gallaudet's international policies and practices
 - Completed Part Two of Adapting by Design, a faculty redesign process
 - Participated in meetings with national, state, local, and District of Columbia legislators and officials to further an understanding of Gallaudet's mission and impact, as well as how the University is creating deaf, deafblind, and hard of hearing innovators, leaders, and change-makers nationally and internationally
-

Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity

Rationale The Sixth Street development (which will drive and benefit from the structural and cultural improvements in Priority Four) provides a unique opportunity to be a crucible in accelerating cultural change, advancing research, and teaching vitality, thus improving Gallaudet's position as a higher education leader in the nation and the world.

Goal Continue to build, articulate, and implement Gallaudet's vision for Creativity Way (and the overall Sixth Street development) to drive innovation and excellence in Gallaudet's overall academic vitality and contributions to society.

- Objectives**
1. Frame the vision, goals, and desired outcomes of Creativity Way; determine the capacity and resources needed to undertake potential long-term, transformational initiatives.
 2. Strengthen support, structures, and direction for the Creativity Way Knowledge Studios and University-wide research, scholarship, creative activity, and innovation.
 3. Achieve defined program goals for the Sixth Street Project Creativity Way consistent with Gallaudet's Master Plan and a commitment to increasing campus language vibrancy and density.
 4. Engage in the planning process for a new campus learning commons to be built by end of FY 2023.
 5. Increase our impact through service to professionals and families nationwide consistent with the Clerc Center's federal mission as outlined in the Education of the Deaf Act.
-

- Strategies**
1. Define outcomes and develop a comprehensive implementation plan that clearly identifies resources required for Creativity Way and the Sixth Street development project overall.
 2. Assess current efforts, and identify and resource concrete actions that will strengthen the pre- and post-grant award systems and processes, including training and guidance for prospective grant applicants.
 3. Develop a system to frame and then identify needed resources (human, fiscal, material, and time) for potential long-term transformational initiatives.
 4. Review and update the campus Master Plan to reflect current guiding principles and the Sixth Street development project.
 5. Plan and implement pilot Knowledge Studios as part of Creativity Way development.
 6. Establish a team and develop a plan to build a new learning commons by FY 2023 and identify strategies to strengthen the current library facilities and offerings in the interim.
 7. Implement the remaining birth–grade 12 initiatives from the Clerc Center Strategic Plan 2020.
-

**FY 2018
Major Actions**

- Continued planning and development for Creativity Way (the Sixth Street Project), including development of the Knowledge Studios and building and space design
 - Facilitated partner/collaboration dialogues for Creativity Way with major industry leaders including IBM, Google, and Microsoft
 - Established the Budget Reconciliation and Reinvestment Initiatives (BRRI)—Designed to focus on investing resources in the things that truly matter—Gallaudet’s learners, researchers, and innovators, as well as the nation and the world, to understand and realize the cultural, linguistic, social, and economic value of deaf, hard of hearing and deafblind people
 - Enacted Rapid Response Teams (RRT), a University-wide effort that captured over \$1.2 million to balance the FY 2018 budget and beyond and to support identified strategic initiatives
 - Completed academic portfolio reviews and administrative services reviews to gather data on programs and services and to identify opportunities to improve the student experience, enhance campus services, capture resources, and increase fiscal efficiencies
 - Identified a grants management system, Cayuse, that will become the system of record for Gallaudet’s sponsored projects portfolio. This tool will help streamline grants management from proposal creation to award closeout, mitigate risk, and help safeguard against compliance issues
 - Began a review of the 2022 Campus Plan to ensure the Master Plan aligns with the Strategic Plan, University priorities, and evolving local and national contexts
 - Completed a comprehensive review of library services that included both short and long-term recommendations for improvement of physical and digital space, programs, and services
-

Priority Six: Optimize Resources: Improving Financial Planning and Management Practices and Strengthening and Diversifying Revenue Streams

Rationale Improving Gallaudet’s short and long-term financial planning, budgeting processes, and decision-making will create new opportunities to unleash innovative ideas and encourage informed risk-taking. This is the key to strengthening and diversifying revenue and positioning Gallaudet for the investments, processes, and entrepreneurship that will be required for its long-term strategic plan.

Goal Strengthen Gallaudet’s long-term financial well-being by growing and diversifying revenue streams and by improving the efficiency and effectiveness of financial planning and management practices.

- Objectives**
1. Revise Gallaudet’s budgeting and financial management processes to create an environment that supports programmatic, operational, and strategic decision-making.
 2. Assure Gallaudet has the necessary infrastructure that supports and optimizes giving.
 3. Continue the planning and construction of the landmark building at Sixth Street and Florida Avenue and development of Creativity Way within budget and timelines for roll-out in 2021.
 4. Identify, explore the feasibility of, and select new revenue-generating activities.
 5. Strengthen federal, state, and local government relations as well as organizational collaborations to grow revenue; positively impact public policy; increase overall enrollment; and develop public, private, and international partnerships.
-

- Strategies**
1. Establish an interim process to align resource allocation with identified strategic priorities phased in during FY 2018 for use during FY 2019 and FY 2020.
 2. Assess the current status, create, and implement new multi-year, University-wide budget and financial planning processes that reflect strategic initiatives, necessary resources, and defined timelines.
 3. Educate and engage faculty and staff in the new financial data-gathering and analysis systems as well as in understanding of program and operational costs.
 4. Develop two to three-year budget forecasts to more fully comprehend the level of resources that are and will be available to implement and sustain essential operations, physical infrastructure, and strategic priorities.
 5. Develop and strengthen the capacity necessary, including expanding the role of academic leaders, to support and optimize giving and ensure the University is able to undertake funded initiatives.
 6. Establish a methodology to calculate the cost for long-term program implementation and facilities total-cost-of-ownership.
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- Strategies,**
continued
7. Continue to expand relationship-building with key stakeholders, including Congress, federal officials, congressional leaders, Washington, D.C. leaders, community, corporations and non-profits, universities, and community members and leaders in Gallaudet’s neighborhood (co-listed for Priority Four).
 8. Engage the Real Estate Foundation to develop a proposal to the Board of Trustees for a long-term real estate strategic plan that includes defining its role in the local neighborhood and the city.
 9. Revisit the 2012 Facilities Master Plan and confirm priorities for construction and renovation.
-

- FY 2018**
Major Actions
- Established the Budget Reconciliation and Reinvestment Initiatives (BRRI)—Designed to focus on investing resources in the things that truly matter—Gallaudet’s learners, researchers, and innovators, as well as the nation and the world, to understand and realize the cultural, linguistic, social, and economic value of deaf, hard of hearing and deafblind people
 - Enacted Rapid Response Teams (RRT), a University-wide effort, that captured over \$1.2 million to balance the FY 2018 budget and beyond and to support identified strategic initiatives
 - Completed academic portfolio reviews and administrative services reviews to gather data on programs and services and to identify opportunities to improve the student experience, enhance campus services, capture resources, and increase fiscal efficiencies
 - Established a work group comprised of students, faculty, and administrators that developed a comprehensive accessibility plan to address the physical, academic, and social aspects of Gallaudet
 - Participated in meetings with national, state, local, and District of Columbia legislators and officials to further an understanding of Gallaudet’s mission and impact, as well as how the University is creating deaf, deafblind, and hard of hearing innovators, leaders, and change-makers nationally and internationally
 - Began a review of the 2022 Campus Plan to ensure the Master Plan aligns with the Strategic Plan, University priorities, and evolving local and national contexts
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*Lecturer and ASL Coordinator
Felicia Williams of the
Department of ASL and
Deaf Studies delivers her
lesson to students attending
an ASL Literature course.*



Priority One: Define Gallaudet’s Bilingual Mission: Validating and Enriching Bilingualism and Our Multicultural Identities Within Our Community

Establish the foundation for Gallaudet’s bilingual (ASL/English) mission through the vision, values, and practices that will guide how we work, learn, engage, and innovate together.

I. The Center for Bilingual Teaching and Learning

Since its founding in 1864, Gallaudet University has always offered a unique, bilingual learning environment. In 2007, the University's Board of Trustees adopted a new mission statement, which commits the university to becoming more intentional about leveraging the advantages of bilingual education for deaf and hard of hearing students. In the transformation from "default bilingualism" to a model of "intentional and inclusive bilingualism," the University has undertaken a number of steps to implement the mission, including defining student learning outcomes, developing curricula and assessments, offering professional development opportunities, creating learning materials, supporting research projects, and hosting a series of lectures, workshops, and campus-wide dialogues.

In order to support faculty in aligning teaching and learning activities with the bilingual mission, the provost established the Center for Bilingual Teaching and Learning (CBTL) in August 2014. This Center brought together work previously coordinated by the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI) into one place, unifying resources and research about bilingual teaching and learning.

The primary responsibility of CBTL has been to support faculty and staff in developing capacity to engage in best practices in bilingual teaching and learning. For

more information on the various activities of CBTL, visit gallaudet.edu/cbtl.

CBTL is under the supervision of the Provost, Dr. Carol Erting.

- Kristin Mulrooney, Director
- Debi Duren, ASL Language Development Coordinator
- Deborah Peterson, ASL Diagnostician II
- Jean Gordon, ASL Diagnostician II
- One graduate student

CBTL has supported the following initiatives and projects in support of the bilingual mission over the past year:

ASL Language Development Program

CBTL has been involved in developing and implementing the Language Development Program (LDP) since Fall 2015. The program in 2017 and 2018 included five components: ASL Language Development Plans for new faculty who are emerging signers, ASL Gatherings for staff and faculty, Individual ASL Language Development Support, ASL Language Development Resources, and ASL Immersion Day.

In aligning with CBTL's primary responsibility to support faculty with best practices in bilingual teaching and learning, the ASL Language Development Program strives to provide various resources and opportunities for ASL language development, which is essential for interaction both in and outside of the classroom.

ASL Language Development Plan

The ASL Language Development Plan was a pilot program temporarily coordinated through CBTL during AY 2016–2017 and continued in AY 2017–2018. ASL Language

Development Plans are designed to support new faculty who are emerging signers develop their ASL. The plan (a six-year timeline from hiring to tenure application date) outlines the recommended ASL courses and other ASL language development activities that should be taken, as well as a corresponding timeline for these activities. It also documents the various ASL fluency measures the faculty member can take to measure progress (ASPLI, Classroom Discourse Observation, attendance at ASL Gathering, participation in ASL Immersion day). These plans are shared with the faculty member, their department chair, and dean. The language development coordinator meets with the faculty member three times during the academic year to review the plan, check in on progress, and update faculty progress.

2016 Cohort—Five faculty members.

2017 Cohort—Six faculty members.

ASL Gatherings

ASL Gatherings is an ASL language development opportunity for Gallaudet faculty and staff. It has been offered since the fall of 2012 and is an informal, workshop-like structure in which emerging or experienced ASL users can come to use ASL in a voice-off environment. Weekly topics on ASL structures and use guide the discussions and activities. This program is offered each semester for 12 weeks on Mondays, Wednesdays, and Fridays from 12 p.m. to 1 p.m.

In the 2017–2018 academic year, CBTL held 72 ASL Gatherings sessions with 36 hours of direct contact per semester. In Fall 2017, participants represented 18 different departments or units; 63 percent of participants were staff and 30 percent were faculty. In Spring 2018, there were participants from 15 different departments or units; 58 percent of participants were staff and 37 percent were faculty. All the participants received certificates of attendance documenting the number of times they attended each semester, and copies of these certificates were provided to faculty chairs and department supervisors to aid in the documentation of a faculty or staff member's engagement in an ASL language development activity.

Individual ASL Language Development Support

In January 2016, CBTL assumed coordination of the Individual ASL Language Development Support, which provides one-on-one sessions between a language specialist and a faculty member who desires to improve the ASL skills necessary in academic settings. In AY 2017–2018, 11 faculty members participated in this program from five different departments.

Classroom Discourse Observation

The Provost moved operation of the Classroom Discourse Observation program from ASLPI (formally ASL-DES) to CBTL in September 2017. This move aligned programs that provide ASL language development support and created a stand-alone testing center for the ASLPI.

Classroom Discourse Observation (CDO) is an assessment that not only captures aspects of ASL, it focuses on discourse used in a university classroom environment

Pre-assessment videos are used to identify areas that need improvement and are targeted during the meeting sessions. Post-assessment videos produced at the end of the semester measure progress with developing the targeted ASL skills.

ASL Immersion Day

On May 9, 2018, CBTL hosted its third ASL Immersion Day for faculty and staff who had participated in the CBTL Language Development Program during AY 2017–2018. The goal of the ASL Immersion Day is to provide participants with an opportunity to interact all day using ASL. This year, there were 22 participants—12 faculty members and 10 staff members. The event was designed around having participants watch, discuss, and then perform segments of the Ben Bahan's "Bird of a Different Feather."

Feedback on this program was overwhelmingly positive, as participants appreciated an opportunity to practice with others what they had been studying over the course of the semester.

ASL Language Development Resources

Those involved with language development support benefit from the availability of language development resources that can be accessed outside of ASL Language Development Program sessions. These resources allow faculty to practice both receptive and expressive ASL skills. A pilot video of information technology terms with pre- and post-assessment tests was created but has not been finalized.

in a way that ensures a visually optimized learning experience. A classroom-based assessment also notes students' comprehension of the faculty, and the faculty's comprehension of the students.

The CDO involves video recording the faculty in the classroom and then analyzing the recording to identify strengths and areas needing improvement in using university-level ASL discourse in a bilingual classroom.

The faculty is then provided a personalized feedback session which includes the opportunity to review and discuss the video recording.

Faculty members that have been identified with areas of weakness in their ability to use university-level ASL discourse are encouraged to participate in the CDO Mentoring Program. This program is tailored to support improving the specific areas that were identified in the CDO and discussed in the feedback session. A CDO Action Plan is implemented to address the areas needing improvement in an interactive portal, which includes independent activities and activities guided by a mentor. This is a great opportunity for new and seasoned faculty to better understand classroom discourse and to enhance teaching strategies.

Video Production

The CBTL filming studio was available October 1, 2017–June 1, 2018 to faculty and staff in the Academic Affairs division who need support in the creation of bilingual materials for the classroom, communications for the campus community, and other forms of video production support. During these nine months, a total of 54 videos were produced. CBTL worked with the following departments or programs in the production of videos:

- Department of Education
- Department of Counseling
- Department of Science, Technology, and Mathematics
- Faculty Development Office
- Gallaudet Scholarship on Teaching and Learning Initiative

Additional CBTL Activity

Bilingual Mission Framework Taskforce

CBTL provided support to the Bilingual Mission Framework Taskforce through the coordination of meetings, and the filming and editing of material for the Taskforce.

Due to limited resources, the Deans of the College of Arts and Sciences and the School of Education, Business, and Human Services provide CBTL with a list of prioritized faculty names for CDO service prior to each academic semester. Each faculty is then scheduled for classroom recording, assessment, feedback, and (if necessary) mentoring. The CDO is one of the evaluation tools that administrators use to review and determine overall performance.

In AY 2017–2018, a total of 10 faculty participated in the CDO process: four during Fall 2017, and six in Spring 2018. A total of five faculty participated in the mentoring program: three during Fall 2017, and two in Spring 2018.

- Graduate School—Graduate School Orientation and Graduate newsletter
- General Studies Program
- Office of the Ombuds
- Financial Aid Office
- Office of the Provost
- Office of Sponsored Programs

There were 6,625 views of videos produced by CBTL between October 1, 2017, and September 30, 2018.

The highest number of views was the video produced explaining the renovation plan to the Field House, which will create all-inclusive changing rooms. This video has had 1,147 views.

Bilingual Consultation and Outreach

Bilingual consultation and support provides pedagogical support, design suggestions, ASL coaching, filming support for ASL products, and suggestions for the incorporation of products into online media and websites. At least 15 departments received consultation or support from CBTL.

II. Bilingual Mission Framework Task Force

A task force was established in FY 2017 to begin the work of developing a framework for the comprehensive implementation of the University's mission to ensure the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and written English. The framework will articulate assumptions, concepts, and values to inform guidelines, policies, and practices related to all domains of campus life.

The Bilingual Mission Framework Task Force reports to Dr. Carol Erting.

Bilingual Mission Framework Task Force Accomplishments

During AY 2017–2018, the task force accomplished the following:

- Developed the first written draft and several ASL video drafts of the mission framework.
- Established a subgroup to further develop the framework in ASL. The subgroup developed a visual representation of the framework.
- Provided framing and updates for the Executive Team on the framework. The Executive team members engaged in a discussion on their experience with bilingualism at Gallaudet University. They were also guided to think about how the programs and departments they lead are structured to contribute to

the creation and maintenance of a bilingual community at Gallaudet.

- Developed a plan to continue the framework development throughout FY 2018. This included collaborating with Eyeth Studios to begin the development of a website and videos explaining the Bilingual Mission Framework.
- Participated in “ASL language vibrancy” gatherings initiated by President Cordano to foster knowledge sharing and idea exploration among identified faculty, staff, and administrators.

Work will continue through Fall 2018 with a completed framework anticipated by Spring 2019.

Photo: students engage each other in conversation during a Pro-Tactile Lunch event in SAC Marketplace. Pro-Tactile loosely translates as “we value touch for purposes of communication”. It is described by some as a method, a philosophy, an attitude and a language that encompasses tactile methods as way of living and communicating for DeafBlind individuals.





Priority Two: Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community

Address the most critical issues and needs to ensure Gallaudet continues to build a campus climate in which every member of the university community supports each other in feeling welcomed, included, and valued for their unique qualities and individual contributions.

I. Division of Equity, Diversity, and Inclusion (EDI)

EDI Mission and Goals

The mission of EDI is to build bridges of caring and critical social consciousness characterized by:

1. A deep understanding of one's own cultural identity, orientations, and dispositions;
2. A genuine interest in understanding others' narratives and experiences;
3. An unshakable conviction that human interdependence is a fundamental truth that shapes the journey of self and others;
4. A commitment to, and active engagement in, the important individual and collective work of transforming institutional policies, structures, and social relations to maximize opportunities for the self-actualization of oneself and others in a community devoid of fear, tension, suspicion, discrimination, and prejudice.

The Vice President of the newly-created Division of Equity, Diversity, and Inclusion (EDI), or Chief Diversity Officer (CDO), developed a six-pillar framework of Inclusive Excellence to provide a vision for the EDI and for the broader Gallaudet and Clerc Center communities. This framework creates a structure for implementing Priority Two of the University's Strategic Plan (**Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community**). The pillars which animate the Division's goals are:

Pillar 1—A Safe and Welcoming Community:

Nurture a positive and collaborative community that affirms diversity, enhances the well-being and self-actualization of all members, and engages in sustained and transformational courageous conversations around campus climate, equity, and diversity issues.

Pillar 2—Equitable Opportunities and Outcomes:

Assess equity of access and outcomes across all

constituencies considering the diverse backgrounds in our community, with particular focus on historically underrepresented and underserved populations; develop intentional pipelines and pathways to success for broadening the diversity of recruitment and hiring pools; design, develop, and implement campus-wide strategies to broaden recruitment and retention of students, staff, faculty, and administrators from underrepresented and underserved populations.

Pillar 3—Strategic Partnerships: Broaden transdisciplinary collaboration and community partnerships across diversity, thus positioning the institution to lead the search for solutions to pervasive challenges faced by members of the deaf community locally, nationally, and globally.

Pillar 4—Intercultural Competency: Engage constituents and stakeholders in sustained, culturally responsive curricular and extracurricular programming, training, intergroup dialogues, and community service activities that build capacities for effective cross-cultural communication and mutually affirming interpersonal relationships.

Pillar 5—Organizational Resources: Create an organizational structure that facilitates the coherent implementation of institutional diversity and inclusion strategic goals; leverage existing resources and create new resources to support the development and implementation of inclusive excellence policies and practices.

Pillar 6—Collaborative Leadership and Shared Accountability: Promote a culture that affirms shared responsibilities, human interdependence, and unity in diversity; elevate institutional inclusive excellence planning and accountability across all units.

Photo: representatives from the Rainbow Society answer inquiries from interested Berry Blossom Festival attendees. The Festival is an annual welcome back event sponsored by the President's office, Campus Activities and Resident Education.

Achievement Highlights, 2017–2018

EDI works across all units and therefore serves as a catalyst for community transformation. Hence, it distills the Division's achievements into four areas of focus:

1. Systemic change efforts;
2. Programmatic and strategic successes;
3. Living, well-being (LWB) initiatives and creating a sense of belonging in our community;
4. Direct student and employee impact.

Systemic Change Efforts

1. The CDO developed the six-pillar framework for Inclusive Excellence that captured both the need and processes for addressing complex systemic issues of equity, diversity, and inclusion across the University and the Clerc Center. Faculty, students, staff, and the Board of Trustees embraced the framework as a meaningful and visionary vehicle to lead the transformation of our teaching and learning, research, policies, and community-building endeavors across divisions.
2. The CDO created the Gallaudet University Integrated Response Team (IRT), a cross-divisional constituency group of 13 faculty and staff whose charge is to review, respond with action plans, and resolve issues and matters related to discrimination, social responsibility, and social justice. The IRT developed Principles of Community that will ground our cross-campus work.
3. The CDO restructured EDI programs to reflect the division's focus on cross-campus collaboration and broad impact.
4. The CDO joined the Student Retention Council (as co-chair) and the cross-campus Crisis Leadership Team (CRT) to help develop a more inclusive and holistic actionable agenda.
5. The EDI Director developed a collaborative framework for a Pipeline Development (Pathway to Leadership) Program including EDI, the Dean of Graduate School and Professional Programs, the Burstein Center for Excellence in Leadership and Innovation (BCELI), the Office of Undergraduate

Admissions, Enrollment Management Services, and the Departments of Counseling and Educational Foundations. Preliminary goals are drafted, target populations selected, and internal partners have been identified.

6. The Executive Director of EDI's Multicultural Student Development and Mentoring developed a cross-divisional mentoring program to bolster the success of traditionally underserved students. Faculty and staff mentors have been identified and have completed their initial training.
7. The Coordinator of Keeping the Promise and Multicultural Student Transition Program (KTPMSTP) created a cross-divisional Early Intervention Team to address the academic success of students of color.
8. The Coordinator of Cross-Campus Multicultural and International Students Programming (CCMISP) developed a collaborative framework to strengthen cross-unit partnerships in broadening student engagement in cross-cultural activities.
9. The Coordinator of Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally (LGBTQA) Resources and Education expanded cross-campus and through external partnerships to broaden conversations around—and commitments to—building a safe environment for LGBTQ community members.

Programmatic and Strategic Successes

1. **Cross-Cultural Conversation and Diversity Training:** This eight-hour collaborative initiative engaged 157 Gallaudet University and Clerc Center staff, faculty, and administrative leaders in cross-cultural conversations to enhance capacities for “The Art of Listening” and “Mindful Inquiry.” Participants developed capacities to (a) build relationships and systems that enhance student success; (b) reflect on their own intersectional identities and life experiences; (c) engage in constructive conversations across cultural differences; (d) understand the intent and impact inherent in all communications; (e)

practice nonviolent communication; and (f) engage in authentic relationship building.

2. **Spring 2018 all-day gathering of chief diversity officers from DMV region** (Washington DC, Maryland, Virginia): This gathering was hosted by the CDO to elevate the visibility of Gallaudet University and our mission. The 20 participants gained a stronger appreciation for Gallaudet University and deaf culture. The gathering also enhanced the visibility and understanding of the contributions of deaf faculty, staff, and students to teaching, learning, research, and scholarship beyond Gallaudet University by highlighting presentations from diverse campus and national leaders in deaf education and from the larger deaf community.
3. **Turn-A-Page-Together (TAPT) program:** This free weekly multicultural book club and luncheon gathering was offered each semester to all members of the Gallaudet community (students, faculty, and staff). Sixty-three participants read, discussed, and reported on diversity-related books and their transformational impact. Participants enhanced their (a) understanding of different cultures; (b) acceptance of different cultures; (c) comfort interacting with individuals from diverse cultural backgrounds; and (d) understanding of issues of oppression and privilege and how they impact all of us, particularly people of color.
4. **12th Annual UnityFest** (Estimated 300 participants): This full-day festival celebrates diversity and provides students, staff, faculty, alumni, families, and friends with opportunities to explore and experience the wide variety of cultures that make up our campus community. It encourages participants to expand their intellectual horizons beyond the classroom by engaging them in a variety of programs that celebrate culture, present diverse viewpoints, and foster diversity awareness. Entertainment, community-based information and organization booths, crafts, cultural cuisine, and activities were sponsored throughout the day to unite the campus and celebrate its diversity.

LWB Initiatives and Creating a Sense of Belonging in Our Community

1. **Salary Equity Study:** The CDO re-energized Gallaudet University's salary equity study to help address perceived inequities. The study is ongoing.
2. **Diversity Training:** To enhance their capacities to advance inclusive excellence, (a) the CDO engaged several stakeholder groups in diversity training (the Board of Trustees, Residence Life staff, the Administration & Finance management team, the Graduate Education Council); and (b) The EDI Director engaged Campus Life paraprofessionals in diversity and cultural sensitivity training.
3. **Persona Non-Grata (PNG) Panel:** The CDO teamed up with the Director of Public Safety to create and co-chair a cross-unit PNG Panel charged with examining PNG practices in order to revamp PNG processes and outcomes. Progress that has been made on this matter was shared with the Board of Trustees during its October 2018 meeting.
4. **All-Inclusive Restrooms and Changing Rooms:** The Coordinator of the LGBTQA Resource Center partnered with several departments including Counseling and Psychological Service (CAPS), Campus Design, and Planning to create all-inclusive restrooms and changing rooms in the Field House to meet all-inclusive requirements. Two rooms were completed and made available to the campus community in Fall 2018.

Direct Student and Employee Impact

1. **Inaugural Dinner/Panel Discussion:** "Race and Sexuality: Historical and Current Perspectives of Black Deaf Males" —Participants included 25 students and 12 staff, as well as faculty and administrators from several units. Participants gained a better understanding of the academic and psychosocial experiences of Black deaf males.
2. **Community-Building Dinner/Workshop for Male Student Athletes of Color:** 65 students and 20 staff, as well as faculty and administrators from several units participated. This event bolstered self-esteem and confidence for male student athletes of color and gave them tangible evidence of the University's

commitment to their success and well-being by allowing them to see and meet diverse staff, faculty, and administrators who are working on their behalf.

3. **Inaugural Annual Student Organizations' Leaders Dinner and Diversity Training:** This dinner and training was established to develop capacities for inclusive and compassionate leadership. The 45 student organization leaders and advisors who participated embraced EDI's vision of inclusive excellence. Since this inaugural dinner and training, the student leaders and their advisors have continually reached out to consult with EDI in developing their organizations' visions and programs and to collaboratively address challenges faced by their constituencies.
4. **Students of Color Leadership Institute (SCLI) "Discover the Treasure of Leadership for Students of Color":** This event offered strategic leadership training across cultures and assisted students of color in becoming leaders in both the academic and organizational arenas. The 65 participants developed (a) an increased understanding of their self-identity; (b) an increased respect for different perspectives about multiculturalism; (c) an increased understanding of social justice; (d) familiarity with the concept of socially responsible leadership; (e) enhanced confidence with public speaking; and (f) enhanced competence in managing conflict within a working group. Since the culmination of SCLI, leaders have gained the confidence to take leadership positions throughout the campus community and are positively influencing their peers by encouraging their increased participation.
5. **Weekly Fellowship Workshops:** These academic skills-building fellowship workshops build community bonds through breaking bread together, promoting cooperative, communal, and interdependent learning, honing students' study skills, and addressing skills deficits. This program resulted in 89 percent of student participants' retention and 70 percent of participants completing the academic year with a 3.2 average GPA.
6. **LGBTQA Monthly Brown Bag Lunches:** These lunches engaged LGBTQA community members in conversations about social and economic equity issues impacting the campus, the nation, and the world with respect to LGBTQA individuals and communities. The 65 participants scored this program as extremely important in creating and strengthening peer bonds, boosting relations with faculty and professional staff, broadening their knowledge of LGBTQA issues, and developing critical networks of support.
7. **Transgender Day of Visibility Film Screening & Discussion:** 20 students, staff, and faculty participated in this event, which helped develop a sense of belonging for transgender individuals and created a broader appreciation in the community of the contributions and positive influences made by members of the transgender community.

Photo: UnityFest is a time to come together, take a break from studying and embrace each other. During the festival, these students gather on Gallaudet Mall to enjoy the festivities.





Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission

Address the most crucial aspects of the student experience to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on campus and online.

I. Enrollment

Fall 2017 Census University and Clerc Center Enrollment

	Full-Time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	1,074	37	1,111	
Freshmen	334	2	336	
Sophomores	237	1	238	
Juniors	243	5	248	
Seniors	250	27	277	
Second degree	10	2	12	
Undergraduate non-degree-seeking		18	18	
Total undergraduate	1,074	55	1,129	59%
Graduate degree-seeking	288	149	437	
Graduate non-degree-seeking		12	12	
Total graduate	288	161	449	24%
English Language Institute (ELI)	45		45	2%
Total undergraduate, graduate, & ELI	1,407	216	1,623	
Kendall Demonstration Elementary School	103		103	
Model Secondary School for The Deaf	174		174	
Total Clerc Center	277		277	15%
Total undergraduate, graduate, ELI, & Clerc Center			1,900	100%
Professional Studies ¹		138	138	

¹Professional Studies students can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results Act (GPRA) Report.

*Photo: honors student Paige Watson gives a poster session presentation about her Honors Capstone research project, *White and Black Deaf Lesbians in Metro DC 1980–2000*. This is an annual event sponsored by the Honors Program showcasing the research projects of graduating honors students.*

End-of-Year University Enrollment with Dual Enrollment

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Undergraduates	1,160	1,100	1,163	1,249	1,190
Graduates	567	513	515	508	505
English Language Institute	100	115	84	66	56
Consortium	12	5	*	*	*
Professional Studies	708	681	592	627	789
Total university	2,547	2,414	2,354	2,450	2,540
Distinct headcount enrollment	2,419	2,306	2,274	2,368	2,449
Enrolled in more than one category	128	108	80	82	91

* As of late Spring 2016, consortium is not included in the counts per agreement with the Consortium of Universities of the Washington Metropolitan Area.

Fall Census University and Clerc Center Enrollment

	2013	2014	2015	2016	2017
Undergraduate degree-seeking	1,053	1,001	989	1,112	1,111
Undergraduate non-degree-seeking	24	30	22	9	18
Total undergraduate	1,077	1,031	1,011	1,121	1,129
Graduate degree-seeking	469	443	444	426	437
Graduate non-degree-seeking	15	14	22	19	12
Total graduate	484	457	466	445	449
English Language Institute	63	81	73	57	45
Consortium	7	3	5	N/A ¹	
Total undergraduate, graduate, ELI & Consortium	1,631	1,572	1,555	1,623	1,623
Kendall Demonstration Elementary School	92	87	106	111	103
Model Secondary School for the Deaf	149	165	166	166	174
Total Clerc Center	241	252	272	277	277
Total undergraduate, graduate, ELI, & Clerc Center	1,872	1,824	1,827	1,900	1,900
Professional Studies ²	122	119	115	151	138

¹As of late Spring 2016, consortium is not included in the counts per agreement with the Consortium of Universities of the Washington Metropolitan Area.

²Professional Studies students can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results (GPRA) Report.

Fall 2017 Undergraduate Degree-Seeking Diversity by Career Level

Race/Ethnicity	Under-graduate	Graduate	Total
International/Resident Alien	59	22	81
American Indian/Alaska Native	8	1	9
Asian	47	19	66
Black/African American	179	32	211
Hispanic of any race	98	50	148
Native Hawaiian/Other Pacific Islander	8		8
Two or more	49	11	60
White	569	250	819
Race and ethnicity unknown	94	52	146

Gender	Undergraduate	Graduate	Total
Male	487	117	604
Female	624	312	936
Unknown		8	8

Hearing Status	Undergraduate	Graduate	Total
Deaf/Hard of hearing	979	203	1,182
Hearing	132	233	365
Unknown		1	1

Academic Load	Undergraduate	Graduate	Total
Full-time	1,074	288	1,362
Part-time	37	149	186
Total for each category	1,111	437	248

Fall Degree-Seeking Diversity Trend

Race/Ethnicity	2013	2014	2015	2016	2017
International/Nonresident Alien	106	110	105	101	81
American Indian/Alaska Native	5	3	8	7	9
Asian	52	57	44	61	66
Black/African American	156	165	158	208	211
Hispanic of any race	182	171	155	150	148
Native Hawaiian/Other Pacific Islander	3	3	1	6	8
Two or more	37	43	157	50	60
White	916	826	716	831	819
Race and ethnicity unknown	65	66	89	124	146

Gender	2013	2014	2015	2016	2017
Male	607	561	585	638	604
Female	915	883	848	900	936
Unknown					8

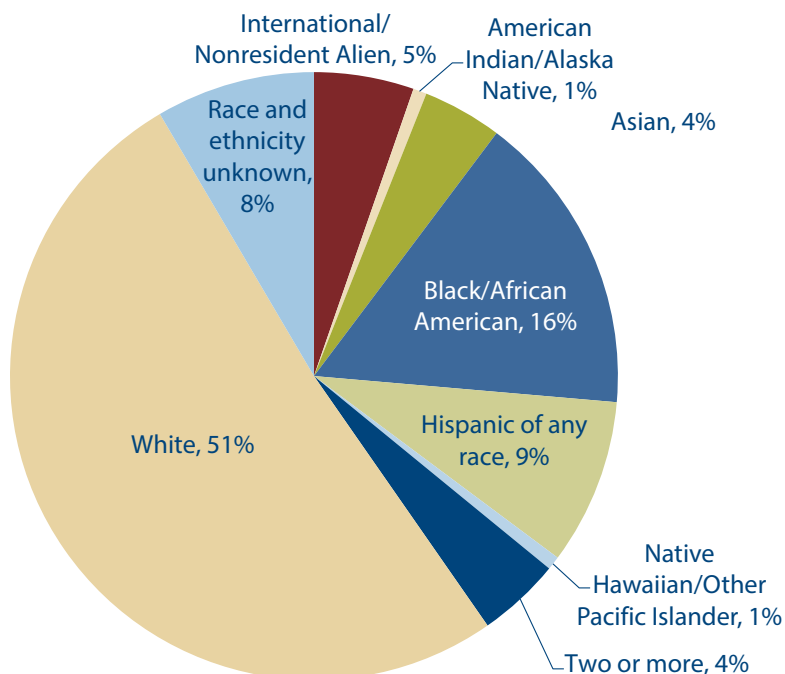
Hearing Status	2013	2014	2015	2016	2017
Deaf/Hard of hearing	1,176	1,118	1,093	1,197	1,182
Hearing	338	319	334	335	365
Unknown	8	7	6	6	1

Academic Load	2013	2014	2015	2016	2017
Full-time	1,367	1,276	1,254	1,379	1,362
Part-time	155	168	179	159	186
Total for each category	1,522	1,444	1,433	1,538	1,548

Fall 2017 Undergraduate Degree-Seeking Diversity by Class Year

Race/Ethnicity	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
International/Resident Alien	13	11	11	18	6	59
American Indian/Alaska Native	4	0	2	2	0	8
Asian	13	10	10	12	2	47
Black/African American	66	45	30	37	1	179
Hispanic of any race	24	20	25	29	0	98
Native Hawaiian/Other Pacific Islander	4	2	1	1	0	8
Two or more	16	5	15	12	1	49
White	153	130	137	148	1	569
Race and ethnicity unknown	43	15	17	18	1	94
Gender	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Male	149	117	109	107	5	487
Female	187	121	139	170	7	624
Hearing Status	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Deaf/Hard of hearing	320	226	215	207	11	979
Hearing	16	12	33	70	1	132
Hearing Undergraduate (HUG)	14	9	16	42	1	82
Non-HUG	2	3	17	28	0	50
Academic Load	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Full-time	334	237	243	250	10	1,074
Part-time	2	1	5	27	2	37
Total for each category	336	238	248	277	12	1,111

Undergraduate Degree-Seeking Fall 2017



Fall Undergraduate Degree-Seeking Diversity Trend

Race/ethnicity	2011	2012	2013	2014	2015	2016	2017
International/nonresident alien	55	72	75	82	79	79	59
American Indian/Alaska Native	3	3	4	2	6	7	8
Asian	46	43	40	43	30	41	47
Black/African American	122	125	117	124	126	173	179
Hispanic of any race	89	144	146	146	120	111	98
Native Hawaiian/Other Pacific Islander	1	2	2	3	1	6	8
Two or more	63	29	28	33	113	39	49
White	689	676	636	562	481	589	569
Race and ethnicity unknown	10	3	5	6	33	67	94
Gender	2011	2012	2013	2014	2015	2016	2017
Male	508	509	490	459	474	540	487
Female	570	588	563	542	515	572	624
Hearing status	2011	2012	2013	2014	2015	2016	2017
Deaf/hard of hearing	997	1,011	962	917	892	998	979
Hearing	81	86	91	84	97	114	132
Academic load	2011	2012	2013	2014	2015	2016	2017
Full-time	1,029	1,045	1,006	951	959	1,082	1,074
Part-time	49	52	47	50	30	30	37
Total for each category	1,078	1,097	1,053	1,001	989	1,112	1,111

Fall Degree-Seeking Hearing Undergraduate Trend

	2013	2014	2015	2016	2017
Hearing undergraduate (HUG)	43	49	66	77	82
Percentage of undergraduate enrollment ¹	4%	5%	6%	7%	7%
Bachelors of Interpretation (BAI)	42	32	27	46	53
Online Degree Completion Program (ODCP) ²	6	3	4	0	4
Total hearing students	91	84	97	114	132
Percentage of undergraduate enrollment³	9%	8%	10%	10%	12%

¹Hearing undergraduate (HUG) percentage cap is 8%, and this is the percentage used to compare against the cap percentage. Hearing students majoring in the Bachelors of Interpretation (BAI) program or the Online Degree Completion program are not required to be counted in the HUG cap.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fall 2017 Graduate Degree-Seeking Diversity by Degree Level

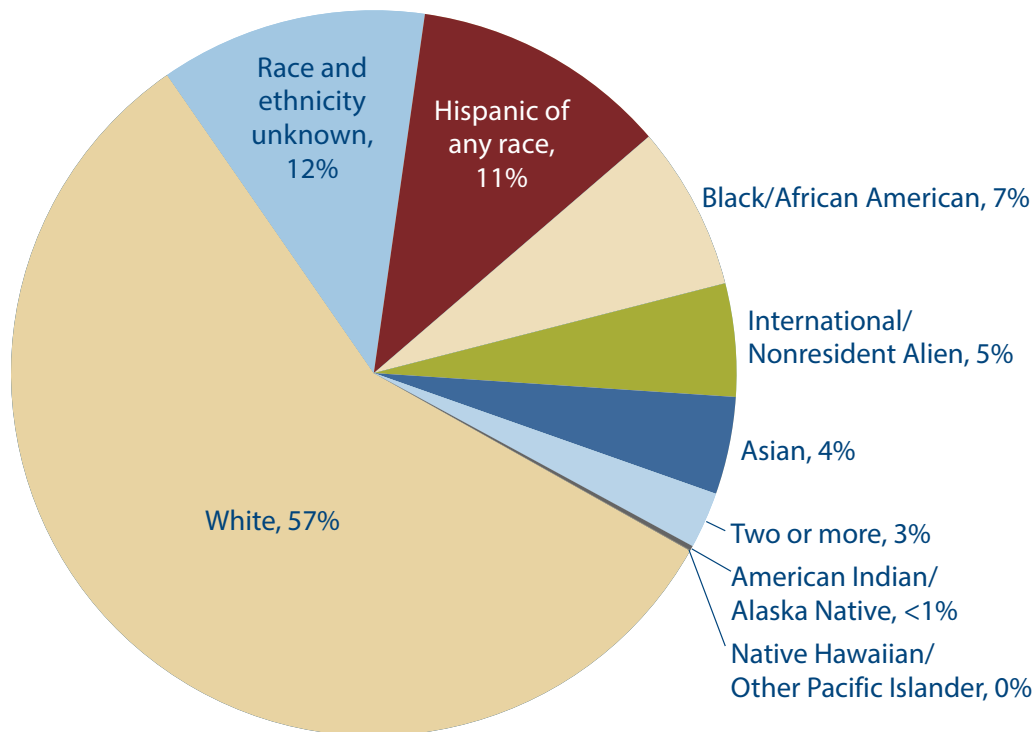
Race/Ethnicity	Certificates	Masters	Specialists	Doctorates	Total
International/Resident Alien		17		5	22
American Indian/Alaska Native		1			1
Asian		15	1	3	19
Black/African American		18	3	11	32
Hispanic of any race		34	5	11	50
Native Hawaiian/Other Pacific Islander					0
Two or more		5	1	5	11
White	4	151	7	88	250
Race and ethnicity unknown		26	3	23	52
Gender	Certificates	Masters	Specialists	Doctorates	Total
Male		80	4	33	117
Female	4	179	16	113	312
Unknown		8			8
Hearing Status	Certificates	Masters	Specialists	Doctorates	Total
Deaf/Hard of hearing	1	155	9	38	203
Hearing	3	112	11	107	233
Unknown				1	1
Academic Load	Certificates	Masters	Specialists	Doctorates	Total
Full-time		206	12	70	288
Part-time	4	61	8	76	149
Total for each category	4	267	20	146	437

Fall Graduate Degree-Seeking Diversity Trend

Race/Ethnicity	2012	2013	2014	2015	2016	2017
International/ Nonresident Alien	26	31	28	26	22	22
American Indian/ Alaska Native	2	1	1	2	0	1
Asian	10	12	14	14	20	19
Black/African American	36	39	41	32	35	32
Hispanic of any race	35	36	25	35	39	50
Native Hawaiian/Other Pacific Islander	1	1				
Two or more	6	9	10	44	11	11
White	284	280	264	235	242	250
Race and ethnicity unknown	46	60	60	56	57	52

Gender	2012	2013	2014	2015	2016	2017
Male	83	117	102	111	98	117
Female	363	352	341	333	328	312
Unknown						8
Hearing Status	2012	2013	2014	2015	2016	2017
Deaf/Hard of hearing	187	214	201	201	199	203
Hearing	249	247	235	237	221	233
Unknown	10	8	7	6	6	1
Academic Load	2012	2013	2014	2015	2016	2017
Full-time	321	361	325	295	297	288
Part-time	125	108	118	149	129	149
Total each category	446	469	443	444	426	437

Graduate Degree-Seeking Fall 2017



Online and Hybrid Courses Enrollment Trend

	AY 2012–2013	AY 2013–2014	AY 2014–2015	AY 2015–2016	AY 2016–2017
Course Enrollment¹	1567	1622	1869	2063	2441
Enrolled Count²	1038	1085	1242	1356	1635
Distinct Students³	757	815	924	1004	1233

¹Course enrollment is the total count of students taking an online or hybrid course in an academic year. Counts may be duplicated if a student takes more than one online or hybrid course in an academic year.

²Enrolled count is the total count of students taking any online or hybrid course in an academic year. Counts may be duplicated if a student takes an online or hybrid course for more than one semester. (E.g. a student taking an online or hybrid course in the fall and spring will have a count of 2)

³Distinct students is the number of unique students taking an online or hybrid course in an academic year.

Fall 2017 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	11	2	13
Alaska	1		1
Arizona	24	6	30
Arkansas	6		6
California	126	40	166
Colorado	12	3	15
Connecticut	10	7	17
Delaware	8		8
District of Columbia	36	50	86
Florida	60	31	91
Georgia	33	7	40
Guam			
Hawaii	7	2	9
Idaho	3	1	4
Illinois	26	6	32
Indiana	26	6	32
Iowa	1	2	3
Kansas	8	2	10
Kentucky	13	2	15
Louisiana	12	3	15
Maine	2	1	3
Maryland	114	55	169
Massachusetts	23	6	29
Michigan	15	7	22
Minnesota	23	3	26
Mississippi	12		12
Missouri	15	3	18
Montana	3		3

	Undergraduate	Graduate	Total
Nebraska	6		6
Nevada	3	5	8
New Hampshire	4	2	6
New Jersey	31	13	44
New Mexico	7	7	14
New York	79	31	110
North Carolina	26	10	36
North Dakota	1		1
Ohio	25	6	31
Oklahoma	3	1	4
Oregon	6	4	10
Pennsylvania	22	21	43
Puerto Rico		2	2
Rhode Island	5		5
South Carolina	7	4	11
South Dakota	3		3
Tennessee	9	2	11
Texas	93	20	113
Utah	7		7
Vermont	1	2	3
Virginia	54	26	80
Virgin Islands			
Washington	17	11	28
West Virginia			
Wisconsin	11	3	14
Wyoming	1		1
Unknown	1		1
Total	1,052	415	1,467

Fall U.S. Degree-Seeking Students by State/Territory Trend

	2012	2013	2014	2015	2016	2017
Alabama	20	13	13	14	12	13
Alaska	5	5	3	2	2	1
Arizona	22	17	21	7	36	30
Arkansas	4	6	3	23	5	6
California	140	121	131	124	149	166
Colorado	25	19	14	17	18	15
Connecticut	8	11	15	20	19	17
Delaware	4	5	3	3	5	8
District of Columbia	73	99	85	95	85	86
Florida	57	66	65	73	87	91
Georgia	28	37	32	29	39	40
Guam		1		1		
Hawaii	7	5	7	4	8	9
Idaho	1	1	1	2	3	4
Illinois	43	44	39	38	44	32
Indiana	22	20	26	29	30	32
Iowa	7	7	6	2	4	3
Kansas	16	19	12	13	13	10
Kentucky	17	11	11	11	15	15
Louisiana	11	14	12	13	10	15
Maine	10	7	5	2		3
Maryland	213	198	185	188	189	169
Massachusetts	33	32	33	30	30	29
Michigan	34	31	29	26	25	22
Minnesota	31	35	44	37	27	26
Mississippi	3	2	3	4	9	12
Missouri	23	24	26	15	19	18
Montana		3	1	2	4	3

	2012	2013	2014	2015	2016	2017
Nebraska	8	9	9	7	5	6
Nevada	3	4	4	4	8	8
New Hampshire	7	4	2	5	4	6
New Jersey	57	53	41	34	47	44
New Mexico	10	10	12	15	17	14
New York	94	87	92	87	104	110
North Carolina	31	30	26	31	27	36
North Dakota		1	2	1	1	1
Ohio	41	39	33	24	18	31
Oklahoma	13	12	8	9	5	4
Oregon	10	8	7	7	9	10
Pennsylvania	40	40	39	38	37	43
Puerto Rico	2	8	3	6	3	2
Rhode Island	5	4	3	4	2	5
South Carolina	9	12	9	9	8	11
South Dakota	1	2	1	2	3	3
Tennessee	21	20	14	14	17	11
Texas	72	67	62	60	85	113
Utah	15	14	12	13	10	7
Vermont	2	3	1	4	3	3
Virginia	104	97	86	92	92	80
Virgin Islands				0		
Washington	22	17	13	20	24	28
West Virginia	5	6	4	1	1	
Wisconsin	11	11	16	17	16	14
Wyoming			1	1	2	1
Unknown	5	5	9	1	2	1
Total	1,445	1,416	1,334	1,330	1,437	1,467

Fall U.S. Degree-Seeking Undergraduates by State/Territory Trend

	2013	2014	2015	2016	2017
Alabama	12	12	13	12	11
Alaska	4	3	2	2	1
Arizona	14	20	4	31	24
Arkansas	4	3	23	4	6
California	96	102	90	108	126
Colorado	14	11	10	12	12
Connecticut	7	9	9	7	10
Delaware	5	3	3	5	8
District of Columbia	29	32	36	35	36
Florida	54	52	51	66	60
Georgia	30	24	20	28	33
Guam			1		
Hawaii	4	6	4	6	7
Idaho	1	1	2	2	3
Illinois	33	27	30	35	26
Indiana	18	21	24	27	26
Iowa	6	5	1	3	1
Kansas	17	12	12	11	8
Kentucky	6	7	9	13	13
Louisiana	10	9	11	8	12
Maine	5	4	1		2
Maryland	128	112	121	120	114
Massachusetts	25	22	22	22	23
Michigan	19	20	18	19	15
Minnesota	24	32	28	23	23
Mississippi	2	3	4	9	12
Missouri	17	16	10	12	15
Montana	3	1	2	4	3
Nebraska	8	8	6	5	6
Nevada	4	3	2	3	3

	2013	2014	2015	2016	2017
New Hampshire	2	1	4	4	4
New Jersey	30	25	23	34	31
New Mexico	9	9	10	11	7
New York	57	65	63	84	79
North Carolina	25	17	22	20	26
North Dakota	1	1	1	1	1
Ohio	30	24	17	15	25
Oklahoma	12	7	5	3	3
Oregon	4	4	2	5	6
Pennsylvania	31	21	21	19	22
Puerto Rico	3	3	4	1	
Rhode Island	3	3	4	2	5
South Carolina	9	6	6	5	7
South Dakota	1	1	2	3	3
Tennessee	18	11	11	15	9
Texas	48	46	45	71	93
Utah	9	7	10	10	7
Vermont	2		1	1	1
Virginia	60	60	60	64	54
Virgin Islands					
Washington	11	10	15	15	17
West Virginia	5	3	1	1	
Wisconsin	6	10	12	13	11
Wyoming		1	1	2	1
Unknown	3	4	0	2	1
Total	978	919	909	1,033	1,052

Fall U.S. Degree-Seeking Graduate by State/Territory Trend

State	2013	2014	2015	2016	2017
Alabama	1	1	1		2
Alaska	1				
Arizona	3	1	3	5	6
Arkansas	2			1	
California	25	29	34	41	40
Colorado	5	3	7	6	3
Connecticut	4	6	11	12	7
Delaware					
District of Columbia	70	53	59	50	50
Florida	12	13	22	21	31
Georgia	7	8	9	11	7
Guam	1				
Hawaii	1	1		2	2
Idaho				1	1
Illinois	11	12	8	9	6
Indiana	2	5	5	3	6
Iowa	1	1	1	1	2
Kansas	2		1	2	2
Kentucky	5	4	2	2	2
Louisiana	4	3	2	2	3
Maine	2	1	1		1
Maryland	70	73	67	69	55
Massachusetts	7	11	8	8	6
Michigan	12	9	8	6	7
Minnesota	11	12	9	4	3
Mississippi					
Missouri	7	10	5	7	3
Montana					
Nebraska	1	1	1		
Nevada		1	2	5	5
New Hampshire	2	1	1		2

State	2013	2014	2015	2016	2017
New Jersey	23	16	11	13	13
New Mexico	1	3	5	6	7
New York	30	27	24	20	31
North Carolina	5	9	9	7	10
North Dakota		1			
Ohio	9	9	7	3	6
Oklahoma		1	4	2	1
Oregon	4	3	5	4	4
Pennsylvania	9	18	17	18	21
Puerto Rico	5		2	2	2
Rhode Island	1				
South Carolina	3	3	3	3	4
South Dakota	1				
Tennessee	2	3	3	2	2
Texas	19	16	15	14	20
Utah	5	5	3		
Vermont	1	1	3	2	2
Virginia	37	26	32	28	26
Virgin Islands					
Washington	6	3	5	9	11
West Virginia	1	1			
Wisconsin	5	6	5	3	3
Wyoming					
Unknown	2	5	1		
Total	438	415	421	404	415

Cumulative U.S. University Enrollment since 1864¹

State	Enrollment	State	Enrollment	State	Enrollment
Alabama	227	Kentucky	265	Ohio	745
Alaska	32	Louisiana	263	Oklahoma	126
Arizona	319	Maine	115	Oregon	222
Arkansas	182	Maryland	1,795	Pennsylvania	1,117
California	1,935	Massachusetts	575	Puerto Rico	32
Colorado	280	Michigan	476	Rhode Island	86
Connecticut	401	Minnesota	629	South Carolina	207
Delaware	93	Mississippi	94	South Dakota	136
District of Columbia	549	Missouri	419	Tennessee	249
Florida	822	Montana	90	Texas	974
Georgia	407	Nebraska	211	Utah	128
Guam	6	Nevada	47	Vermont	63
Hawaii	98	New Hampshire	95	Virgin Islands	6
Idaho	88	New Jersey	648	Virginia	1,027
Illinois	1,048	New Mexico	154	Washington	450
Indiana	533	New York	1,640	West Virginia	157
Iowa	317	North Carolina	533	Wisconsin	479
Kansas	318	North Dakota	112	Wyoming	24
				Total	22,044

¹Includes enrollment through Fall 2018

Fall 2017 International Degree-Seeking Enrollment by Country

Country	Under-graduate	Graduate	Total
Botswana	2		2
Brazil	1		1
Cameroon	1		1
Canada	14	5	19
Cayman Island	1		1
China	11		11
Egypt		1	1
Ethiopia		1	1
France		1	1
Hong Kong	1	1	2
Iceland		1	1
India		1	1
Iran (Islamic Republic Of)		1	1
Japan		2	2
Jordan	1		1
Kuwait	1		1

Country	Under-graduate	Graduate	Total
Malaysia		1	1
Mexico	1	1	2
Mongolia	1		1
Nigeria	4	1	5
Pakistan	1		1
Philippines		1	1
Russian Federation	1		1
Saints Kitts and Nevis	1		1
Saudi Arabia	13	2	15
Sri Lanka	1		1
Sweden		1	1
Taiwan, Province of China	1		1
United Arab Emirates	1		1
United Kingdom	1		1
Venezuela		1	1
Total	59	22	81

Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

Country	2013	2014	2015	2016	2017
Argentina					
Australia					
Bahamas	1	1			
Belgium					
Botswana	5	4	5	5	2
Brazil					1
Cameroon					1
Canada	33	29	31	25	14
Cayman Island				1	1
China	6	9	10	9	11
Fiji	1				
France	2	2	1	1	
Germany	2	2	1	1	
Ghana	1	1	1		
Hong Kong			1	1	1
India	4	3	1		
Iran		1	1		
Italy					
Japan	2	1	1	1	
Jordan					1
Korea, Republic of					
Kuwait					1
Malaysia					
Mali	1	1			

Country	2013	2014	2015	2016	2017
Mexico			1	1	1
Mongolia		1	1	1	1
Nepal	1	1			
Netherlands	1				
Nigeria	4	6	5	5	4
Pakistan				1	1
Panama					
Paraguay	2	2	1	1	
Peru	1	1			
Qatar		1	1	1	
Russian Federation		1	1	1	1
Saints Kitts and Nevis					1
Saudi Arabia	3	8	9	15	13
Spain					
Sri Lanka	2	2	1	1	1
Sweden	3	4	3	1	
Switzerland					
Taiwan, Republic of China		1	2	2	1
United Arab Emirates				4	1
United Kingdom					1
Vietnam			1	1	
Unknown					
Total	75	82	79	79	59

Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

Country	2013	2014	2015	2016	2017
Argentina	1	1	1		
Australia			1	1	
Belgium			1		
Cameroon	1				
Canada	6	3	3	5	5
Chad	1			1	
China	2	4	2	1	
Egypt				1	1
Ethiopia					1
France					1
Hong Kong		1	2	1	1
Iceland				1	1
India	1		1		1
Iran (Islamic Republic Of)				1	1
Italy	1	1			
Japan	5	4	3	2	2
Kenya	1	1			
Korea, Republic of	2	3	2	1	

Country	2013	2014	2015	2016	2017
Kuwait	1	1			
Malaysia	2	1	1	1	1
Mexico					1
Mongolia					
Morocco	1				
Netherlands		1	1		
Nigeria	3	4	1	1	1
Panama			1	1	
Philippines	1				1
Saudi Arabia			1	3	2
Singapore		1			
Spain	1	2	1		
Sweden					1
Thailand	1				
Venezuela				1	1
Vietnam			1		
Unknown					
Total	31	28	23	22	22

Cumulative International Enrollment since 1864¹

Country (n=103)	Enrolled
Argentina	4
Australia	19
Austria	2
Bahamas	4
Bangladesh	1
Barbados	2
Belgium	13
Benin	1
Bermuda	1
Bolivia	1
Botswana	11
Brazil	21
Bulgaria	1
Burkina Faso	1
Cameroon	5
Canada	875
Cayman Island	1
Chile	3
China	81
Colombia	2
Costa Rica	6
Cote D'Ivoire	1
Croatia	2
Cyprus	1
Czech Republic	1
Denmark	11
Egypt	1
El Salvador	2
Eritrea	1
Ethiopia	6
Fiji	1
Finland	7
France	10
Gabon	2
Germany	17

Country (n=103)	Enrolled
Ghana	18
Greece	5
Guatemala	3
Guyana	2
Haiti	1
Honduras	1
Hong Kong	4
Hungary	2
Iceland	4
India	64
Indonesia	3
Iran	4
Iraq	1
Ireland	15
Israel	16
Italy	12
Jamaica	6
Japan	61
Jordan	5
Kenya	10
Korea, Republic of	19
Kuwait	3
Lebanon	3
Liberia	1
Malaysia	19
Mali	1
Mexico	10
Mongolia	3
Nepal	1
Netherlands	14
New Zealand	4
Nigeria	75
Norway	15
Pakistan	4
Panama	2

Country (n=103)	Enrolled
Paraguay	2
Peru	3
Philippines	22
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Samoa	1
Saudi Arabia	30
Sierra Leone	2
Singapore	21
Slovakia	2
Slovenia	1
South Africa	19
Spain	9
Sri Lanka	7
Sweden	44
Switzerland	5
Taiwan, Province of China	20
Tanzania	1
Thailand	10
Trinidad and Tobago	3
Turkey	1
Uganda	4
United Arab Emirates	8
United Kingdom	23
Uzbekistan	1
Venezuela	4
Vietnam	3
Yugoslavia	1
Zambia	2
Zimbabwe	1
Total	1786

¹Includes enrollment through Fall 2018

Fall 2017 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied	Admitted	Enrolled
International/Nonresident Alien	50	17	12
American Indian/Alaska Native	15	8	4
Asian	38	22	15
Black/African American	153	74	62
Hispanic of any race	29	25	22
Native Hawaiian/Other Pacific Islander	5	3	3
Two or more	40	27	17
White	345	238	170
Race and ethnicity unknown	135	68	41

Gender	Applied	Admitted	Enrolled
Male	332	195	139
Female	478	287	207

Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of Hearing	658	419	291
Hearing	152	63	55

Application Type	Applied	Admitted	Enrolled
First-time freshmen	582	344	247
Transfers	214	131	94
Second Degree	14	7	5
Total for each category	810	482	346

Fall New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled Trend

	2013	2014	2015	2016	2017
Applied	732	736	638	752	810
Admitted	468	466	387	482	482
Enrolled	286	281	276	358	346
Enrollment yield	61%	60%	71%	74%	72%

Fall New Undergraduate Degree-Seeking Diversity Trend

Race/Ethnicity	2013	2014	2015	2016	2017
International/Resident Alien	14	21	14	19	12
American Indian/Alaska Native	2	1	4	3	4
Asian	9	7	6	19	15
Black/African American	32	47	46	61	62
Hispanic of any race	45	45	21	22	22
Native Hawaiian/Other Pacific Islander	1	1	0	4	3
Two or more	12	13	20	10	17
White	170	143	141	185	170
Race and ethnicity unknown	1	3	24	35	41

Gender	2013	2014	2015	2016	2017
Male	119	122	140	170	139
Female	167	159	136	188	207

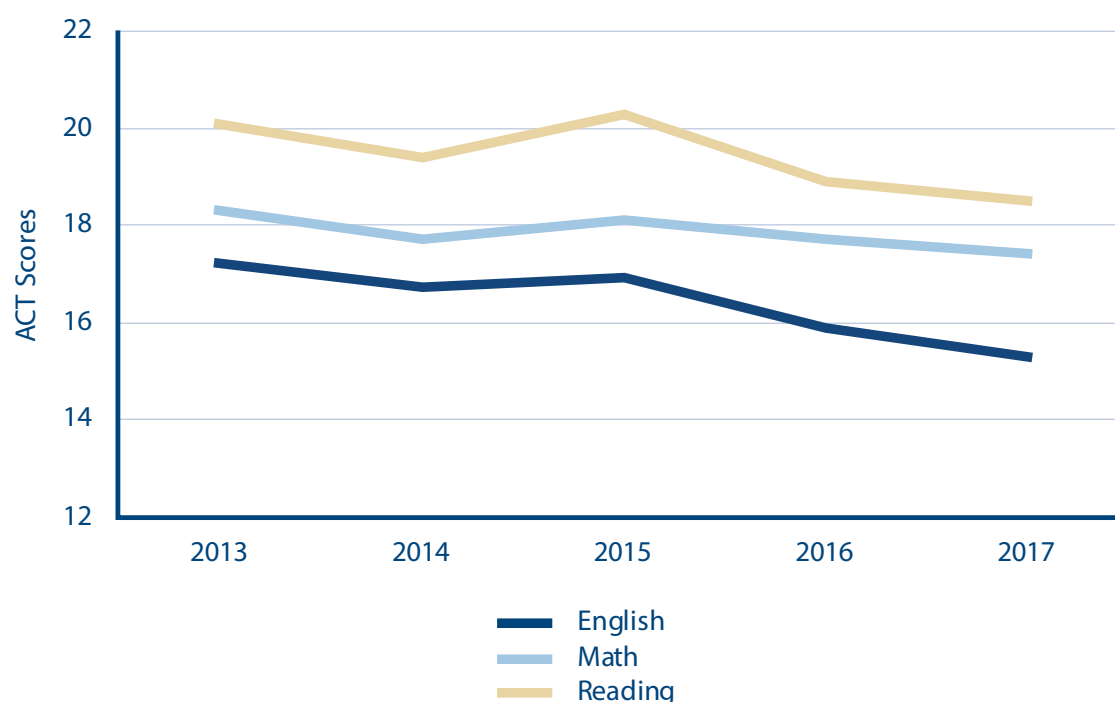
Hearing Status	2013	2014	2015	2016	2017
Deaf/Hard of hearing	254	247	232	306	291
Hearing	32	34	44	52	55

Application Type	2013	2014	2015	2016	2017
First-time freshmen	201	182	178	245	247
Transfers	83	96	96	111	94
Second Degree	2	3	2	2	5
Total for each category	286	281	276	358	346

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2013	2014	2015	2016	2017
English	17.2	16.7	16.9	15.9	15.3
Math	18.3	17.7	18.1	17.7	17.4
Reading	20.1	19.4	20.3	18.9	18.5

Fall New Undergraduate Degree-Seeking Average ACT Trend



Fall New Degree-Seeking Hearing Undergraduate Trend

	2013	2014	2015	2016	2017
Hearing undergraduate (HUG)	18	25	29	30	33
Percentage of new undergraduate enrollment ¹	6%	9%	11%	8%	10%
Bachelors of Interpretation (BAI)	13	9	12	21	19
Online Degree Completion Program (ODCP) ²	1			1	3
Total hearing students	32	34	44	52	55
Percentage of new undergraduate enrollment³	11%	12%	16%	15%	16%

¹The percentage is not to be equated with the Hearing Undergraduate (HUG) cap of 8%, since the cap percentage is based on all undergraduate degree seeking students and this percentage is based on new undergraduate students.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fall 2017 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

Certificates	Applied	Admitted	Enrolled
ASL/English Bilingual Early Childhood Education	1	1	
ASL/Deaf Studies	1		
Deaf and Hard of Hearing Infants, Toddlers, and Families	7	7	7
Deaf Students with Disabilities	6	5	2
Masters	Applied	Admitted	Enrolled
Counseling: Mental Health	20	8	6
Counseling: School	29	16	8
Deaf Education: Advanced Studies	7	5	3
Deaf Education: Special Programs	7	5	2
Deaf Studies	9		
Education	29	11	10
International Development	18	13	11
Interpretation	33	18	15
Linguistics	16	15	12
Public Administration	40	33	26
Social Work	29	16	14
Sign Language Education	67	46	35
Speech-Language Pathology	121	35	17

Specialists	Applied	Admitted	Enrolled
Deaf Education	7	3	2
School Psychology	9	9	6
Doctorates	Applied	Admitted	Enrolled
Audiology	77	37	14
Clinical Psychology	22	8	5
Critical Studies in the Education of Deaf Learners			
Educational Neuroscience	6	2	2
Hearing, Speech, and Language Sciences	3		
Interpretation	7		
Linguistics	9	6	5
Total program enrollment¹	580	299	202
Headcount	540	283	199

¹Dual program enrollments are included.

Fall 2017 New-to-Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied	Admitted	Enrolled
International/Resident Alien	46	12	6
American Indian/Alaska Native	1	1	1
Asian	17	11	8
Black/African American	42	7	5
Hispanic of any race	69	32	27
Native Hawaiian/Other Pacific Islander	1		
Two or more	17	9	7
White	279	156	100
Race and ethnicity unknown	44	25	18

Gender	Applied	Admitted	Enrolled
Male	124	64	51
Female	369	181	114
Unknown	23	8	7
Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of hearing	206	125	91
Hearing	309	128	81
Unknown	1		
Total for each category	516	253	172

Fall New Graduate Student Degree-Seeking by Applied, Admitted, and Enrolled Trend

	2012	2013	2014	2015	2016	2017
Applied	595	602	617	598	471	516
Admitted	287	296	257	280	245	253
Enrolled	190	177	171	158	147	172
Enrollment yield	66%	60%	67%	56%	60%	68%

Fall New-to-Graduate Career Degree-Seeking Diversity Trend

Race/ethnicity	2013	2014	2015	2016	2017
International/resident alien	15	10	10	7	6
American Indian/Alaska Native			1		1
Asian	8	7	9	8	8
Black/African American	13	12	12	14	5
Hispanic of any race	12	7	15	13	27
Native Hawaiian/Other Pacific Islander			0		
Two or more	4	3	12	1	7
White	95	105	79	84	100
Race and ethnicity unknown	30	27	20	20	18

Gender	2013	2014	2015	2016	2017
Male	53	37	43	31	51
Female	124	134	115	116	114
Unknown					7
Hearing status	2013	2014	2015	2016	2017
Deaf/Hard of hearing	97	95	84	79	91
Hearing	77	75	72	66	81
Unknown	3	1	2	2	
Total for each category	177	171	158	147	172

II. Recruitment of a Diverse Student Body

The Office of Admissions and Outreach works to recruit, retain, and graduate a diverse and academically talented group of students. To accomplish this goal, targeted recruitment visits were scheduled.

In addition, specific campus programs have been designed and implemented to attract and retain these students. Refer to the “Support Programs and Strategies” section of this chapter for a description of the program intended to retain students, including specific programs to retain a diverse student body.

Percent New U.S. Degree-Seeking Undergraduates from Students of Color (SOC), Fall 2014–Fall 2018

	2014	2015	2016	2017	2018
% New TUG Enrollment	44%	38%	35%	37%	47%

¹SOC: Students of Color. This category is comprised of the following racial or ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic of any race, Native Hawaiian/Other Pacific Islander, or Two or More.

In an effort to recruit academically talented students from diverse backgrounds, the financial aid structure was redesigned to recognize talents and abilities across a number of dimensions. Gallaudet awarded a total of 184 merit scholarships, including 10 students in this cohort who did not disclose their ethnicity. Of the 174 merit scholarships awarded to students with known ethnicity, 84 (48 percent) went to students of color.

Fall 2018 Scholarships Awarded by Race/Ethnicity

Race/Ethnicity	President’s Distinguished Honors	President’s Honors	Provost’s Excellence	Dean’s Prestige	Academic Recognition	Total
American Indian/Alaska Native	0	0	0	1	0	1
Asian	0	1	0	5	2	8
Black/African American	1	0	2	7	20	30
Hispanic of any race	0	0	7	15	22	44
Native American/Other Pacific Islander	0	0	0	0	0	0
Two or More	0	0	0	1	0	1
Total SOC¹	1	1	9	29	44	84
White	5	5	13	34	33	90
Total awards	6	6	22	63	77	174
Percentage SOC ¹	17%	17%	41%	46%	57%	48%

¹SOC: Students of Color. This category is comprised of the following racial or ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic of any race, Native Hawaiian/Other Pacific Islander, or Two or More.

Recruitment efforts for cultivating a diverse student body continue to focus on financial aid, scholarships, and special programs. In addition, recruitment activities target states with the highest concentration of people of color: Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Illinois, Louisiana, Maryland, New Jersey, New Mexico, New York, North Carolina, South Carolina, Texas, and Virginia.

Gallaudet continues its recruiting efforts in residential schools for the deaf, mainstreamed schools, and two-year programs attended by deaf and hard of hearing students. Schools are selected for visits based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in our Academic Bowl program, location, diversity considerations, recommendations, and new leads.

Recruitment Visits by Location Trend

Location	FY 2014 ¹	FY 2015 ²	FY 2016	FY 2017	FY 2018
Schools for the Deaf	55	32	63	66	65
Mainstream/Public schools – Deaf/Hard of Hearing prospects	149	55	116	234	266
Public Schools – Hearing (BAI/HUG prospects)	31	11	8	21	19
Postsecondary programs – Deaf/Hard of Hearing prospects	18	8	10	12	5
Postsecondary programs – Hearing (BAI/HUG prospects)	20	5	5	17	19
Conventions/Conferences/Fairs	28	20	47	38	51
High School/Vocational Rehabilitation Counselor meetings	23	15	10	18	1
Parent events	4	3	5	10	12
Athletic events	2	1	2	2	10
Open Houses	8	9	6	6	5
Camps	5	4	11	9	12
Community Relations/Alumni/Youth	11	3	19	14	9
Home Visits	20	10	4	8	3
Total	374	176	306	455	477

¹The admissions office implemented recruitment webinars in place of actual school visits.

²The admissions office experienced unusually high staff turnover during the 2014 fall travel season.

III. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2017 to Fall 2018 Attrition/Persistence by Diversity

Race/Ethnicity	Fall 2017 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2018 ¹
International/Resident Alien	59	15	5	3	36
American Indian/Alaska Native	8	1		1	6
Asian	47	12	2	2	31
Black/African American	179	25	20	24	110
Hispanic of any race	98	23	3	16	56
Native Hawaiian/Other Pacific Islander	8	2		1	5
Two or more	49	7		7	35
White	569	89	12	83	385
Race and ethnicity unknown	94	11		10	73
Gender	Fall 2017 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2018 ¹
Male	487	74	28	54	331
Female	624	111	14	93	406
Hearing Status	Fall 2017 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2018 ¹
Deaf/Hard of hearing	979	153	42	121	663
Hearing	132	32		26	74
Hearing Undergraduate (HUG)	82	16		18	48
Non-HUG	50	16		8	26
Class	Fall 2017 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2018 ¹
Freshmen	336		38	66	232
Sophomores	238		4	37	197
Juniors	248	18		21	209
Seniors	277	163		21	93
Second Degree	12	4		2	6
Academic Load	Fall 2017 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2018 ¹
Full-time	1074	163	42	142	727
Part-time	37	22		5	10
Total for each category	1111	185	42	147	737

¹Counts are based on Undergraduate degree-seeking students returning as an Undergraduate degree-seeking student.

Graduate Degree-Seeking Fall 2017 to Fall 2018 Attrition/Persistence by Diversity

Race/Ethnicity	Fall 2017 Enrollment	Graduated	Withdrew	Returned Fall 2018
International/Resident Alien	22	9	2	11
American Indian/Alaska Native	1	0	0	1
Asian	19	5	4	10
Black/African American	32	13	1	18
Hispanic of any race	50	17	5	28
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	11	3	2	6
White	250	93	19	138
Race and ethnicity unknown	52	17	2	33
Gender	Fall 2017 Enrollment	Graduated	Withdrew	Returned Fall 2018
Male	117	40	12	65
Female	312	114	22	176
Unknown	8	3	1	4
Hearing Status	Fall 2017 Enrollment	Graduated	Withdrew	Returned Fall 2018
Deaf/Hard of hearing	203	84	23	96
Hearing	233	73	12	148
Unknown	1	0	0	1
Degree	Fall 2017 Enrollment	Graduated	Withdrew	Returned Fall 2018
Certificates	4	2	1	1
Masters	267	121	25	121
Specialists	20	7	2	11
Doctorates	146	27	7	112
Academic Load	Fall 2017 Enrollment	Graduated	Withdrew	Returned Fall 2018
Full-time	288	81	22	185
Part-time	149	76	13	60
Total for each category	437	157	35	245

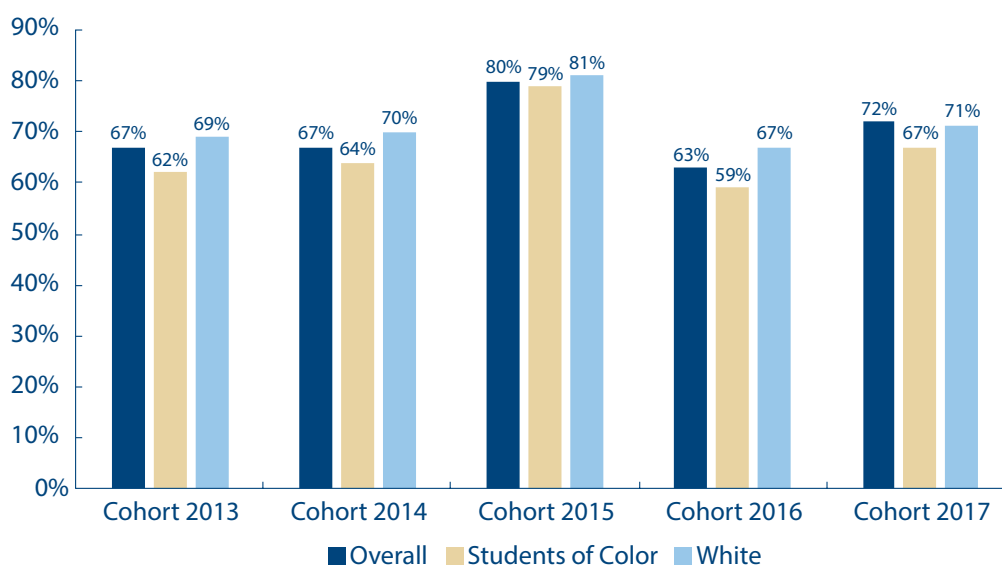
Persistence of First-Time Freshmen by Diversity

Group in the Cohort	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	TUG	Total Each Category
# in Cohort	200	181	178	245	247	29	110
Male	86	83	99	124	99	57	182
Female	114	98	79	121	148	14	55
Students of Color ¹	74	77	60	83	88	56	156
White	116	93	91	124	122	68	176
Deaf/Hard of Hearing	196	174	172	234	233	24	33
Hearing	4	7	6	11	14	15	30
Hearing Undergraduate (HUG)	3	6	6	8	13	73	108
Non-HUG	1	1	0	3	1	29	30
% Retained To Year 2	67%	67%	80%	63%	72%		
Male	66%	59%	79%	55%	67%		
Female	67%	74%	82%	71%	75%		
Students of Color ¹	62%	64%	80%	59%	67%		
White	69%	70%	81%	67%	71%		
Deaf/Hard of Hearing	66%	67%	80%	63%	72%		
Hearing	100%	71%	83%	55%	64%		
Hearing Undergraduate (HUG)	100%	67%	83%	50%	62%		
Non-HUG	100%	100%	N/A	67%	100%		
% Retained To Year 3	55%	60%	71%	54%			
Male	52%	55%	69%	48%			
Female	58%	63%	73%	60%			
Students of Color ¹	47%	58%	63%	48%			
White	60%	59%	78%	60%			
Deaf/Hard of Hearing	55%	60%	73%	55%			
Hearing	75%	57%	17%	36%			
Hearing Undergraduate (HUG)	100%	50%	17%	25%			
Non-HUG	0%	100%	N/A	67%			
% Retained To Year 4	57%	49%	66%				
Male	56%	42%	66%				
Female	58%	55%	67%				
Students of Color ¹	53%	45%	63%				
White	61%	50%	70%				
Deaf/Hard of Hearing	57%	49%	67%				
Hearing	50%	43%	50%				

Group in the Cohort	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	TUG	Total Each Category
Hearing Undergraduate (HUG)	67%	33%	50%				
Non-HUG	0%	100%	N/A				
% Retained To Year 5	30%	29%					
Male	29%	30%					
Female	31%	28%					
Students of Color ¹	35%	29%					
White	27%	27%					
Deaf/Hard of Hearing	30%	29%					
Hearing	25%	14%					
Hearing Undergraduate (HUG)	33%	17%					
Non-HUG	0%	0%					
% Retained To Year 6	8%						
Male	9%						
Female	7%						
Students of Color ¹	7%						
White	8%						
Deaf/Hard of Hearing	8%						
Hearing	0%						
Hearing Undergraduate (HUG)	0%						
Non-HUG	0%						

¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

Persistence to Year 2 of First-Time Freshmen by Demographics



Four-Year Graduation Rate of Full-Time, First-Time Freshmen by Diversity

Gender	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Male	91	11%	114	13%	91	22%	86	26%	83	12%
Female	107	27%	86	38%	121	30%	114	27%	98	24%
Race/Ethnicity	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
International/Resident Alien	12	25%	6	50%	20	25%	10	30%	11	18%
Male	3	33%	4	50%	11	27%	4	25%	8	25%
Female	9	22%	2	50%	9	22%	6	33%	3	0%
American Indian/Alaska Native	0	N/A	0	N/A	0	N/A	1	0%	0	N/A
Male	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Female	0	N/A	0	N/A	0	N/A	1	0%	0	N/A
Asian	9	22%	10	50%	6	33%	4	0%	6	33%
Male	4	25%	5	60%	6	33%	2	0%	1	100%
Female	5	20%	5	40%	0	N/A	2	0%	5	20%
Black/African American	24	4%	33	12%	23	17%	26	19%	35	20%
Male	13	0%	20	10%	10	10%	15	27%	18	11%
Female	11	9%	13	15%	13	23%	11	9%	17	29%
Hispanic of any race	27	11%	20	20%	30	20%	31	16%	29	7%
Male	11	0%	13	8%	12	17%	9	11%	12	8%
Female	16	19%	7	43%	18	22%	22	18%	17	6%
White	120	25%	115	26%	122	32%	116	34%	93	22%
Male	56	14%	64	9%	46	26%	53	30%	43	7%
Female	64	45%	51	47%	76	36%	63	37%	50	34%
Students of Color ¹	66	9%	76	20%	70	17%	74	15%	77	16%
Male	32	3%	44	16%	34	15%	29	17%	32	16%
Female	34	15%	32	25%	36	19%	45	13%	45	16%
Hearing Status	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Deaf/Hard of Hearing	193	20%	195	24%	205	26%	196	26%	174	18%
Hearing	5	0%	5	20%	7	43%	4	50%	7	29%
Hearing Undergraduate (HUG)	5	0%	3	33%	3	0%	3	67%	6	33%
Non-HUG	0	N/A	2	0%	4	75%	0	N/A	1	0
Total within the cohort	198	20%	200	24%	212	26%	200	27%	181	19%

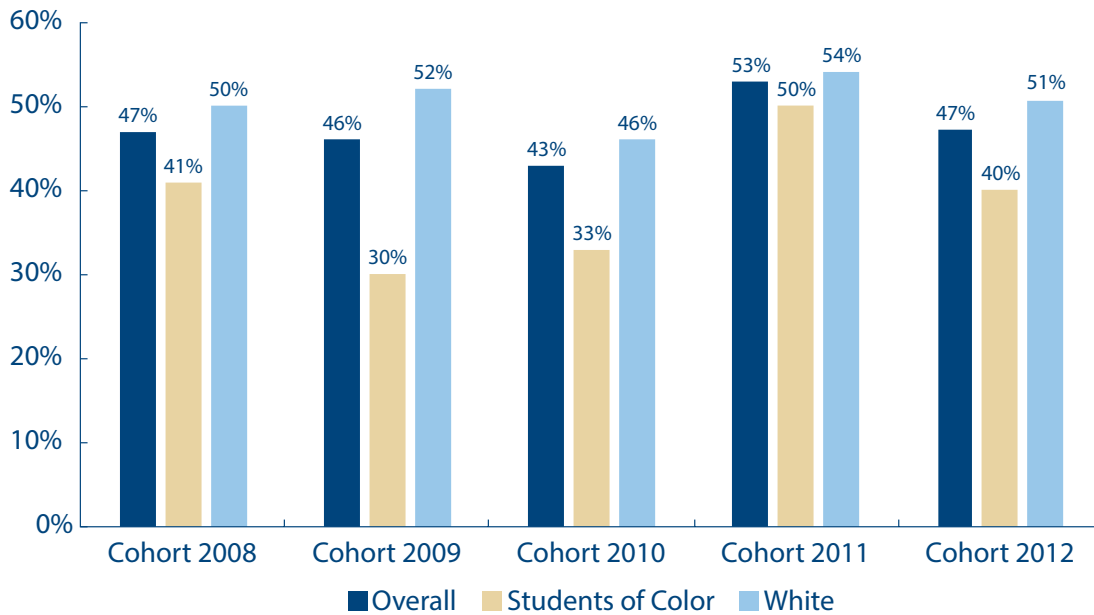
¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

Six-Year Graduation Rate of Full-Time, First-Time Freshmen by Demographics

Gender	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
Male	82	49%	99	37%	91	35%	114	44%	91	44%
Female	97	45%	112	55%	107	50%	86	64%	121	50%
Race/Ethnicity	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
International/Resident Alien	9	33%	12	67%	12	67%	6	67%	20	50%
Male	5	20%	6	50%	3	100%	4	75%	11	55%
Female	4	50%	6	83%	9	56%	2	50%	9	44%
American Indian/Alaska Native	2	50%	1	0%	0	N/A	0	N/A	0	N/A
Male	0	N/A	1	0%	0	N/A	0	N/A	0	N/A
Female	2	50%	0	N/A	0	N/A	0	N/A	0	N/A
Asian	7	57%	9	33%	9	89%	10	70%	6	50%
Male	3	33%	5	20%	4	100%	5	60%	6	50%
Female	4	75%	4	50%	5	80%	5	80%	0	N/A
Black/African American	26	23%	28	29%	24	4%	33	42%	23	39%
Male	11	36%	12	17%	13	0%	20	35%	10	30%
Female	15	13%	16	38%	11	9%	13	54%	13	46%
Hispanic of any race	14	64%	19	32%	27	41%	20	45%	30	47%
Male	4	100%	12	25%	11	27%	13	46%	12	50%
Female	10	50%	7	43%	16	50%	7	43%	18	44%
White	118	50%	140	52%	120	46%	115	54%	122	51%
Male	59	51%	63	44%	56	38%	64	41%	46	43%
Female	59	49%	77	58%	64	53%	51	71%	76	55%
Students of Color ¹	49	41%	57	30%	66	33%	76	50%	70	40%
Male	18	50%	30	20%	32	25%	44	45%	34	41%
Female	31	36%	27	41%	34	41%	32	56%	36	39%
Hearing Status	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
Deaf/Hard of Hearing	175	46%	206	47%	193	44%	195	53%	205	47%
Hearing	4	75%	5	40%	5	0%	5	40%	7	57%
Hearing Undergraduate (HUG)	4	75%	2	50%	5	0%	3	33%	3	100%
Non-HUG	0	N/A	3	33%	0	N/A	2	50%	4	25%
Total within the cohort	179	47%	211	46%	198	43%	200	53%	212	47%

¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

Six-Year Graduation Rate of Full-Time, First-Time Freshmen by Demographics



Six-Year Graduation Rate of All¹ New Undergraduate Students Cohort

Gender	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
Male	99	45%	56	43%	136	44%	160	49%	130	52%
Female	131	45%	83	49%	153	58%	141	65%	168	55%

Admit Type	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
First-Time Freshmen	181	46%	98	46%	198	43%	200	53%	213	47%
Transfer/Second-Degree	49	43%	41	46%	91	69%	101	65%	85	71%

Hearing Status	Cohort 2008	%	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%
Deaf/Hard of Hearing	215	44%	126	48%	261	49%	272	56%	264	52%
Hearing	15	60%	13	37%	28	68%	29	62%	34	68%
Hearing Undergraduate (HUG)	15	60%	5	33%	15	67%	14	50%	17	53%
Non-HUG	0	N/A	8	40%	13	69%	15	73%	17	82%
Total within the cohort	230	45%	300	46%	289	51%	301	57%	298	54%
Total graduated	104		139		148		171		160	

¹Includes part-time students, transfers, and second-degree seeking students.

Undergraduate Degrees Awarded by Major Trend

Major	2013–14	2014–15	2015–16	2016–17	2017–18
Accounting	6	3	7	11	8
American Sign Language	6	4	5	14	7
Art and Media Design	6	16	13	8	10
Biology, B.A.	5	9	4	2	1
Biology, B.S.	6	5	4	3	4
Business Administration	20	16	19	13	11
Chemistry, B.A.	1			1	
Chemistry, B.S.	2		1	1	3
Communication Studies	11	16	28	31	19
Deaf Studies	17	23	13	21	14
Digital Media	1				
Education	3	7	11	13	6
English	7	6	7	6	5
Family & Child Studies	3	1			
Government	10	5	10	8	12
Graphic Design	4	1			
History	7	3	7	5	3
Information Technology	3	5	6	8	4
International Studies	5	11	9	8	10

Major	2013–14	2014–15	2015–16	2016–17	2017–18
Interpretation	17	14	16	8	21
Mathematics, B.A.	1	4	4	3	3
Mathematics, B.S.	3		3	2	3
Philosophy		1	2	1	
Photography	3				
Physical Education	7	4	1		
Physical Education & Recreation	4	13	21	16	12
Psychology	29	10	21	17	14
Recreation & Sports	7	4			
Risk Management and Insurance				1	1
Self-directed Major	2	4		2	5
Social Work	13	17	19	13	14
Sociology	1	5	3	1	3
Spanish	1	1	2	1	4
Studio Art	1				
Theatre Arts	5	3	1	1	4
Total degrees awarded	217	211	237	219	201
Distinct headcount of graduates	203	201	218	207	188

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2013–14 (9/9/14), 2014–2015 (10/28/15), 2015–2016 (9/13/16), 2016–2017 (9/13/17), and 2017–2018 (9/11/18).

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2013–14 ¹	2014–15	2015–16 ²	2016–17 ³	2017–2018 ⁴
American Sign Language					
Biology, B.S.	1				
Communication Studies			1	3	2
Deaf Studies	3	7	4	7	1
Education		1	1	1	1
English	1				
Government				1	2
History					
International Studies			2	1	1
Interpretation	1	1	3	2	5
Philosophy		1			
Psychology	2		3	1	1
Recreation and Sports Program					
Self-directed Major	1				2
Social Work		1			1
Sociology	1	1			
Spanish					1
Total degrees awarded	10	12	14	16	17
Distinct headcount of graduates	10	12	14	16	16

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2013–14 (9/9/14), 2014–2015 (10/28/15), 2015–2016 (9/13/16), 2016–2017 (9/13/17), and 2017–2018 (9/11/18).

¹Nineteen additional hearing undergraduates graduated in 2013–14 who are not considered HUGs. Fifteen graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. Four additional hearing undergraduate students graduated from the Adult Degree Completion program in 2013–14 with degrees in Deaf Studies.

²Eleven additional hearing undergraduates graduated in 2015–16 with degrees in Interpretation. These students are not considered HUGs and had graduated from the Bachelor of Interpretation (BAI) program.

³Seven additional hearing undergraduates graduated in 2016–17 who are not considered HUGs. Six graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. One additional hearing undergraduate graduated from the Online Degree Completion program in 2016–17 with a degree in Deaf Studies.

⁴Seventeen additional hearing undergraduates graduated in 2017–18 who are not considered HUGs. Fifteen graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. Two additional hearing undergraduate graduated from the Online Degree Completion program in 2017–18 with a degree in Deaf Studies.

Graduate Degrees Awarded by Program Trend

Certificates	2013–14	2014–15	2015–16	2016–17	2017–18
ASL/Deaf Studies		1	1		1
ASL/English Bilingual ECE		1		1	
Deaf/HOH Infants, Toddlers, and Families	9	6	2	8	6
Deaf History					
Educating Deaf Students with Disabilities			1	1	1
Certificates total	9	8	4	10	8

Masters	2013–14	2014–15	2015–16	2016–17	2017–18
Administration					
Counseling: Mental Health	5	3	4	4	2
Counseling: School	12	4		8	2
Deaf Education: Advanced Studies	1	2	3	1	5
Deaf Education: Special Programs		2	1	2	1
Deaf Studies	13	5	2	6	4
Developmental Psychology	3	6	5	5	5
Education	9	10	6	7	3
Hearing, Speech, and Language: Non-clinical	8	11	10	11	8
International Development	8	4	3	4	3
Interpretation	18	7	12	9	9
Linguistics	7	11	6	7	4
Psychology	3	4	9	6	6
Public Administration		15	14	21	18
Sign Language Education	21	27	29	26	36
Sign Language Teaching	9	1			
Social Work	14	14	17	12	26
Speech-Language Pathology	16	14	17	15	14
Masters total	160	140	138	144	146

Specialists	2013–14	2014–15	2015–16	2016–17	2017–18
Deaf Education, Ed.S.			6	6	2
School Psychology, Psy.S.	2	6	4	5	6
Specialists total	2	6	10	11	8

Doctorates	2013–14	2014–15	2015–16	2016–17	2017–18
Administration, Special Education					
Audiology, Au.D.	11	8	12	12	10
Audiology, Ph.D.	3				
Educational Neuroscience				1	
Critical Studies		2		2	1
Deaf Education			2	1	
Interpretation		1	4	2	5
Linguistics	2	1	4	1	2
Clinical Psychology	7	5	3	3	10
Doctorates total	23	17	25	22	28
Total degrees awarded	194	171	177	187	190
Headcount	189	166	176	178	188

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2013–14 (9/9/14), 2014–2015 (10/28/15), 2015–2016 (9/13/16), 2016–2017 (9/13/17), and 2017–2018 (9/11/18)

Cumulative Listing of U.S. Alumni by State/Territory since 1865¹

State	Alumni	State	Alumni	State	Alumni
Alabama	101	Kentucky	133	Ohio	417
Alaska	17	Louisiana	145	Oklahoma	58
Arizona	178	Maine	62	Oregon	112
Arkansas	85	Maryland	1077	Pennsylvania	656
California	1103	Massachusetts	337	Puerto Rico	27
Colorado	144	Michigan	276	Rhode Island	56
Connecticut	264	Minnesota	343	South Carolina	90
Delaware	47	Mississippi	34	South Dakota	69
District of Columbia	297	Missouri	217	Tennessee	111
Florida	475	Montana	49	Texas	520
Georgia	214	Nebraska	101	Utah	62
Guam	3	Nevada	26	Vermont	31
Hawaii	55	New Hampshire	53	Virgin Islands	5
Idaho	50	New Jersey	425	Virginia	592
Illinois	583	New Mexico	93	Washington	221
Indiana	282	New York	1072	West Virginia	80
Iowa	142	North Carolina	292	Wisconsin	275
Kansas	161	North Dakota	61	Wyoming	13
				Total	12,392

¹Includes all those who graduated through summer 2018

Cumulative Listing of International Alumni by Country since 1864¹

Country	Alumni	Country	Alumni	Country	Alumni
Argentina	4	Haiti	1	Philippines	16
Australia	10	Honduras	1	Poland	1
Austria	2	Hong Kong	2	Portugal	1
Bahamas	2	Hungary	1	Russian Federation	3
Bangladesh	1	Iceland	2	Rwanda	1
Barbados	1	India	41	Saudi Arabia	11
Belgium	7	Indonesia	3	Sierra Leone	2
Benin	1	Iran	3	Singapore	20
Botswana	7	Ireland	6	Slovakia	1
Brazil	7	Israel	11	Slovenia	1
Bulgaria	1	Italy	2	South Africa	17
Burkina Faso	1	Jamaica	5	Spain	8
Cameroon	3	Japan	31	Sri Lanka	7
Canada	506	Jordan	4	Sweden	20
Chile	3	Kenya	8	Switzerland	3
China	63	Korea, Republic of	14	Taiwan, Province of China	13
Colombia	2	Kuwait	1	Tanzania	1
Costa Rica	3	Lebanon	2	Thailand	5
Cyprus	1	Liberia	1	Trinidad and Tobago	2
Czech Republic	1	Malaysia	17	Turkey	1
Denmark	1	Mali	1	Uganda	3
El Salvador	2	Mexico	9	United Arab Emirates	3
Ethiopia	4	Mongolia	1	United Kingdom	11
Fiji	1	Nepal	1	Uzbekistan	1
Finland	3	Netherlands	11	Venezuela	2
France	5	New Zealand	3	Vietnam	2
Gabon	2	Nigeria	58	Zambia	1
Germany	6	Norway	7	Total	1,085
Ghana	14	Pakistan	3	Countries	91
Greece	4	Panama	1		
Guatemala	3	Paraguay	2		
Guyana	1	Peru	3		

¹Includes all those who graduated through summer 2018

IV. Support Programs and Strategies

The University promotes and encourages student learning and development in all activities throughout the campus

that support students' persistence to graduation and helps prepare them for careers or graduate education. Student

Affairs, Student Success and Academic Quality, and the Office for Equity, Diversity, and Inclusion contribute to this priority by providing a variety of programs that support learning outside the classroom. These programs enhance the academic curriculum, build a sense of belonging, support at-risk students, facilitate leadership development, and ensure an inclusive and supportive social environment. A positive and stimulating campus inspires students to engage in learning and connect to the University and deaf communities, which are important contributors to student persistence. The following section provides brief descriptions of the significant impact that these programs have on persistence and graduation rates.

Academic Advising

Academic/career advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance for retention purposes. The office provides academic and career advising primarily for students who have not decided on their major. Advisors meet numerous times per semester with students as a group in their first-year seminar classes to cover relevant academic and career topics. Students also meet individually with their academic/career advisor to review their four-year plans and “shopping cart” to ensure that they have selected appropriate courses for enrollment. Other services include, but are not limited to, assistance with course registration, individual and group advising, career advising, and guidance in selecting an academic major and/or minor throughout their years at Gallaudet. In addition, advisors monitor Starfish, an early warning and student tracking system, for any red flags; when students are red-flagged in the system, they are contacted by their advisor to discuss concerns raised by their faculty and, if necessary, to develop an intervention plan to ensure academic success. Academic advisors periodically meet with students who have declared their major for any questions they may have related to academic issues.

Academic Advising highlights for the year include:

- During the fall 2017 semester, a total of 141 students participated in the Shopping Cart Pre-Registration Assessment, which resulted in 85 percent achieving

a score of 2 or higher (meets expectations) for the preparedness portion of the Pre-Registration Rubric. The result was 15 percentage points higher than the target of 70 percent. During the spring 2018 semester, a total of seven students participated in the Shopping Cart Pre-Registration Assessment, which resulted in 86 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration Rubric. The result was 16 percentage points higher than the target of 70 percent.

- One hundred forty-one students participated in the My Planner Pre-Registration Assessment during the fall 2017 semester, which resulted in 90 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration Rubric. The result was 20 percentage points higher than the target of 70 percent. During the spring 2018 semester, seven students participated in the My Planner Pre-Registration Assessment, which resulted in 71 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration Rubric. The result was 1 percentage point higher than the target of 70 percent.
- During the fall 2017 semester, 93 students participated in the Degree Audit Report Quiz Assessment. All students met or exceeded the target of 70 percent on the quiz. During the spring 2018 semester, a total of 129 students participated in the Degree Audit Report Quiz Assessment. All students met or exceeded the target of 70 percent on the quiz.
- Student satisfaction with academic advising services continues to be consistent, with 97 percent (Fall 2017) and 91 percent (Spring 2018) reporting satisfaction.
- In the fall 2017 semester, Starfish Appointments showed that the Academic Advising unit had 2,627 appointments, which totaled 61,658 minutes. In the spring semester, there were 1,931 appointments, which totaled 57,593 minutes. During the summer months, Academic Advisors registered courses for 316 new students. This does not include emails and videophone conversations between advisors and more than 316 new students regarding course registration.

Athletics and Intramurals Programs

The Athletics Department is committed to promoting the academic and athletic success of our student-athletes. As an integral part of the student-athletes' overall educational experience, the athletic department encourages personal development and provides an opportunity to compete in sports at the highest level possible. The Athletics Department embraces an image and identity that fosters a sense of pride in the competitiveness, ethics, and integrity of Gallaudet University Athletics.

As a member of the Gallaudet community, the Athletics Department strives to create an environment that is respectful and that celebrates equity, diversity, and inclusion. Gallaudet Athletics prohibits discrimination based on race, sex, religion, national origin, sexual orientation, gender identity, or gender expression.

Intramural Programs provide students who are not on an intercollegiate team with an opportunity to participate in sports activities, providing the benefits of team membership and fostering connections to the Gallaudet community.

Athletics and Intramural Programs highlights for the year include:

- Gallaudet won the first Helmet Bowl national championship by defeating San Diego State University with 17,657 online votes compared to 15,521 votes for the Aztecs. The online national voting competition ran from October 2017 until January 2018.
- For the fourth consecutive year, the Gallaudet Athletics social media platforms (Facebook, Instagram, Twitter) retained their No. 1 rank in NCAA Division III by D3SocialMedia.com for the entire 2017–18 school year. The Bison hold the highest Social Media Index rating; they are first in Instagram and second in Facebook, overall.
- Gallaudet celebrated the 45th anniversary of Title IX in the spring of 2018.
- New turf was installed by FieldTurf at Hotchkiss Field during June 2018 to replace the older turf surface that Bison athletics had been using for the past decade.
- Two inclusive, single-user changing rooms were added to the Field House during the summer of 2018. The new changing rooms are designed to meet the various needs of University stakeholders, including but not limited to parents with young children, people using wheelchairs, those with religious needs, adults of all genders, and student-athletes.
- Gallaudet football was featured on CBS This Morning as part of its “A More Perfect Union” series, which shows that what unites us as Americans is far greater than what divides us.
- Gallaudet finished in 8th place out of 14 schools in the final 2017–18 North Eastern Athletic Conference (NEAC) Presidents’ Cup standings. The NEAC Presidents’ Cup is calculated by a school’s standings for athletic, academic, sportsmanship, and community service success throughout the school year.
- Rising senior Jamal Garner (men’s basketball) was selected as one of four 2017–18 NEAC Inspirational Award honorees. The Inspirational Award is given annually to a student-athlete, coach, or administrator who has endured personal hardship that has led to bravery and dedication within athletics.
- Gallaudet Athletics Hall of Fame Class of 2017 was inducted on October 22, 2017. It included: James DeStefano, ‘85 (men’s basketball coach), Easter Fa’afiti, ‘13 (women’s basketball), Tamijo Foronda Coleman, ‘08 (women’s volleyball), Joseph Fritsch (Honorary Contributor), Robert Haney, Jr., ‘08 (men’s basketball), Brandy Otto, E-’94 (women’s volleyball) and Tony Tatum, ‘13 (football).
- The Field House gymnasium was renamed “Padden Court” in honor of Gallaudet alumnus Donald A. Padden, ‘45, during Homecoming 2017.
- In July, Gallaudet women’s basketball and volleyball hall of famer Ronda Jo Miller, ‘02, was featured in Champion magazine, published by the NCAA. The story discussed Miller’s success in both sports while a student-athlete at Gallaudet in the late 1990s.
- Gallaudet played host to the congressional football game between former NFL players, members of Congress, and the U.S. Capitol Police on October 11, 2017.
- Thirty-five student-athletes earned all-conference honors for their respective sports.

- Gallaudet earned several NEAC awards, including 2018 NEAC Softball Rookie of the Year (Hannah Neild), 2017–18 Men’s Swimmer of the Year and Rookie of the Year (Benjamin Sealts), 2017–18 NEAC Men’s Swimming Coach of the Year (Larry Curran), 2017 Women’s Volleyball Player of the Year (Darriyan Thomas).
- Women’s soccer set a program record with eight wins and 55 team goals in 16 games.
- Men’s basketball senior Andy Cruz scored his 1,000th career point early in the 2017–18 season. He finished his career ranked 17th in program history with 1,204 career points.
- Four current Bison student-athletes helped the USA Women’s Deaf U21 Basketball Team to a gold medal in the 2018 U21 World Deaf Basketball Championships hosted by Gallaudet University. Former Gallaudet women’s basketball standout Lindsay Stergio coached the team.
- Forty-seven student-athletes earned a spot on the 2017–18 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a grade-point average of 3.4 or higher; 14 were repeat honorees, and three earned Scholar-Athlete honors all four years they were student-athletes. Four student-athletes made the Eastern Collegiate Football Conference (ECFC) All-Academic Team.
- Twenty-five confirmed student-athletes, coaches, and managers who were on an active roster during the 2017–18 school year graduated and met their degree requirements; 10 graduated with honors (summa cum laude, magna cum laude, cum laude).
- Twenty-one student-athletes were inducted into the Chi Alpha Sigma National College Honor Society.
- Fourteen student-athletes were named 2018 Arthur Ashe, Jr., Sports Scholars, as announced by *Diverse: Issues in Higher Education*.
- Men’s basketball earned its first National Association of Basketball Coaches (NABC) Team Academic Excellence Award (team GPA over 3.0).
- Sixty-one student-athletes made the 2017 Fall Dean’s List.
- Women’s volleyball student-athlete Darriyan Thomas represented Gallaudet and the NEAC at the 2018 NCAA Convention in Indianapolis, Ind., in January.

Career Center

The Career Center prepares students for life after Gallaudet through a variety of services and learning opportunities including: internship and job fairs, job-search workshops, resume reviews, mock interviews, and career consultation. The Career Center’s goals are to educate and empower students to learn lifelong career-development skills, make effective career decisions, and achieve professional success.

Career Center Highlights for the year include:

- One hundred seventy-two student internships were coordinated by the Career Center in 2017–2018.
- Thirteen internship site visits were conducted by Career Consultants to monitor student internships.
- The Fall Internship and Job Fair had 51 employers and 397 students in attendance.
- The Spring Internship and Job Fair was cancelled due to inclement weather. Sixty-one employers had registered to attend.
- Four-hundred and seventy-one students received direct career consulting.
- There were 2,204 career consultations held via email.
- There were 2,436 student visits to the Career Library.
- One-hundred and ninety-seven students successfully completed the GSR 110 Career Development Course.
- Three hundred sixty-two students attended employer information sessions and/or mock interviews.
- Sixteen Deaf Awareness training workshops were presented to off-campus employers.
- Consultations with faculty (in person or through email) numbered 146.
- Career presentation conducted in partnership with faculty in classroom numbered 23.
- Eighty-two students interviewed through the Workforce Recruitment Program (WRP).
- The Career Center sponsored and/or provided space and support to the student-run “FEEL Magazine Project” as part of Gallaudet’s efforts to encourage Entrepreneurial Initiatives.
- The Career Center provided an on-campus employer training workshop for 55 employers titled, “Best Practices for Hiring and Working with Deaf and Hard of Hearing Employees.”

- The director of the Career Center continued to serve on the Board of the DC Metro Business Leadership Network.
- Eleven Power Hour career workshops were offered on campus, with 211 students in attendance.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) supports the academic and social-emotional development of Gallaudet students by providing: psychological assessments, counseling, crisis intervention, and psychiatric services. CAPS also provides several prevention programs to address unique developmental needs of the University population. CAPS consults with faculty and staff regarding students' needs, contributes to the student paraprofessional training programs, and offers training for mental health graduate students from the departments of psychology, social work, and counseling.

CAPS highlights for the year include:

- Three hundred eight-three students were served (243 received ongoing individual counseling, 71 received psychiatric service, and 29 received assessment services); there were 152 walk-in crisis appointments.
- Of students receiving services, 74 percent identified themselves as deaf or hard of hearing (48 percent as deaf, 19 percent as hard of hearing, and 7 percent as both deaf and hard of hearing), 24 percent identified themselves as hearing, and 2 percent identified themselves as deafblind.
- Eighty-eight percent (88%) of the students reported that the problems that brought them to CAPS were improved (an 8 percent increase from last year).
- Sixty-five percent (65%) of students received services because of problems in school (similar to last year). Of those students, 72 percent reported that CAPS services helped them stay in school (similar to last year), and 71 percent reported that services helped them do better in class (a 9 percent increase from last year).
- Ninety-seven percent (97%) rated that CAPS services were above average to outstanding (a 5 percent increase from last year).
- CAPS provided group therapy for students with anxiety disorders.
- CAPS created a Gallaudet adult coloring book for all Gallaudet students to assist with relaxation and stress management.
- Over 200 students, staff, and faculty participated in the fourth Out of the Darkness Campus Walk, a collaborative effort coordinated by CAPS and the American Foundation for Suicide Prevention (AFSP) to raise funds for, and awareness of, suicide prevention.
- Eighty-four Howard University medical students received training on best practices in serving deaf and hard of hearing patients.
- CAPS established and sponsored a Men Can Stop Rape group with Health and Wellness.
- CAPS screened approximately 50 students at National Depression Screening Day and 30 students at National Alcohol and Other Drugs Screening Day.
- CAPS provided clinical training for 11 interns from Gallaudet's Departments of Counseling, Psychology, and Social Work, as well as for a psychiatric resident from George Washington University School of Medicine.

Office for Students with Disabilities

The Office for Students with Disabilities (OSWD) aims to empower students with disabilities to succeed in higher education and to encourage and provide experiences and opportunities to build confidence beyond the classroom. OSWD provides individually tailored, comprehensive support services and programs for students with disabilities.

OSWD highlights for the 2017–2018 academic year include:

- Two hundred thirty-seven active caseloads (i.e., eligible for services) as of Spring 2018; 35 additional active caseloads from Summer 2018.
- After a review of the OSWD intake process, the documents related to it, and a census of outstanding applications from the year, OSWD streamlined intake processing to improve the intake experience for OSWD applicants and to increase the efficiency of monitoring the process for new applicants.

- The OSWD Student Advisory Board (SAB) also hosted two events this academic year:
 - On November 2, 2017, OSWD, the OSWD SAB, and Columbia Lighthouse for the Blind sponsored a Technology and Education Fair. The event involved demonstrations and instructions of various types of technology, including JAWs and MaGic, demonstrations of braille and braille equipment, and pro-tactile signing. The event also provided deafblind students with an opportunity to socialize with their peers, faculty, and staff.
 - On April 20, 2018, OSWD and the OSWD SAB sponsored a Student Self-Advocacy Discussion in which five OSWD students—including three OSWD SAB members—described their experiences advocating for themselves and provided advice regarding how to be an effective self-advocate. OSWD students and others from the Gallaudet community attended the event.
- All of the desktop computer systems in the OSWD testing and study rooms had major software upgrades during the summer. In preparation for hosting new software, the systems were all upgraded to the Windows 10 operating system, which then served as the basis for installing two major pieces of software on each of them: “Net Support School” and “ZoomText Magnifier.”
- Fifty-five students in 158 classes received support from 48 student paraprofessional note-takers. Note-takers received intensive note-taking training in preparation for their roles as an auxiliary aid in the classroom.
- Alternative Print Services produced 110,776 pages of large print/scanned pages, 241,350 eBook pages, 202 braille pages, and 183 eBooks for 16 low-vision students enrolled in 135 classes.

Office of Residence Life and Housing

The Office of Residence Life and Housing provides a safe and welcoming environment for students in the pursuit of academic excellence. Realizing the transition to college living can be challenging, Residence Life and Housing offers residence hall programs to foster skills that contribute to living successfully in a pluralistic world

and that cultivate character, civility, and connections to the community.

The Office of Residence Life and Housing highlights for the year include:

- A Residence Hall Council was formed in Fall 2017 as a way to engage students in addressing residence hall issues and concerns. The Residence Life Director worked closely with Student Body Government (SBG) on the issues and concerns brought up.
- The Department of Public Safety (DPS) and Residence Life co-hosted three Coffee and Donuts events in the spring semester to provide students opportunities to get to know DPS staff and ask general questions.
- A Housing Accommodations Committee was formed between the Office for Students with Disabilities and Residence Life to team up and provide students with direct access to housing accommodations information.
- Renovations were performed in Benson Hall and Living and Learning Residence Hall Six (LLRH6) over the summer. In Benson Hall, the HVAC units, window blinds, and carpets in students’ rooms were replaced, and painting jobs were done in all of the rooms. In LLRH6, all of the rooms were painted.
- A regular study table was set up in Benson Hall by the Coordinator of Residence Education last spring to encourage students to support each other academically. Four other residence halls also set up study tables in collaboration with Tutorial & Instructional Programs, which provided tutors after spring break for the last six weeks of the semester.
- Residence Life worked with the Art Department to have art major students create murals for three residence halls (Ballard West, Benson Hall, and Clerc Hall).

Student Center Programs and Services

Alcohol and Other Drug Services

Alcohol and Other Drug Services provides education and support for students dealing with alcohol and/or other drug-related infractions. In addition, ADS coordinates the required online AlcoholEdu and Haven courses for new and transfer students.

- Forty-eight students participated in mandatory alcohol and/or other drug classes last year; 90 percent of students were assigned a C or above on the post-class test and 58 percent got a B or above.
- AlcoholEdu and Haven, the online courses promoting healthy behaviors related to alcohol use and relationships, were provided to all incoming students.
- Implementation of the NCAA Choices grant began. A core team of staff became trained in BASICS—a brief alcohol screening and intervention for college students, and CASICS—cannabis screening and intervention for college students (though the latter is not covered under the Choices grant). eCheckup To Go (alcohol and marijuana) was purchased and interventions began. Initial feedback has been positive, though more quantitative results are needed.

Campus Activities

Campus Activities is a one-stop information center responsible for student organizations. It manages the planning and execution of student organization events, coordinates numerous events in collaboration with academic and non-academic departments, provides leadership training and mentoring for students, and manages reservations for rooms in the I. King Jordan Student Academic Center (JSAC). Campus Activities also handles room reservations for the Ely Center and Foster Auditorium. Services such as poster approvals, printing banners, and making copies are provided for the community.

Campus Activities highlights for this year include:

Programming

- An increase in activities provided for students resulted in the creation a new position, Student Event Specialist (SES).
- In Fall 2017, there were 20 events hosted with over 600 participants. In Spring 2018, there were 19 events with over 900 participants, including two significant events that had over 300 participants: the Back to the '90s Party and the End of the Year Pool Party. All events are free for students, and some were done in collaboration with Late Night at Gallaudet University (LNGU).

Student Organizations

- Campus Activities had 22 registered student organizations serving over 500 students, as well as 23 student organization events. There was a decrease in the number of events serving alcohol. Students became more creative with their events by offering games, photo booths, music, and contests.

Office Operations

- Room requests are the center of Campus Activities operations. The office handled 1,368 events for the community in the JSAC Multipurpose Room and hallways, in the Ely Center, and in the Andrew Foster Auditorium. The office also approved 510 fliers and printed 368 banners for the community.
- The JSAC Multipurpose Room was renovated with an upgraded projector and a painted screen whose special type of paint allows the audience to see the PowerPoint presentation more clearly. Also, a ramp was installed to make the raised platform accessible. This was made possible with collaboration from Student Affairs, Gallaudet Technology Services, and Facilities.
- Campus Activities began a pilot program offering evening hours on Tuesdays and Thursdays from 6 p.m.–9 p.m. This was part of an effort to provide more hours of service for our students and community. During the Fall 2018 semester, evening hours will be offered from Monday through Thursday, 6 p.m.–9 p.m.

Leadership Training

- Gallaudet's chapter of the National Society of Leadership and Success (NSLS) had a total of 142 members, with 14 students inducted in Spring 2018. NSLS officers set up two volunteer events this year. The first one was with Serve DC from the D.C. Mayor's Office to assist with snow shoveling of elderly and handicapped residents' sidewalks in the neighborhood surrounding Gallaudet. This event did not take place due to the lack of snow. The second event was participating as volunteers for the Suicide Prevention walk. Campus Activities received another grant to support funding for this year's society fees. The amount was \$1,500.00.
- The Student Body Government (SBG), Campus Activities, and Dean of Student Affairs sponsored three student leaders from SBG to participate in the

LEAD365 training conference in Florida. Gallaudet students met and interacted with student leaders from other universities and received intensive training and witnessed inspirational speeches. The end result of the students' participation was that it gave the leaders tips on how to set up a vision with tools to achieve their goals.

Game Room

- The game room opened in August 2017 and has celebrated its first year. The game room staff hosted weekly tournaments such as ping-pong, video gaming, and more. The average attendance in the game room was 50 students weekly. The game room is open during weeknights and weekends.

Commuter Programs

Commuter Programs provides a place for commuter students to stay between classes and offers a number of amenities such as a place to rest, watch TV, and study. There is a small kitchenette, a computer lab, lockers, and a playroom for kids to play while their parents do their school work. Commuter Programs also serves as a resource for commuter students by offering programs on topics such as landlord/tenant rights and how to be a good neighbor.

The Commuter Programs highlights for this year include:

- Commuter Programs staff produced two YouTube videos aimed at commuting students. The first one was released in late fall with an introduction to the Commuter Staff and Lounge. The second one was released in late February 2018. Called "Spread the Love," it encouraged commuting students to think about their neighbors and how to show kindness. The videos had 383 views and four shares.
- The Commuter Program staff also provided a number of workshops covering a range of topics such as:
 - budgeting
 - gardening
 - recycling
 - understanding your rights as a tenant
- Each week, over 75 students used the Commuter Lounge, with the peak time being during lunchtime.

- The Commuter Lounge was upgraded to make it a warm and welcoming place for commuting students. Upgrades included painting the walls and redesigning the staff meeting room.

Health and Wellness Programs

Health and Wellness Programs (HWP) provide for the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices.

The Health and Wellness Programs highlights for this year include:

- HWP hired a new Prevention Education Coordinator, Nkiruka "Nkiki" Akunwafor, to replace the Alcohol and Other Drugs Services (ADS) Coordinator. The Prevention Education Coordinator will assume the responsibilities of the former ADS position, but also do other prevention programming. The goal is to be more holistic in programming efforts and to eventually completely blend Alcohol and Drug Services into the HWP.
- HWP offered 82 programs on physical, social, emotional, and sexual health to 2,565 participants (duplicated). Programming included workshops, booths, and events, including Haze, the Condom Fashion Show, Get Moving Gallaudet, and more.
- HWP provided six Peer Health Advocates (PHAs) and one intern the opportunity to develop professional skills, learn about different aspects of health, and organize information to present to the Gallaudet community through "bathroom tips," bulletin boards, booths, workshops, and other events. PHAs reported learning new health-related knowledge and beneficial ways to disseminate information to the community. In the exit interview/questionnaire, all of the PHAs "agreed or strongly agreed" that this experience "helped me to develop skills I can use."
- HWP, together with an intern and the Dean of Student Affairs, began efforts to establish a food pantry on campus. The food pantry will provide supplemental food, limited professional clothing, and school supplies for students in need. The goal is to have it open by Fall 2018.

Office of Student Conduct

It is in the best interests of Gallaudet University and the members of the University community for the University to function as a self-regulated community in an orderly environment. Having its own responsible student conduct system that follows established procedures will enable the University to deal with internal matters of student discipline. Further, the Office of Student Conduct (OSC) deals with such misconduct in ways that encourage positive learning from the experience.

OSC serves as a campus-wide resource, providing consultation on issues related to student conduct, classroom management, restorative justice, and bias-related harassment. OSC is also responsible for assisting the University with regard to Title IX policies, procedures, and compliance as it relates to students.

OSC provides training for new and current students, students enrolled in the English Language Institute (ELI), paraprofessional student workers, and student organization officers on topics of student conduct and Title IX.

The Office of Student Conduct highlights for this year include:

- OSC oversaw enhanced prevention education efforts through collaboration with academic departments, Student Body Government (SBG), Residence Life, and other student affairs units. Prevention education programs included the “Write Out Your Consent” t-shirt project with SBG at UnityFest 2018, “Tea with Title IX” in the freshman residence hall, and Sexual Assault Awareness Month campus-wide programming.
- OSC served as a campus-wide resource for cross-divisional committees, such as the Integrated Response Team, the Persona Non Grata (PNG) Panel, and the Title IX Team, to address various issues including bias-related harassment, Title IX policy, procedures, and compliance, and diversity, equity, and inclusion.
- OSC continued to serve as a community resource by infusing restorative justice practices into the student conduct program to address low-level infractions.
- OSC provided 10 Title IX training sessions for 611 students during the summer 2018 training cycle,

beginning with JumpStart paraprofessional staff in July and concluding with four concurrent sessions for New Student Orientation (NSO).

Office of Campus Ministries

Spiritual development is an important part of students’ engagement in the campus community and a contributor to overall student development. Gallaudet supports a group of volunteer religious workers who are appointed by their jurisdictional supervisors to serve and minister on campus. As recognized religious workers of the Office of Campus Ministries, the campus ministers provide regular religious services for students and the community.

Office of Campus Ministries highlights for this year include:

- The Office of Campus Ministries hosted Passover, Rosh Hashanah, and Shabbat service, as well as other social dinners.
- It provided counseling to both students and staff during the year.
- It held Christmas, Ash Wednesday, Good Friday, and Easter Sunday gatherings and services.
- It hosted a “Thank You” note campaign.
- It provided midterm and finals week social events, movies, and snacks.
- It produced monthly newsletters.
- It hosted an Office of Campus Ministries ice cream social event each semester.
- It participated in ongoing dialogue on creating an interfaith space on campus.

Student Success

With the addition of New Student Orientation, Student Success expanded to four programs during the 2017–2018 academic year. Its three additional programs are JumpStart: American Sign Language (ASL); JumpStart: Bachelor of Arts in Interpretation (BAI); and the Peer Mentor Program. Each of these programs share a common goal of supporting students in their transition to the university by providing ongoing support on their path to graduation.

New Student Orientation

New Student Orientation (NSO) is a transition program for undergraduate students that seeks to provide them with the information and resources they need to successfully begin their academic journey. NSO introduces students to Gallaudet's resources and to what the Washington, D.C., community has to offer. NSO provides opportunities for students to settle into their residence halls, to connect with their classmates and make new friends, and to meet academic advisors, faculty, and administrators.

JumpStart: American Sign Language

JumpStart: American Sign Language (ASL) is a four-week summer program for first-year students, including transfer students, who are new or emerging users of ASL. Students arrive four weeks before New Student Orientation and the start of the fall semester, receiving intensive sign language training and instruction in ASL, deaf culture, and Gallaudet history and traditions.

JumpStart: Bachelor of Arts in Interpretation

JumpStart: Bachelor of Arts in Interpretation (BAI) is an intensive two-week summer program for first-year interpreting students, including transfer students, who are enrolled in the Bachelor of Arts in Interpretation program. Students arrive two weeks before New Student Orientation and the start of the fall semester to work on improving their sign language skills while receiving instruction in deaf awareness, deaf culture, and Gallaudet history and traditions.

Peer Mentor Program

The Peer Mentor Program assists students in their social, personal, and academic adjustment to Gallaudet. Each incoming student is enrolled in GSR 101: First Year Seminar and paired with an outstanding sophomore, junior, or senior student who serves as a mentor to the student throughout the academic year.

Student Success highlights for this year include:

- In February 2018, a new coordinator of student success was hired.
- Ten undergraduate students and one Graduate Assistant were hired for the JumpStart programs.

- Forty-nine students participated in the JumpStart: ASL program.
- Seven students participated in the JumpStart: BAI program.
- Two peer coaches, fifteen peer mentors, and two social work interns were recruited for Fall 2018.
- New Student Orientation welcomed 302 new undergraduate and transfer students in August 2018.
- After New Student Orientation, peer mentors partnered with 12 faculty instructors to support students in 16 sections of the GSR 101: First Year Seminar course.
- Two hundred and sixteen first-year students were assigned a peer mentor as part of their required GSR 101: First Year Seminar.
- Two Social Work Interns were assigned as Peer Mentors for transfer students.

Tutorial & Instructional Programs

The Tutorial & Instructional Programs (TIP) provide a supportive learning environment for students needing academic assistance. The department provides a variety of academic support services offered by qualified academic coaches and tutors. Students learn diverse skills and strategies necessary for academic success. TIP, in collaboration with academic departments, provides learning assistance programs and a consolidated academic support center with emphasis on American Sign Language, English, and Mathematics.

Tutorial & Instructional Programs highlights for this year include:

- Students received TIP services in various programs, with 1,836 tutoring sessions totaling 67,200 minutes in the fall and 1,372 tutoring session totaling 54,100 minutes in the spring.
- TIP provided English Walk-in Services for summer courses.
- Developmental English, Developmental Mathematics, and Higher Mathematics courses received “in-class tutoring” support.
- ASL, English, and Mathematics Coaches provided Dorm Study Hall for five dorms.

- TIP collaborated with Student Success to expand the Drop-in Tutoring Services for specific courses with limited tutor resources.
- TIP collaborated with Student Success and Academic Quality to develop the Student Paraprofessional Handbook.

V. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2015–August 2016 graduates). Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

The survey is sent to recent undergraduate and graduate alumni approximately one year after graduation. The survey is administered in the fall to those who graduated December through August of the preceding year. The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates.

Post-Graduation Employment Experience

During the year since graduation,

- Seventy-six percent (76%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time.
- Seventy-nine percent (79%) of graduate degree alumni worked either full-time or part-time.
- Nineteen percent (19%) of bachelor's degree alumni were pursuing additional education.
- Twenty percent (20%) of graduate degree alumni were pursuing additional education.

Employment Fields

The most common fields of employment for all recent Gallaudet alumni are:

- Thirty-nine percent (39%) are in **education, training, and library** occupations.
- Fourteen percent (14%) are in **community and social services** occupations.
- Ten percent (10%) are in **health care practitioners and technical** occupations.

Sixty-three percent (63%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation

- Eighty-two percent (82%) of all responding alumni participated in an internship while at Gallaudet—87 percent of bachelor's level alumni and 75 percent of graduate degree alumni.

Hearing Undergraduate Outcomes

- Ninety-five percent (95%) of the hearing undergraduates who responded to the survey stated that they were employed.
- Five percent (5%) of the hearing undergraduates who responded to the survey stated they were pursuing additional education.

Current Employment by Standard Occupational Group and by Service to Deaf and Hard of Hearing Individuals

Major Standard Occupational Group	Under-graduate (N=52)	Graduate (N=56)	Total (N=108)	Undergraduate Providing Service to Deaf or HH People ¹	Graduate Providing Service to Deaf or HH People ¹	Total Providing Service to Deaf or HH People ¹
Architectural and Engineering	4%		2%	50%		50%
Arts, Design, Entertainment, Sports, and Media	2%		1%	100%		100%
Business and Financial	4%	4%	4%	50%	100%	75%
Community and Social Services	15%	13%	14%	75%	57%	67%
Computer and Mathematical	6%		3%	33%		33%
Education, Training, and Library	25%	52%	39%	54%	76%	69%
Food preparation and serving related	2%		1%	0%		0%
Healthcare Practitioners and Technical	4%	16%	10%	0%	33%	27%
Healthcare Support	8%		4%	75%		75%
Installation, Maintenance and Repair	2%		1%	0%		0%
Life, Physical, and Social Science	10%	4%	6%	40%	0%	57%
Management	4%	4%	4%	50%	50%	50%
Military		2%	1%		0%	0%
Office and administrative support	12%	4%	7%	67%	50%	63%
Personal Care and Service	2%	2%	2%	100%	100%	100%
Sales and related	2%	2%	2%	0%	100%	50%
Total				54%	66%	60%

¹Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.



Priority Four: Building Blocks of Success: Improving Our Infrastructure and Investing in Our People

Develop focused plans to address and invest in our human capital, critical infrastructure needs (especially digital and campus infrastructure), and Gallaudet's internal and external relationship-building capacity.

I. Adaptive Digital Learning

Gallaudet's Provost, Dr. Carol Erting, was selected in June 2017 as one of 32 provosts and chief academic officers (CAOs) from colleges and universities around the nation to participate in the Association of Chief Academic Officers (ACAO) Digital Fellows program. The program, funded by the Bill & Melinda Gates Foundation, was designed to provide provosts and CAOs with critical information, effective resources, and tested strategies to help them and their faculty understand and adopt high-quality digital courseware focused primarily on one or more lower-division gateway courses. The institutional strategy was to identify how the campus (or an academic department or initiative) could use digital courseware to improve student engagement, instruction, and retention, and also how the use of digital courseware would transform departmental and institutional practice. The goal of the program was to explore ways to utilize digital technology to increase retention and persistence towards graduation of undergraduates, especially students

in financial need, first-generation college students, and students of color.

Although the funded activities of the ACAO Digital Fellows Project was limited to the 2017–2018 academic year, the project was expanded using Gallaudet funding support to reflect longer-term institutional goals and objectives (Priority #4) for digital learning. The focus of the ACAO Digital Fellows Project was the redesign of our general studies quantitative reasoning course (GSR 104) offered during the spring semester of 2018. This course redesign included the introduction of digital adaptive courseware into the curriculum.

The ultimate long-term goal of the initiative includes the integration of digital teaching and learning into the culture and practice of the university and to partner with digital courseware vendors to produce bilingual ASL/English versions of their courseware for use with students nationwide who are ASL/English bilingual learners in all disciplines.

FY 2018 Highlights

- GSR 104 faculty received training on the Pearson's MyLab Math (MLM) and McGraw Hill's ALEKS adaptive courseware and integrated the use of the two platforms into the curriculum.
- During the Spring 2018 semester, all six sections of GSR 104 used one of the two different digital coursewares, either Pearson's MyLab Math (MLM) and McGraw Hill's ALEKS. The faculty analyzed data collected and student learning outcomes to explore the benefits of digital adaptive learning for our GSR 104 students and recommended that ALEKS be the sole adaptive courseware for the Fall 2018 semester.
- GSR 104 Digital Fellow Faculty visited Austin Community College to tour the ACCelrator, a state-of-the-art multipurpose space that serves as classroom, computer lab, tutoring and writing center and academic coaching center. The visit inspired the GSR 104 faculty to propose re-designing a classroom to allow for tandem teaching. Renovations to the classroom were completed at the start of the Fall 2018 semester.
- A call for a second cohort of Digital Fellows went out in August 2018 and nine new faculty members were selected to participate for two years, 2018–2020.

Photo: to become better acquainted with the student body, the Department of Public Safety hosts a "Donuts with DPS" event. Students enjoy sweet treats while greeting and meeting campus safety officers.

II. Budget Reconciliation and Reinvestment Initiative

In early FY 2018, Gallaudet undertook a number of projects to transform and strengthen the university. Known collectively as the Budget Reconciliation and Reinvestment Initiative (BRRRI), these efforts are designed to focus the University's efforts on developing a more sustainable financial model and further diversifying its revenue sources.

Through this work, Gallaudet is investing its energies and resources in the things that truly matter: its learning community, its researchers and innovators, and its impact on the world. BRRRI will allow Gallaudet to increase its ability to realize the cultural, linguistic, social and economic value of deaf, hard of hearing and deafblind people.

The BRRRI is made up of efforts that began as three discrete projects:

- **Rapid Response Team (RRT) work:** This effort began in February 2018 and engaged over 40 community members in teams to brainstorm ideas to achieve savings and new net revenue. During FY 2018, RRT actions resulted in \$1.255 million in savings. RRT work will continue throughout FY 2019.
- **Academic Portfolio Review (APR):** The Academic Portfolio Review took place in FY 2018 and highlights Gallaudet's economic engines and assesses academic efficiencies and productivity. Based on findings from the review, the provost, deans, and department chairs are working to establish savings targets and design efficiency opportunities. These efforts will continue throughout FY 2019.
- **Administrative Services Review (ASR):** During the latter part of FY 2018, over 100 community members were interviewed as part of the ASR. The ASR is deep analysis of all administrative services. It is designed to identify opportunities for Gallaudet to maintain service levels at lower costs and enhance services as appropriate. Data analysis leading to recommendations and development of an implementation plan will take place in FY 2019.

III. Internationalization Process

Approximately 80 people on campus, including several RSIA staff members, have been involved in Gallaudet's Internationalization (IZN) process, with over 1,200 hours logged to date. IZN is an invitational learning community led by the American Council on Education (ACE). The University's objectives for participating in the two-year initiative, which began in FY 2017, are to reaffirm its aim to be a major global hub for research and outreach by reviewing international activities across campus, clarifying institutional goals, recommending internationalization goals and priorities, and developing a strategic action plan.

ACE's six pillars to guide IZN are: articulated institutional commitment; administrative leadership, structure, and staffing; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships. Due to the unique nature of Gallaudet, the University's IZN

Steering Committee added capacity building projects for international collaborations to the sixth pillar.

Early findings of IZN at Gallaudet focus on three themes: growing demand for experiential and global learning; pathways for international student success; and international collaborations with mutual and sustainable benefits that can contribute to Gallaudet's role in an increasingly globalized world. The schedule and progress that has been made were shared with the University's Board of Trustees at its May meeting on campus by the steering committee, with support from President Roberta Cordano and Provost Carol J. Erting.

Related to Gallaudet's commitment to internationalization, Provost Erting accepted an invitation this year to serve as a member of the Commission on IZN and Global Engagement, which serves as an advisory body for ACE and its international initiatives. Her term on the commission lasts through June 30, 2021.

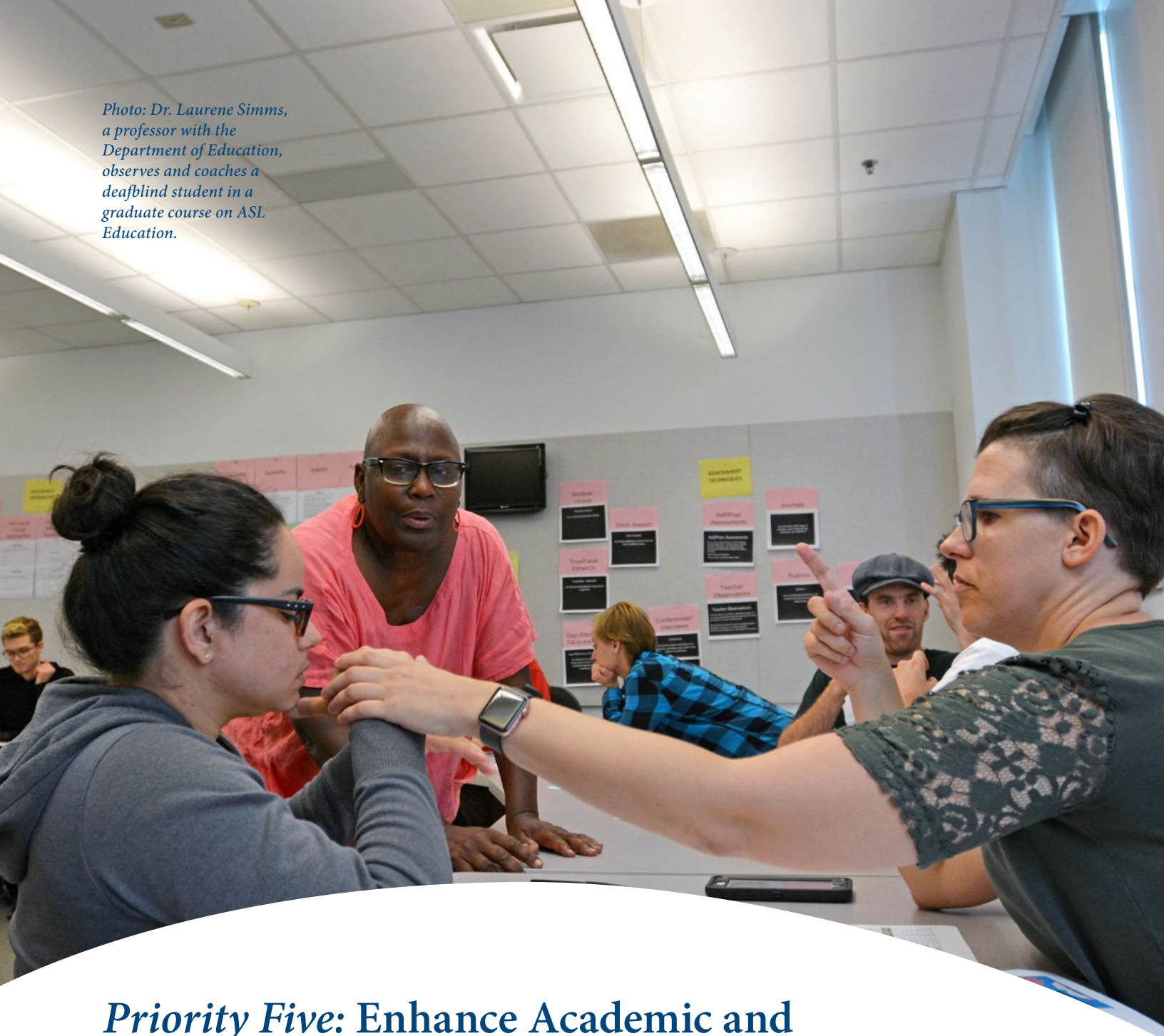
IV. Living, Well-Being, and Belonging (LWB) Initiative

The Living, Well-Being, and Belonging (LWB) initiative was established in fall FY 2018 to address key issues within three foundational aspects of the student experience at Gallaudet: physiological, safety, and belonging. Designed to be a series of activities over time, LWB began with efforts in three areas: 1) Community Hubs, 2) Food Security, 3) Persona Non-Grata Panel.

- **The Community Hubs** project team was charged to define the concept of community hubs, identify potential areas on campus that could serve as community hubs, and develop a plan to maximize these areas. In FY 2018 the Ely Patio was selected as a community hub because of its importance as a location for community-building. The redeveloped site now includes new outdoor furniture (with both high and low tables), outdoor string lights, two charcoal grills, improved WiFi reception, and power outlets for phones, computers, and projectors. A canopy will also be added to the site. Additional projects are planned for future years.
- **The Food Security** initiative was a cross-divisional effort to address food insecurity among students at Gallaudet. This is an issue facing colleges and universities all over the United States. The ultimate goal is to eradicate food insecurity among Gallaudet students. Following planning during the spring and summer, the Gallaudet Food Pantry opened fall 2018.
- **The Persona Non-Grata (PNG) Panel Review** was established to review and revamp Gallaudet's PNG policy. This effort began with a community engagement meeting about the current PNG policy and how Gallaudet can improve it to make it more transparent and inclusive. A new PNG panel was established in FY 2018 consisting of a cross-section of stakeholders from the Gallaudet Campus Community. The panel has been reviewing Gallaudet's current PNG policy, how this policy protects Gallaudet's campus as well as how it impacts the community at-large. The panel is reviewing other institutions' policies and will be consulting with an outside expert to ensure that we develop a legal, fair, and sustainable policy. The intent is to create a policy that is sensitive to the Gallaudet and deaf community at large as well as protecting Gallaudet's students, staff, and faculty.

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Photo: Dr. Laurene Simms, a professor with the Department of Education, observes and coaches a deafblind student in a graduate course on ASL Education.



Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity

Continue to build, articulate, and implement Gallaudet's vision for Creativity Way (and the overall Sixth-Street development) to drive innovation and excellence in Gallaudet's overall academic vitality and contributions to society.

I. Academic Programs

During FY 2018, the Division of Academic Affairs implemented several initiatives.

1. With thanks to the Maguire Foundation, the visitor's center was renovated and transformed into the Maguire Welcome Center, a dynamic meeting and exhibit space. The grand opening coincided with Gallaudet's spring undergraduate open house on April 9, 2018. The modernized main entry plaza facing the historic Olmsted Green welcomes visitors into a new reception area and an expanded exhibit space where they will encounter interactive digital media and state-of-the art exhibits that convey Gallaudet's unique bilingual story.
2. The first Director of the Gallaudet Innovation and Entrepreneurship Program (GIEI) guided 17 new faculty fellows to infuse entrepreneurship into their courses and led Gallaudet participation in three entrepreneurial programs: Deaf Entrepreneurship Network (with 190 participants), Global Startup Weekend (with 28 Gallaudet students), and the world premiere of an environmental documentary film by two Gallaudet alumni.
3. The Tinkerlab, located in the Washburn Arts Building, opened its doors on March 30, 2018. It is in full swing with members of the campus community using computer numerical control (CNC) routers, three CNC sewing and embroidering machines, three laser cutters, virtual reality headsets, tablets, and computers programmed with 3-D print and Geomagic Touch tools. Tinkerlab knowledge assistants guide those who visit the lab in using the equipment.
4. Gallaudet has joined the Internationalization (IZN) Laboratory of the American Council on Education (ACE), an invitational learning community that will greatly assist the University in developing goals, strategies, and action plans for comprehensive internationalization aligned with its strategic goals. The lab is an invitational learning community with participation by 127 institutions from across the U.S. and around the world that are committed to enhancing their capabilities and strategies for comprehensive internationalization.
5. The Center for Continuing and Online Education (CCOE) has undergone further restructuring to tighten its focus on providing continuing and online education programs. It has also developed an ambitious growth plan for guiding the University with regard to the development, implementation, and assessment of online, hybrid, and continuing education programs in the next several years. This plan helped to accelerate Gallaudet's progress in the digital landscape of learning and advancing opportunities for learners across the lifespan.
6. The Ph.D. in Educational Neuroscience (PEN) welcomed its fifth year of incoming new Ph.D. students in the fall of 2018. By August 2018, the PEN program will have successfully graduated two Ph.D. students within its first 4.5 years. These two students were the first Gallaudet graduate students to win the coveted NIH F31 pre-doctoral awards, which provided them with significant governmental funding. Both are well launched and are presently in post-doctoral positions. All of PEN's faculty members help to increase PEN students' career options by intensively training them, by submitting grant proposals, and by launching programs of research.

Faculty

The University began the 2018–2019 academic year with 186 full-time, regular faculty members. Five faculty members retired in 2017–18, and 12 new full-time, regular faculty members joined the following departments:

- American Sign Language and Deaf Studies
- Government and Public Affairs
- Hearing, Speech, and Language Sciences
- Linguistics
- Physical Education and Recreation
- Psychology
- Social Work
- Science, Technology, and Mathematics

Two faculty fellows continue gaining administrative and leadership experience in the Center for Bilingual Teaching and Learning.

II. Institutional Student Learning Outcomes

The General Studies Program of General Studies Requirements (GSR) courses was established in 2007 as a response to calls for reforming the General Education curricular design at Gallaudet. The mission statement of the GSR curriculum states that the program is designed to “provide a rigorous academic program that prepares students for successful learning in a complex world where traditional academic disciplines are interrelating, merging, and overlapping.” The program provides students with a high-quality sequence of coursework intended to prepare them for their chosen majors, for life-long learning, and for challenging careers. The General Studies Program begins with Freshman Foundations (GSR 100-level courses), continues with Integrated Courses (interdisciplinary GSR 200-level courses), and concludes with a Capstone Course (GSR 300).

Gallaudet University has five Student Learning Outcomes (SLOs) that were established for all undergraduate students and that represent the knowledge, skills, and attitudes that students should acquire to successfully complete the requirements of the General Studies Program, the undergraduate majors, and the baccalaureate degree. The five SLOs are:

- Language and Communication
- Identity and Culture
- Critical Thinking
- Knowledge and Inquiry
- Ethics and Social Responsibility

Gallaudet and the General Studies Program have adopted the Value Rubrics developed by the American Association of Colleges and Universities (AACU) for assessment of the five SLOs in the GSR courses.

The Language and Communication SLO for American Sign Language (ASL) and written English is assessed in the entire range of GSR courses. The other four SLOs are assessed in the GSR 200 and GSR 300-level courses.

Data on literacy measures was collected for the first time in Academic Year 2008–2009 in all GSR courses at the freshman and sophomore levels. During Academic Year 2009–2010, baseline data was used to establish proficiency target scores in each of the five categories used to determine literacy in ASL and in written English. Similar work was done in the 2009–2010 and 2010–2011 academic years to establish proficiency target scores for the categories for the rubrics used to assess the four other SLOs.

Based on this work, the following values have been assigned for the six rubrics used for assessment of the five SLOs in GSR courses as presented in the following tables and graphs:

Score	Value
1	Developing student (lowest level)
2	Progressing student
3	Benchmark – target score
4	Exceptional student (highest level)

Language and Communication

1. The **Language and Communication SLO** states, “Students will use American Sign Language (ASL) and written English to communicate with diverse audiences, for a variety of purposes, and in a variety of settings.”

Assessment of this SLO

Gallaudet has adapted the AACU Oral Presentation Rubric as the ASL Public Presentation Rubric to assess ASL in presentations. The AACU Written Communication Value Rubric is used for assessment of written English.

Assessment of ASL

GSR AY 2017 ASL Public Presentation Data

The tables and graphs below compare the average ASL public presentation scores for students at the three course levels of the General Studies Program and indicate steadily increasing skill improvement as students progress

from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). While students in the GSR 200 courses showed slight improvement compared with the GSR 100 courses, they did not consistently achieve the benchmark score of 3. Yet the students in the GSR 300 courses performed better overall and met or exceeded the benchmark score of 3 for all categories.

GSR 100 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	33	10%	29	9%	33	10%	34	10%	30	9%
2's	128	38%	122	37%	103	31%	149	45%	123	37%
3's	108	32%	123	37%	143	43%	86	26%	125	37%
4's	65	19%	60	18%	55	16%	65	19%	56	17%
N	334	100%	334	100%	334	100%	334	100%	334	100%
Mean	2.61		2.64		2.66		2.54		2.62	

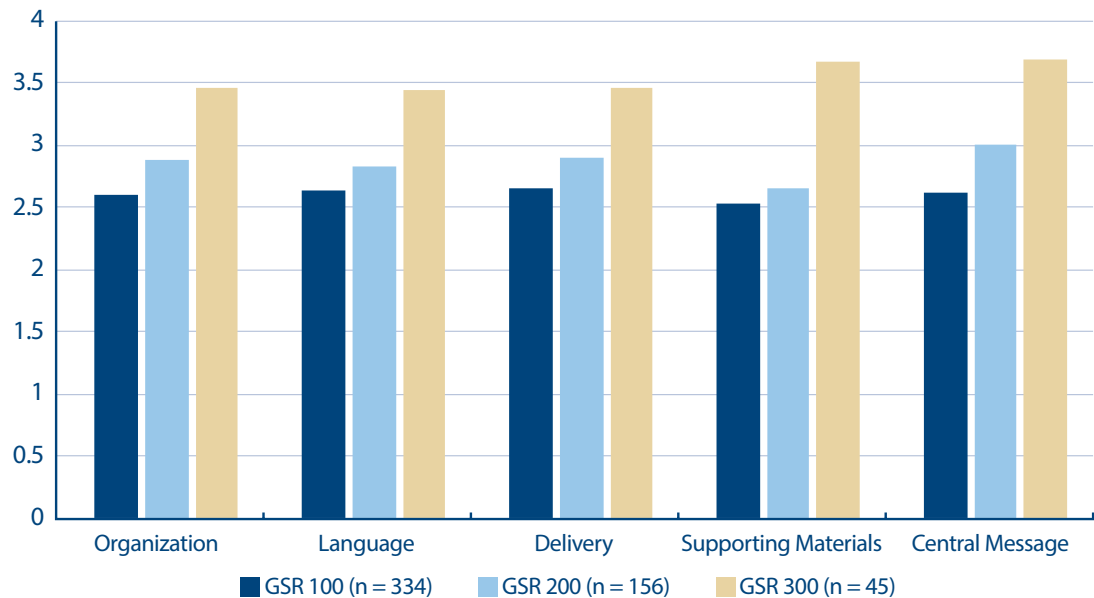
GSR 200 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	4	3%	29	3%	33	2%	34	3%	30	1%
2's	35	22%	122	26%	103	22%	149	44%	123	18%
3's	92	59%	123	54%	143	59%	86	39%	125	61%
4's	25	16%	60	16%	55	17%	65	14%	56	21%
N	156	100%	156	100%	156	100%	156	100%	156	100%
Mean	2.88		2.83		2.90		2.65		3.01	

GSR 300 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	0	0%	0	0%	0	0%	0	0%	0	0%
2's	7	16%	3	7%	2	4%	2	4%	4	9%
3's	10	22%	19	42%	20	44%	11	24%	6	13%
4's	28	62%	23	51%	23	51%	32	71%	35	78%
N	45	100%	45	100%	45	100%	45	100%	45	100%
Mean	3.47		3.44		3.47		3.67		3.69	

GSR Average ASL Public Presentation Rubric Scores



Assessment of Writing

GSR AY 2017 Written Communication Data

The following tables and graphs compare the average written communication scores for students at the three course levels of the General Studies Program and indicate ultimate skill improvement as students progress from the Freshman Foundation courses (100 level) to the Capstone

Course (300 level). Many of the GSR 200 students did not meet the target score of 3 and did not demonstrate improvement in written English until they reached the 300 level, where all categories were at or above the benchmark of 3.

GSR 100 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1's	52	14%	53	14%	60	16%	75	20%	51	13%
2's	146	38%	159	42%	166	43%	158	41%	175	46%
3's	122	32%	116	30%	101	26%	89	23%	96	25%
4's	62	16%	54	14%	55	14%	60	16%	60	16%
N	382	100%	382	100%	382	100%	382	100%	382	100%
Mean	2.51		2.45		2.40		2.35		2.43	

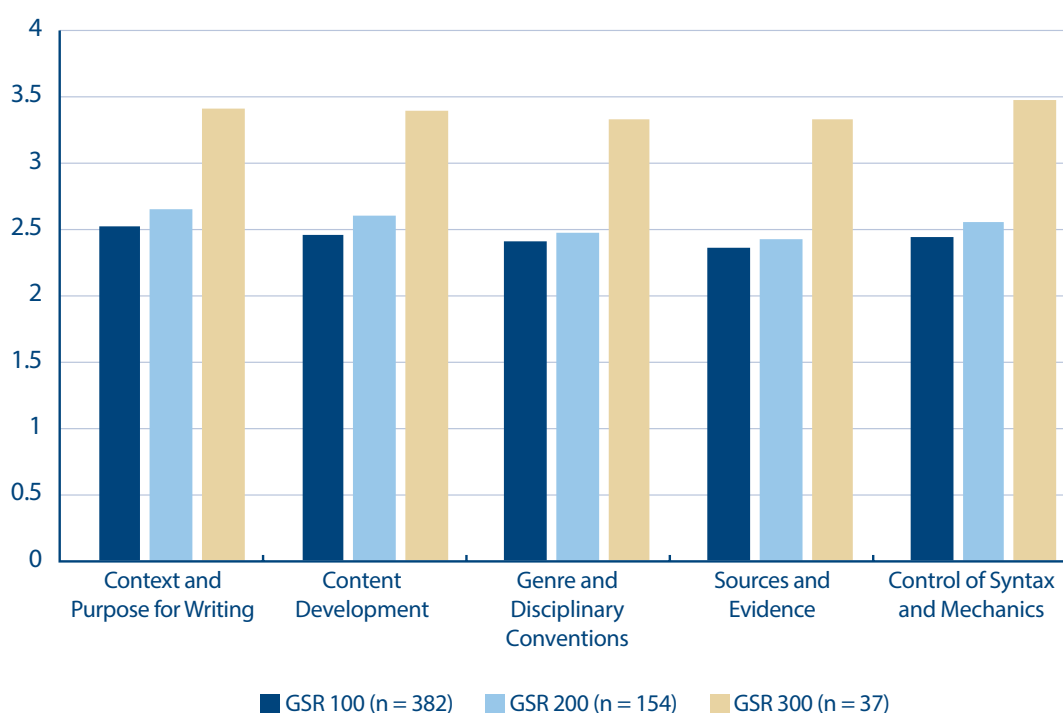
GSR 200 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1's	17	11%	13	8%	17	11%	21	14%	16	10%
2's	45	29%	53	34%	66	43%	64	42%	58	38%
3's	68	44%	71	46%	53	34%	50	33%	59	38%
4's	24	16%	17	11%	18	12%	18	12%	21	14%
N	154	100%	154	100%	154	100%	154	100%	154	100%
Mean	2.64		2.60		2.47		2.42		2.55	

GSR 300 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1's	0	0%	0	0%	0	0%	0	0%	0	0%
2's	4	11%	5	14%	7	19%	7	19%	5	14%
3's	14	38%	13	35%	11	30%	11	30%	10	27%
4's	19	51%	19	51%	19	51%	19	51%	22	59%
N	37	100%	37	100%	37	100%	37	100%	37	100%
Mean	3.41		3.38		3.32		3.32		3.46	

GSR Average Written Communication Presentation Rubric Scores



Critical Thinking

2. The **Critical Thinking SLO** states that “Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.”

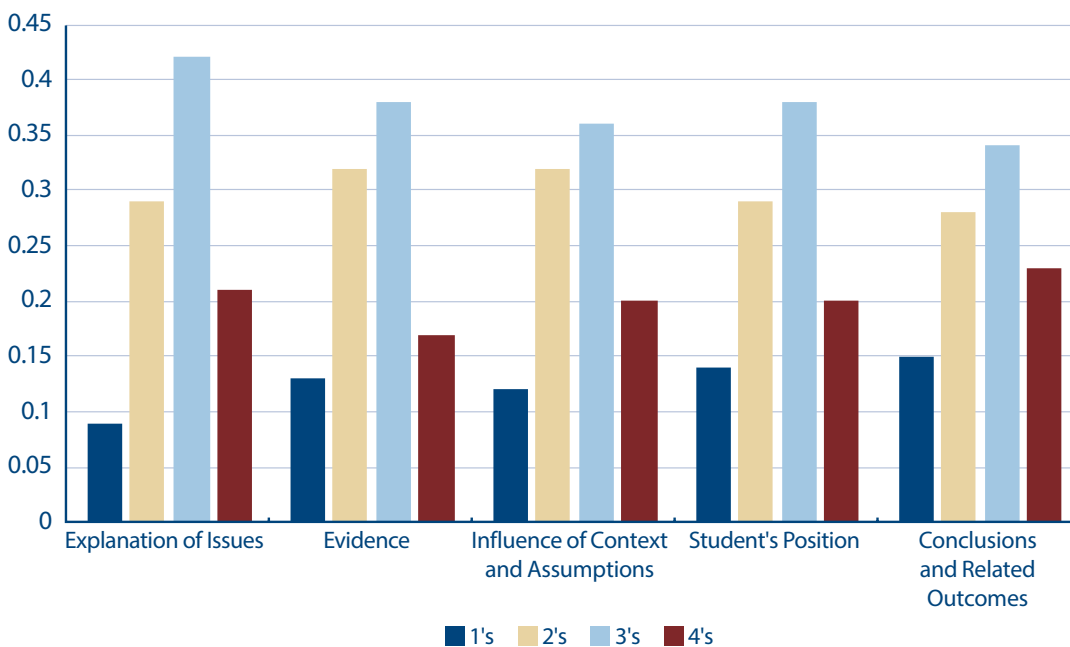
This SLO has been assessed for GSR 100-level courses using the AACU Critical Thinking Value Rubric.

While there were students (less than 15 percent in all categories) scoring 1 for this SLO, the majority of the student scores clustered around 2 and 3. For all five skill areas, a plurality scored 3. Because this outcome is assessed only in 100-level courses, it makes sense that some students are in the most emerging level while a significant majority scored 2s and 3s.

GSR 100 AY 2017 Critical Thinking Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1's	10	9%	15	13%	14	12%	16	14%	17	15%
2's	34	29%	37	32%	38	32%	34	29%	33	28%
3's	49	42%	45	38%	42	36%	44	38%	40	34%
4's	24	21%	20	17%	23	20%	23	20%	27	23%
N	117	100%	117	100%	117	100%	117	100%	117	100%
Mean	2.74		2.60		2.63		2.63		2.66	

GSR 100 Critical Thinking Rubrics



Identity and Culture

- The **Identity and Culture SLO** states, “Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups.”

This SLO has been assessed for GSR 200-level courses using the AACU Intercultural Knowledge and Competence Value Rubric.

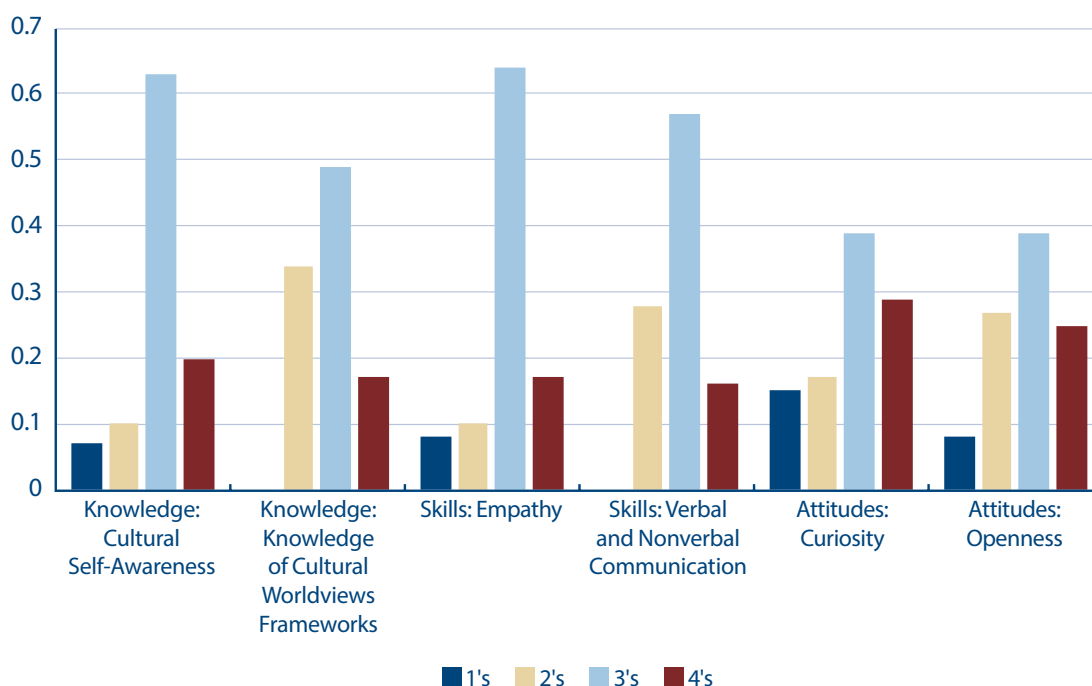
A majority of the 200-course-level students showed

scores of 3 for all six skill areas, meeting or exceeding the benchmark. The skill and attitude areas with the most 3s were Empathy and Verbal and Nonverbal Communication. The categories of Curiosity and Openness had the most equal distribution of scores, with few 1s and the most 4s. Areas with more scores of 2 than 4 were Knowledge: Knowledge of Cultural Worldview Frameworks; Skills: Verbal and Nonverbal Communication; and Attitudes: Openness.

GSR 200 AY 2017 Intercultural Knowledge/Competence Data

	Knowledge: Cultural Self-Awareness	%	Knowledge: Knowledge of Cultural Worldview Frameworks	%	Skills: Empathy	%	Skills: Verbal and Nonverbal Communication	%	Attitudes: Curiosity	%	Attitudes: Openness	%
1's	4	7%	0	0%	5	8%	0	0%	9	15%	5	8%
2's	6	10%	20	34%	6	10%	16	28%	10	17%	16	27%
3's	37	63%	29	49%	38	64%	33	57%	23	39%	23	39%
4's	12	20%	10	17%	10	17%	9	16%	17	29%	15	25%
N	59	100%	59	100%	59	100%	58	100%	59	100%	59	100%
Mean	2.97		2.83		2.90		2.88		2.81		2.81	

GSR 200 Intercultural Knowledge Rubrics



Knowledge and Inquiry

4. The **Knowledge and Inquiry SLO** states, “Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world.”

This SLO has been assessed for GSR 200-level courses using the AACU Inquiry and Analysis Value Rubric.

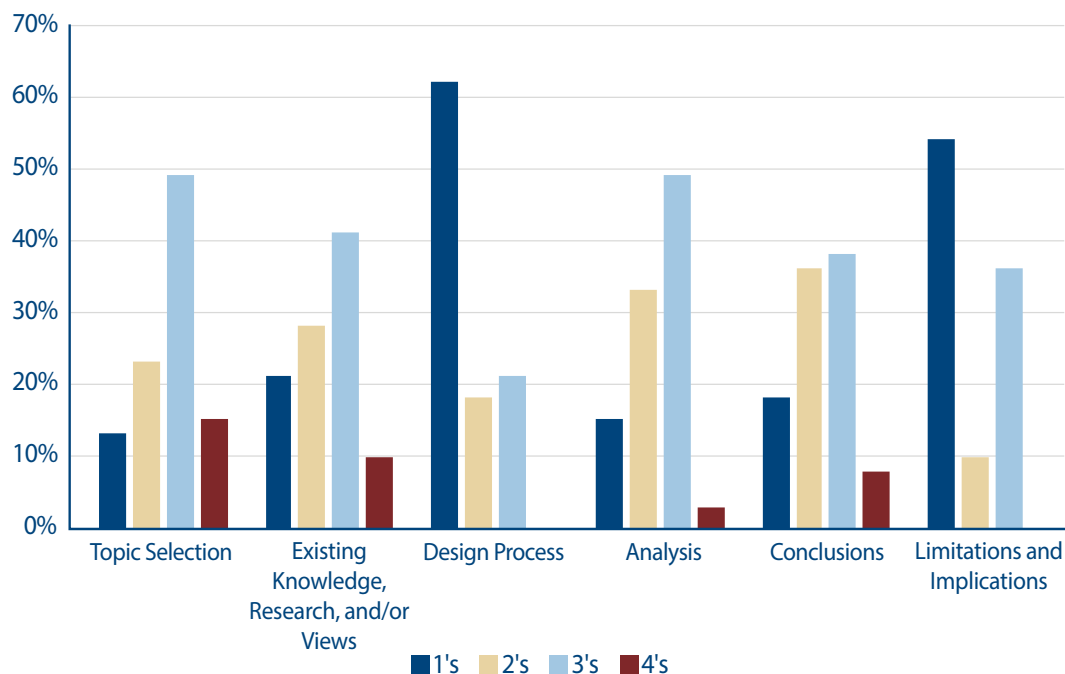
GSR 200 AY 2017 Knowledge and Inquiry Data

Mean scores did not hit the benchmark in any of the six areas. “Design Process” and “Limitations and Implications” are particular areas of concern, with a majority of students scoring 1. However, a plurality of the students scored 3 in “Topic Selection,” “Existing Knowledge, Research, and/or Views,” “Analysis,” and “Conclusions”—although barely.

GSR 200 AY 2017 Knowledge and Inquiry Data

	Topic Selection	%	Existing Knowledge, Research, and/or Views	%	Design Process	%	Analysis	%	Conclusions	%	Limitations and Implications	%
1's	5	13%	8	21%	24	62%	6	15%	7	18%	21	54%
2's	9	23%	11	28%	7	18%	13	33%	14	36%	4	10%
3's	19	49%	16	41%	8	21%	19	49%	15	38%	14	36%
4's	6	15%	4	10%	0	0%	1	3%	3	8%	0	0%
N	39	100%	39	100%	39	100%	39	100%	39	100%	39	100%
Mean	2.67		2.41		1.59		2.38		2.36		1.82	

GSR 200 Knowledge and Inquiry Rubrics



Ethics and Social Responsibility

5. The **Ethics and Social Responsibility SLO** states, “Students will make reasoned ethical judgments, showing awareness of multiple value systems, and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities.”

This SLO has been assessed for GSR 200-level courses using the AACU Ethical Reasoning Value Rubric.

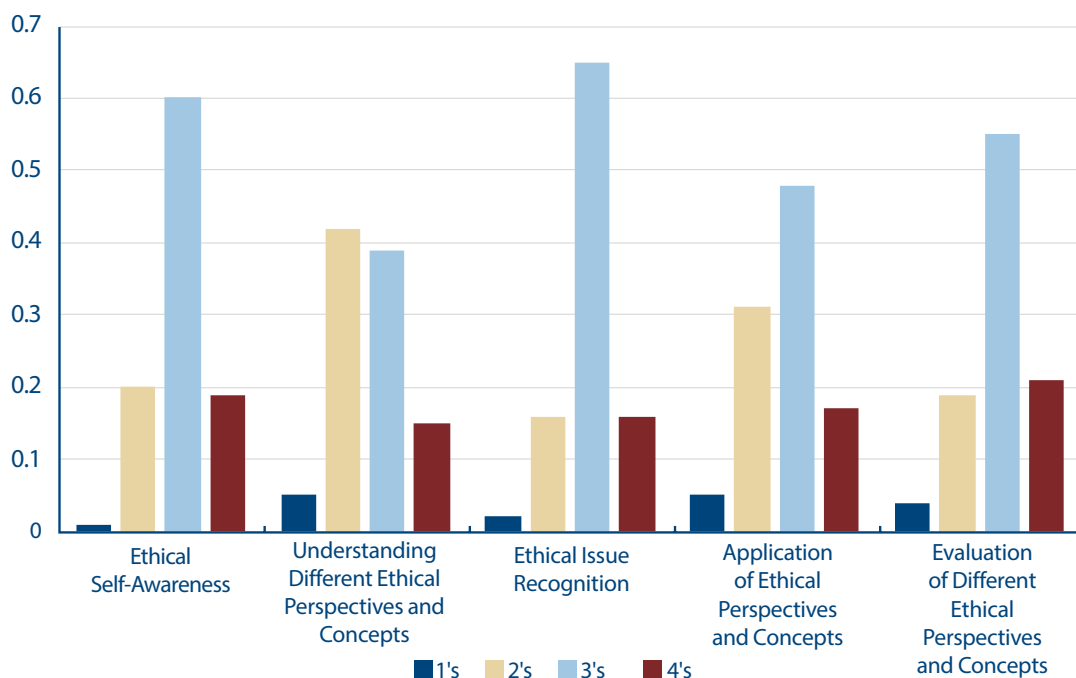
GSR 200 AY 2017 Ethical Reasoning Data

This 200-course-level SLO has the plurality of students scoring 3 in each category except “Understanding Different Ethical Perspectives and Concepts,” where more students scored 2 than did 3 or 4. This is therefore an area for additional instructional and course development. The areas of greatest strength, with most scores clustering around 3 and 4, are “Ethical Self Awareness,” “Ethical Issue Recognition,” and “Evaluation of Different Ethical Perspectives and Concepts.”

GSR 200 AY 2017 Ethical Reasoning Data

	Ethical Self-Awareness	%	Understanding Different Ethical Perspectives and Concepts	%	Ethical Issue Recognition	%	Application of Ethical Perspectives and Concepts	%	Evaluation of Different Ethical Perspectives and Concepts	%
1's	1	1%	5	5%	2	2%	5	5%	4	4%
2's	21	20%	43	42%	17	16%	32	31%	20	19%
3's	62	60%	40	39%	68	65%	49	48%	57	55%
4's	20	19%	15	15%	17	16%	17	17%	22	21%
N	104	100%	103	100%	104	100%	103	100%	103	100%
Mean	2.97		2.63		2.96		2.76		2.94	

GSR 200 Ethical and Reasoning Rubrics



The General Studies Program has evolved over the last 10 years to include scaffolded learning opportunities that support and provide assessment mechanisms for each of the University Student Learning Outcomes. Curriculum mapping and routine assessment of student skills as used in authentic academic tasks has been the cornerstone of program improvement. It is critical to keep in mind that these scores are from university faculty and instructors in real classes with actual student work. Thus, they reflect student competencies in the context of the academic environment where students work and perform daily. The

two Language and Communication assessments—ASL and English—offer the most information, as the skills are continuously taught, reinforced, and supported, and opportunities for mastery on the indicators are possible because all General Studies courses include learning opportunities and assessment of ASL and written English outcomes. Institutional assessment on all outcomes in major programs using the AACU Value Rubrics would be a step toward understanding student progress on all outcomes during their academic careers.

III. Academic Enrollment Trends

Note that in addition to the data in this chapter, the Highlights chapter also contains information regarding enrollment at the University. The Clerc Center chapter contains enrollment data for the Kendall Demonstration Elementary School and for the Model Secondary School for the Deaf.

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2013	2014	2015	2016	2017		2013	2014	2015	2016	2017
Accounting	14	16	23	25	19	Physical Education	16	6	2		
American Sign Language	9	5	12	17	10	Physical Education & Recreation	26	44	46	46	37
Art and Media Design	12	23	17	19	21	Psychology	46	35	42	40	37
Biology, B.A.	10	11	6	3	1	Recreation and Sports Program	12	3			
Biology, B.S.	22	16	9	12	15	Risk Management and Insurance					10
Business Administration	39	40	33	32	38	Self-directed Major	3	3		2	4
Chemistry, B.A.	2	1	2	1		Social Work	42	44	36	40	47
Chemistry, B.S.	1	1	3	5	5	Sociology	6	11	7	5	5
Communication Studies	24	36	55	47	35	Spanish	4	4	6	6	7
Deaf Studies	32	27	27	32	22	Studio Art	3				
Digital Media	1					Theatre Arts	11	7	5	5	8
Education	13	23	26	20	12	Total plan enrollment¹	505	500	500	504	503
English	14	14	13	12	20						
Family & Child Studies	4	1									
Government	18	18	25	24	30						
Graphic Design	6	1									
History	17	15	13	11	10						
Information Technology	14	17	18	14	16						
International Studies	19	26	22	24	24						
Interpretation	47	39	36	46	59						
Mathematics, B.A.	6	7	8	7	5						
Mathematics, B.S.	4	1	5	8	6						
Philosophy	3	4	3	1							
Photography	5	1									

¹This is not a headcount; dual degree enrollments are included, but students who have not yet declared a major are not. Declared majors are as of census date.

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2013	2014	2015	2016	2017
Accounting	1	1			
American Sign Language	1	2	1	1	
Art	7	5	3	9	12
Athletic Coaching	24	26	20	14	13
Biology	3	3	4	2	1
Business Administration	1	1	7	2	1
Chemistry	6	4	2	1	2
Communication Studies	6	6	4	5	3
Dance	3	4	5	4	4
Deaf Studies	1	2	6	6	5
Economics & Finance	2	1			
Education				1	2
English	5	10	8	6	3
Ethics					
Family & Child Studies	5		9	19	29
French	1	1			

	2013	2014	2015	2016	2017
Government	3	3	2	1	2
History	2	1			2
Information Technology	5	8	6	4	3
Linguistics	2	8	11	16	18
Mathematics	2	3	3	2	2
Philosophy	4	2	1		
Psychology	5	9	7	6	8
Recreation and Sports Program	5	4	3		1
Risk Management and Insurance					1
Sociology	9	10	8	5	3
Spanish	6	5	5	9	8
Theatre Arts	3	2	5	5	3
Total plan enrollment¹	112	121	120	118	126

¹This is not a headcount; dual degree enrollments are included. Declared minors are as of census date.

Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Majors

	2013	2014	2015	2016	2017
American Sign Language					
Biology, B.S.	1	1			1
Business Administration					1
Chemistry, B.A.	1				
Communication Studies		1	1	2	3
Deaf Studies	3	3	6	7	2
Education	2	1	2	4	1
English	1	1			
Government		1	1	2	2
International Studies	1	2	4	1	1
Interpretation	3	3	7	9	9
Mathematics			1	1	
Philosophy	1	1			

	2013	2014	2015	2016	2017
Physical Education and Recreation					2
Psychology	2		3	3	3
Self-directed major	1				2
Social Work	1	3		1	1
Sociology		2			
Spanish	2				1
Undeclared	26	30	41	47	55
Total majors declared¹	19	49	66	77	84
Total headcount²	43	49	66	77	82

¹Dual program enrollments are included. Declared majors and minors as of census. Total Majors Declared could exceed Headcount because some students have dual majors.

²Headcount includes students who have not yet declared a major.

Fall Graduate Degree-Seeking Enrollment Trend by Degree Program and Discipline

Certificates	2013	2014	2015	2016	2017
ASL/Deaf Studies	2	2	2		
ASL/English Bilingual Early Childhood Education	2	2	0	2	
Deaf and Hard of Hearing Infants, Toddlers, and Families	11	19	13	14	8
Deaf History					
Deaf Students with Disabilities	1	4	0	1	3
Deaf Studies					
Certificates total	16	29	15	17	11
Masters	2013	2014	2015	2016	2017
Counseling: Mental Health	12	12	9	9	10
Counseling: School	18	14	12	10	9
Deaf Education: Advanced Studies	2	3	6	3	4
Deaf Education: Special Programs	3	3	4	3	2
Deaf Studies	26	13	15	9	5
Education	25	21	22	20	19
International Development	15	10	13	14	16
Interpretation	29	20	22	18	25
Interpreting Research	2	1	4	2	1
Linguistics	20	19	13	11	16
Public Administration	36	40	44	50	50
Sign Language Education		35	35	33	39
Sign Language Teaching	35	1	1		
Social Work	48	42	42	42	45
Speech-Language Pathology	30	33	32	29	31
Masters total	301	267	274	253	272

Specialists	2013	2014	2015	2016	2017
Deaf Education		3	2	3	3
School Psychology	13	17	16	17	17
Specialists total	13	20	18	20	20
Doctorates	2013	2014	2015	2016	2017
Audiology, Au.D.	44	45	44	43	43
Audiology, Ph.D.	6	2	1	1	1
Clinical Psychology	43	42	40	41	39
Critical Studies in the Education of Deaf Learners	18	12	14	12	10
Deaf Education	3	3	3	1	
Educational Neuroscience	2	4	5	7	7
Hearing, Speech, and Language Sciences	7	8	7	7	5
Interpretation	26	33	35	33	28
Linguistics	10	8	9	9	13
Doctorates total	159	157	158	154	146
Total program enrollment	489	473	465	444	449
Total headcount	469	443	444	426	437

IV. Research and Outreach

Gallaudet University's commitment to research was reflected in FY 2018 by a new set of research priorities. These priorities were adopted after three years of internal and external review and form a heightened resolve to be a renowned source of research, development, and outreach leading to advancements in knowledge and practice. Although the University's research priorities have been condensed from 13 to five—Education, Diversity, Accessibility, Deaf Experience, and Language and Cognition—they nonetheless perpetuate an unwavering resolve to advancing the quality of life for deaf and hard of hearing people around the world, as well as benefiting humankind in general.

These outcomes are reflected in a wide array of academic disciplines. (Examples follow in the FY 2018 Research Overview and Research Activities sections.)

Introduction

The University demonstrated marked progress in FY 2018 in its goal to be an important global center of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity. Faculty and students—often in collaboration—vigorously pursued a wide range of research interests related to their academic disciplines. In this process, they are strengthening the foundation of knowledge Gallaudet has built over the past 154 years and helping perpetuate its reputation as an esteemed center of academics and research to enlighten and empower others.

Gallaudet continued its emphasis on training a new generation of researchers in FY 2018 by encouraging experienced faculty and staff researchers to serve as mentors to undergraduate and graduate students, joining with them in a multitude of studies. As a result of this interdisciplinary approach, Gallaudet's research products were enriched by students, faculty, and staff across disparate academic disciplines who made unique connections between ideas and concepts. This innovative approach allows students to learn how to incorporate ideas and apply the knowledge they have gained in multiple

One emphasis of this chapter is to report on Gallaudet's successes over the past fiscal year in securing external funding for research, as well as grants administered by the University, to encourage a wide range of research studies by University students, faculty, staff, and Clerc Center teachers. Thanks in part to these resources, FY 2018 saw an expanding portfolio of national and international activities in training and technical assistance, exhibits and social media-based information sharing, online and extension teaching, English language instruction for international students, American Sign Language teaching, intellectual exchanges of faculty and staff with other universities, and cooperative agreements with domestic and international organizations. By enhancing this knowledge and sharing it with those who are eager to benefit from it, Gallaudet stays on course in strengthening the principles of its Strategic Plan.

ways, ultimately achieving a more meaningful, enriching higher-education experience.

The Provost leads the University's Division of Academic Affairs and effectively manages its resources to achieve its strategic goals and objectives. The Office of the Provost includes several units that support the research mission of the University. These units include the Center for Bilingual Teaching and Learning, the Office of Sponsored Programs, the Office of Research Support and International Affairs, and the following research centers: the National Science Foundation/Gallaudet Science of Learning Center on Visual Language and Visual Learning (VL2) and its research hubs, the Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center, the Technology Access Program, the Deaf Health Communication and Quality of Life Center, and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center/Gallaudet University Museum. (Details on these units can be found later in this chapter.)

Gallaudet celebrated its emphasis on research as a pillar of the University's mission by following up

on its highly successful Research Expos of 2016 and 2017 by planning a third Expo—a two-part event that commenced in October 2018 and will conclude during the 2019 spring semester—focusing on research across disciplines and further reinforcing the University’s desire to inspire tomorrow’s researchers. The Expo is an initiative by Academic Affairs to recognize Gallaudet’s accomplishments in research and to promote dialogue about the indispensable role that research plays at the University and in the deaf community. During FY 2018, Gallaudet’s Office of Research Support and International Affairs (RSIA) helped prepare researchers for the Expo by hosting a series of workshops led by campus experts on various forms of research presentation—videography, infographics, research poster design, presentation skills—plus the opportunity for new researchers to rehearse for their presentations and receive feedback from seasoned researchers.

Also in FY 2018, RSIA published a new issue of a University newsletter, *Research at Gallaudet*. The publication shares news of interesting studies that Gallaudet researchers are engaged in, honors and awards they or their departments have received related to research, and other news that demonstrates the University’s successes and innovations in this area. Topics covered in this issue included the development

of a computer-based auditory training and counseling system that enhances communication for users of assistive technology for hearing; nanotechnology research by Gallaudet student interns who presented their findings at Harvard University; Gallaudet’s selection by the U.S. Department of State and World Learning to be part of the Communities Connecting Heritage Program, which resulted in a collaboration with the Centre for Fine Arts, Brussels, to utilize art, education, and technology to empower deaf youth ages 18–27 from the U.S. and Belgium; and an insightful article by Dr. Brenda Nicodemus, professor and research center director in the Department of Interpretation and Translation, on steps her department has taken to alleviate feelings of isolation often experienced by researchers when undergoing long periods of time engaged in the challenging work of research.

The following FY 2018 Overview section features notable studies undertaken by Gallaudet researchers that illustrate the University’s research and outreach, as well as its investments in tomorrow’s deaf leaders. Enhancing the research expertise of Gallaudet’s academic community and sharing its knowledge with other scholars around the world continues to guide Gallaudet’s progress in this vital area.

FY 2018 Overview

Through grant writing and new and ongoing studies, research flourished in Gallaudet’s academic departments, as well as in its dedicated research centers. A strong emphasis continues to be placed on how research findings can be broadened to encompass instruction and the advancement of deaf and hard of hearing people in general.

Gallaudet reinforced its commitment to global education and outreach in FY 2018, continuing to cultivate international partnerships that benefit Gallaudet students and the worldwide deaf community. These partnerships encourage personal and academic growth for faculty and students alike through international and intercultural education opportunities. A key component that helped lead this effort was the University’s new Education

Abroad program (see section __ on International Affairs), which identifies and develops opportunities for students to enrich their education by studying, interning, and conducting research abroad.

Recognizing that a high level of research activity is essential to the mission of Gallaudet University and the well-being of its constituents, RSIA awards Priority Research Funds (PRFs) each year to assist faculty and staff with expenses associated with getting their studies underway. These awards are made with the understanding that awardees will obtain external funding to expand and sustain their work in their chosen area when the start-up funding expires. In FY 2018, PRFs were awarded to Dr. Patrick Boudreault, associate professor in the Department of Interpretation and Translation, and Dr.

Marlon Kuntze, professor/grant writer in the Department of Government and Public Affairs, for “Comprehension of text in ASL: Impact of linguistic complexity”; and to Dr. Sherry Eyer, associate professor in the Department of Psychology, Dr. Donna Morere, professor/summer internship supervisor in the Department of Psychology, Dr. Thomas Allen, professor/director of NSF Visual Language and Visual Learning, and Dr. Ilaria Berteletti, assistant professor/director of the Ph.D. Program in Educational Neuroscience, for “Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II).” PRFs for ongoing studies were awarded to Dr. Chizuko Tamaki, associate professor/program director of the Department of Audiology, and Dr. Kristen Maul, assistant professor in the Department of Hearing, Speech, and Language Sciences, for “Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment (second year)”; and Dr. Cara Gormally, assistant professor in the Department of Science, Technology, and Mathematics, for “Developing Positive Attitudes toward Science in University Lab (final year).”

Gallaudet’s Office of Sponsored Programs (OSP) provides services and support to Gallaudet faculty and staff seeking external funding for research and training. OSP reported that 28 federal grants *and contracts* totaling \$4,025,221 were awarded in FY 2018.

This fiscal year, the University also received two new grant awards from the National Science Foundation (NSF). Dr. Raja Kushalnagar, Information Technology Program director in the Department of Science, Technology, and Mathematics, received funding from the NSF for his “Research Experiences for Undergraduates (REU) Site: Accessible Information and Communication Technologies” project in the amount of \$359,452. This funding will support 30 deaf, hard of hearing, and hearing undergraduates at Gallaudet and other institutions around the country for a 10-week summer research experience that will provide a creative, collaborative, inclusive, and mentored research experience on accessible technology for deaf, hard of hearing, and deafblind users. A project by Dr. Lorna Quandt, assistant professor in the Ph.D. in Neuroscience Program, and Melissa Malzkuhn, digital innovation and media strategy manager in the Visual

Language and Visual Learning Center (VL2), was awarded \$300,000. Titled, “Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment,” this project will develop and test a system in which signing avatars (computer-animated virtual humans built from motion capture recordings) teach users American Sign Language (ASL) in an immersive virtual environment.

In collaboration with Loyola University, Maryland, Dr. Roberto Sanchez, International Studies Program director and chair of the Department of History, Philosophy, Religion, and Sociology, received \$43,769 from the National Endowment for the Humanities (NEH) to host a four-week summer institute for college and university teachers. Called “Global Histories of Disability,” this institute allowed participants to experience Gallaudet and campus life through the DeafSpace architectural concept, through deaf culture, and through visual communication; it helped them develop a deep appreciation for these core values of the deaf community.

The NEH also funded a project by Dr. Patrick Boudreault, associate professor in the Department of Interpretation and Translation, called “Exposing the Borders of Academia: Sign Language as a Medium of Knowledge Production, Preservation, and Dissemination.” This project was awarded \$323,479 to improve the technological infrastructure of the *Deaf Studies Digital Journal (DSDJ)* and support the implementation of a fully bilingual digital platform for use by both signers and non-signers.

Gallaudet also received two grants showcasing Gallaudet’s global reach in terms of being the premier institution of learning, teaching, and research for deaf and hard of hearing students. Melissa Malzkuhn, digital innovation and media strategy manager in the Visual Language and Visual Learning Center (VL2), received funding from World Learning, Inc., in the amount of \$29,045 to connect young deaf people in the U.S. and Belgium through an exchange program that uses art, education, and technology to help them forge a better understanding of the deaf communities in both countries. Gregoire Youbara, a lecturer in the Department of World Languages and Cultures, received

funding from the International Research and Exchange Board in the amount of \$3,770 to host two Mandela Washington Fellowships for Young African Leaders at Gallaudet. Participants acquired or improved their ASL skills and gained knowledge and experience about American culture.

Over the past four years, Administration and Finance, the OSP, and the Technology Access Program (TAP), under the direction of Dr. Christian Vogler, have laid the groundwork for and nurtured a partnership with the MITRE Corporation and the Federal Communications Commission. Years in the making, this performance contract between MITRE and Gallaudet has been realized with an amount totaling \$459,156 for FY 2018. This collaborative partnership with Gallaudet University's TAP provides subject matter expertise and assists MITRE with Internet Protocol Captioned Telephone Services (IPCTS), Video Relay Services (VRS) and other telecommunications user research, IPCTS quality and accuracy testing, and VRS testing.

The OSP, in collaboration with the Graduate School and Continuing Studies, continued presenting Responsible Conduct of Research (RCR) training. On September 14, 2018, Vicky King, research compliance specialist in the OSP, led a session focused on conflicts of interest, followed by discussion and analysis. The OSP and the Graduate School and Continuing Studies Dean's Office are developing additional interactive and accessible sessions on other RCR topics, including export control, data management and sharing, and mentoring. In addition, King completed professional development training and passed an examination that enabled her to earn the designation of Certified Compliance and Ethics Professional from the Compliance Certification Board®.

The Science of Learning Center on Visual Language and Visual Learning (VL2), with Dr. Laura Ann Petitto as co-principal investigator and scientific director and Dr. Thomas Allen as co-principal investigator, is funded through a cooperative agreement between Gallaudet University and the National Science Foundation (SBE 1041725). It is completing its 12th year of operations.

In FY 2018, VL2 continued to conduct ground-breaking research focused on understanding the neuro-cognitive, behavioral, and social factors contributing to learning among visual learners (especially deaf children during their earliest years) and on developing strategies for translating this basic knowledge into information that informs education and society. The four National Resource Hubs that make up VL2 (along with the interdisciplinary Ph.D. in Educational Neuroscience [PEN] Program for which VL2 serves as the administrative home) had a highly productive year in FY 2018, reporting here on several new and continuing projects:

1. **The Petitto Brain and Language Laboratory for Neuroimaging** (BL2); Dr. Laura Ann Petitto, scientific director. During FY 2018, Dr. Petitto and the BL2 scholars continued to lead an international team in a revolutionary project to develop a learning tool called the "Robot AVatar thermal-Enhanced prototype," or RAVE. RAVE is designed to ameliorate the devastating effects of minimal or delayed language exposure for a vast number of children throughout the nation and world. With funding from two three-year research grants from the W.M. Keck Foundation and the National Science Foundation (NSF-INSPIRE, IIS-1547178), the RAVE robot-avatar is a learning tool that uses thermal infrared imaging and eye-tracking to sense when babies' emotional-attentional interest is most engaged and "ready to learn." Information about the baby's emotional interest is then sent to the avatar to begin signing rhythmic nursery rhymes in ASL and to engage in other social interactions and contingent (meaningful) two-way conversations. When babies are disinterested, the system signals the avatar to stop the language conversation. These scientific achievements permit for the first time the advancement of a machine-human device that can (1) engage in socially contingent rudimentary conversations with young babies (ages 6–12 months) and, crucially, (2) provide natural language when babies are most ready to learn. The leading outcome goal of RAVE is to produce an augmentative learning tool that makes natural language patterns available to young babies during the precise critical or sensitive

periods in early brain and behavior development when they need it most.

To establish when babies need natural language patterns most, basic science studies were first conducted with Dr. Petitto's fNIRS brain imaging system, which measures language and higher cognitive processing in the infant brain using Dr. Arcangelo Merla's Thermal IR imaging system to measure a baby's level of emotional-attentional interest. This work yielded evidence that (a) all babies are sensitive to specific phonetic-syllabic rhythmic patterning at the heart of human language structure, and (b) increased interest to these specific aspects of human language patterns are coupled with peaked emotional arousal as determined by the Thermal IR imaging (Merla/Universita Gabriele D'Annunzio, Chieti-Pescara, Italy). Following this basic research, Dr. Merla and his team built algorithms to signal a baby's emotional state to the avatar, specifically to stop and start its language productions (Avatar science: Traum team/University of South California). These algorithms were further interfaced with the robot's solicitation actions to the baby (e.g., head nodding, eye blinking, etc.; Robotics science: Scassallati team/Yale University).

2. **The Early Education and Literacy Lab (EL2);** Dr. Thomas Allen, director. EL2 continued its extensive statistical modeling analysis of longitudinal data from the Early Education Longitudinal Study (EELS). This study provides rich information on the relationships between early visual communication and literacy growth rates among deaf preschoolers. EELS data contributed to publications, dissertations, and presentations in a variety of venues. The lab proposed and received funding from the Gallaudet Priority Research Fund to conduct a follow-up with the EELS participants (who are now in late middle school) to determine the degree to which early advantages carry forward into later schooling. During FY 2018, the EL2 team made significant progress in developing sample contacts, including participants from the original EELS as well as new participants, and developed research tools that will be used in testing in FY 2019. EL2 also made

significant improvements and revisions to the online version of the Visual Communication Sign Language (VCSL) Checklist, a tool designed to help early education specialists and parents determine whether deaf children from birth to age 5 are achieving appropriate ASL milestones. Over the past three years of assessments with the VCSL, a rich database of close to 500 participants—children from birth to 5 years old—contributed to the submission of two articles. Statistical analysis of response patterns on the checklist are ongoing, and manuscripts are in preparation.

3. **The Motion Light Lab (ML2);** Melissa Malzkuhn, creative director, and Dr. Lorna Quandt, scientific director. Over the past year, the ML2 has released numerous bilingual storybook apps created with the VL2 Storybook Creator, including international translations into Russian, Saudi Arabian, and Dutch sign languages. The Lab is now undertaking a major upgrade to the Storybook Creator program in order to make creating storybooks much easier for users. ML2 had a busy year submitting grant proposals to federal funding sources (e.g., National Science Foundation and private agencies). In collaboration with Dr. Lorna Quandt (Ph.D. in Educational Neuroscience [PEN] Program assistant professor and director of the Action and Brain Lab), Gallaudet was awarded a grant from the National Science Foundation called "Signing Avatars & Immersive Learning: Development and Testing of a Novel Embodied Learning Environment." (See below in the PEN Program summary.) Funded last year by the U.S. Department of State and its World Learning program, ML2 completed its ambitious program, "Connecting Capitals," that created a cultural exchange between Gallaudet University students and deaf youth in Belgium, partnering with the Centre of Fine Arts, Brussels. ML2's creative director, Melissa Malzkuhn, successfully competed for the inaugural class of the Obama Foundation Fellowship Program. Her project to continue designing digital tools to give deaf children equal access to language, literacy, and expression was one of 20 chosen from over 20,000 applicants. In collaboration with Dr. Petitto's Brain and Language Lab's RAVE project, ML2 continues

to lead in designing 3D signing landscapes with the creation of cutting-edge signing avatars.

4. **The Translation for the Science of Learning Lab** (TL2); Dr. Melissa Herzig, director. TL2's goal is to provide an important gateway between the center's scientific discoveries and society. This was accomplished through the development of the updated Family Information Package, which was completed and disseminated in FY 2018, the creation of the lesson plans for several apps for educators, and the publication of an article in the National Association for the Deaf's *NADmag*. TL2, in collaboration with EL2, conducted an efficacy study of the VL2 Storybook Apps through a partnership with Communication Services for the Deaf and Te Slyshu Tebya (whose parent organization is in Russia). The analysis was completed in FY 2018, and a manuscript is being prepared. The lab made significant progress with product reviews and improved the website for TL2's innovative Quality Assurance Review Board, SignWise. The SignWise website was completed, and several projects underwent review in FY 2018. Center discoveries were shared with congressional staffers, educators, medical professionals, parents, and policymakers through presentations, trainings, and meetings. Throughout the year, Dr. Herzig presented and participated at 15 gatherings of professionals and parents.
5. **The Ph.D. in Educational Neuroscience Program** (PEN). Growing from its mission to educate the next generation of scientists, VL2 scholars created the pioneering PEN program. PEN encompasses research in how humans learn across the lifespan, with a special interest in the neuroplasticity of visually-guided learning that contributes to language acquisition and bilingualism, reading and literacy, and higher cognitive processes such as math and numeracy, action perception, memory and attention, emotional and social development, and more. PEN provides top-tier, advanced graduate training in the Cognitive-Educational Neurosciences, affords its students a wide range of exciting career opportunities, and seeks to make

groundbreaking scientific discoveries that have meaningful translation for the good of society. In FY 2018, PEN admitted its fifth cohort of students and saw its second student (Geo Kartheiser, from the first cohort) successfully defend his dissertation, "Neuroplasticity of spatial working memory in signed language processing." As noted above, Dr. Lorna Quandt, PEN assistant professor and director of the Action Brain Lab, is the principal investigator of a new grant from the National Science Foundation titled, "Signing Avatars & Immersive Learning: Development and Testing of a Novel Embodied Learning Environment." The project pioneers the integration of multiple technologies—avatars, motion capture systems, virtual reality, gesture tracking, and electroencephalogram—with the goal of making progress toward the development of an improved tool for sign language learning.

Gallaudet's Technology Access Program (TAP), led by Dr. Christian Vogler, continues to play a large role in the transition from teletypewriters to real-time text. TAP continues to be represented on the FCC Disability Advisory Committee, with direct input on the matters of internet protocol (IP) captioned telephony, video relay services, and technology transitions from analog to IP-based telecommunications. As mentioned previously in the Office of Sponsored Programs summary, TAP holds a partnership with MITRE under the FCC to conduct research into telecommunications relay service usability topics and video relay services interoperability testing. Also mentioned in the OSP summary, TAP collaborates with STM/IT on a National Science Foundation-funded Research Experience for Undergraduates program. This past summer, thanks to this program, TAP-supervised students researched accessible voice interfaces, VRS with captions, and the effect of wideband audio on conversations. Finally, TAP, which maintains the \$4.5 million Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC) grant through Year 5, will start a new five-year \$2.375 million grant on "Twenty-First Century Captioning Metrics, Technology, and Usability."

Staff in Gallaudet University's Drs. John S. and Betty J. Schuchman Deaf Documentary Center continued

to consult with and engage off-campus organizations and foundations in FY 2018, focusing on four core research projects:

- “Deaf NYC: Signs of Change,” National Endowment for the Humanities; Project Director Brian Greenwald; Jean Bergey, co-director. (Award #ZH-252962: \$100,000 in federal funds and \$100,000 in non-federal funds for the period of May 1, 2016, through September 30, 2021). Funds will support three years of research, including interviews, hosting community panels, mining primary sources, and outreach with the New York Deaf community. Eleven interviews have been completed as of May 1, 2018.
- “Deaf Same: Stories from Deaf Peace Corps Volunteers.” A photo-narrative manuscript on deaf Peace Corps volunteers was completed and submitted for review.
- “The Exclusion of Deaf People from State Sterilization Laws.” Student research assistants continue to work on this project with a specific focus on California.
- “Deaf Difference + Space Survival.” Work on a documentary called *Sensing Space* is underway. Jean Bergey, project director, has been invited to participate in a research conference hosted by the Smithsonian Institution’s National Air and Space Museum, as well as a NASA-Johnson Space Center Symposium.

In other significant news for FY 2018, Bergey received a grant through City Lore to host the Becoming American film and discussion series on U.S. immigration during the Fall 2018 academic semester.

This year, the Gallaudet University Museum completed research on the National Fraternal Society of the Deaf and opened the We Are Equal exhibition. Of special note were findings on the organization’s significance to the deaf community during the early and middle twentieth century, specifically its mirroring of American society when dealing with issues of diversity and inclusion. Also, Museum Specialist Meredith Peruzzi, in collaboration with Connecticut Historical Society and the American School for the Deaf, hosted an exhibition titled, “Language, Culture, Communities: 200 Years of Impact by the American School for the Deaf.” Finally, the Museum completed a self-study funded by the Institute of Museum and Library Services and administered through the

American Alliance of Museums. This self-study is a step toward accreditation.

The Department of Interpretation and Translation (DoIT) maintained its commitment to scholarship in FY 2018 by incorporating research into each of its three academic programs (B.A., M.A., Ph.D.), which represent a total of more than 100 students. At the B.A. level, three sections of graduating seniors conducted small-scale research projects culminating in a public poster session.

For the second year, under the guidance of Dr. Emily Shaw, nine students provided the results of their research endeavors at the 2018 Annual Master’s of Interpretation Research Forum, an all-day event hosted by the department. Among other topics, students investigated the impact of visual preparation materials on depiction in ASL interpretations, interpreting for deaf and hard of hearing emergent signers, and the effect of educational interpreters on successful social integration of mainstreamed deaf students.

Finally, Ph.D. students presented their research nationally and internationally, as well as published numerous articles and book chapters. In addition, the department celebrated the graduation of five students, two of whom are deaf, from its doctoral program at the May 2018 commencement exercises. One of the deaf doctoral graduates was a speaker at commencement.

The Center for the Advancement of Interpreting and Translation Research (CAITR), under the direction of Dr. Brenda Nicodemus, continued to forge its mission of making research connections with Translation and Interpreting Studies scholars and students worldwide. DoIT and CAITR hosted their sixth annual Colloquium Lecture Series, in which four deaf and hearing scholars in Translation and Interpreting Studies provided evidence-based research studies. The lectures have been viewed by thousands of individuals across the globe through their video archive. CAITR also continued to foster its Research Chats series, containing short videos that showcase student and faculty research questions. Furthermore, CAITR launched a Ph.D. research reading group in which doctoral students and DoIT faculty read

and discussed seminal research studies in Translation and Interpreting Studies.

Building on last year's Symposium on Signed Language Interpretation and Translation Research, attended by more than 250 students and scholars from around the world, is a forthcoming publication of the volume, *Second Symposium Selected Papers* (Gallaudet University Press). It is co-edited by DoIT faculty members Drs. Danielle I.J. Hunt and Emily Shaw. In addition to hosting

conferences and reading groups and educating students about research, DoIT faculty members maintain an active research agenda of their own, present at national and international conferences, and publish their work in peer-reviewed books and journals.

The contents of the ensuing chapter reflect some of the major accomplishments achieved during FY 2018 in support of Goal E of the Gallaudet Strategic Plan.

Research Section Content

The research section of this chapter contains profiles on active research projects as well as individual faculty and staff members' scholarly achievements, such as publications and presentations, both research-based and otherwise.

The section begins with a table showing the projects conducted by faculty, staff, students, and collaborators on each of the University's research priority areas. Next is an overview of student engagement in research, highlighting the most notable of their achievements: doctoral dissertations. Finally, profiles of each research and demonstration project, and citations for each reported scholarly product are arranged under the banner of the hosting research center and academic unit.

The reader can conveniently search through all of this information using the online database, "Research and

Scholarly Achievement at Gallaudet University," at <http://research.gallaudet.edu/ara/>. The database can be searched by department, individual, research priority, or other criteria in order to easily locate both prior and current projects and scholarly products. The reader who desires more in-depth information may contact the scholar directly.

The chapter also provides the Office of Sponsored Programs' reports on research proposals and awards from external sponsors.

Finally, this chapter reports on a comprehensive array of outreach programs and services to Gallaudet's many constituencies, both nationally and internationally.

Information about the research activity of the Laurent Clerc National Deaf Education Center can be found in a later chapter.

V. Gallaudet Research Priorities

Gallaudet University adopted a new set of research priorities in FY 2018 following a three-year internal and external review. Although these priorities were condensed from 13 to five, they continue Gallaudet's unique and long-standing responsibility and commitment to encourage research that addresses the diversity of the deaf and hard of hearing population on campus, across the United States, and around the world. These priorities provide a foundation for the research efforts of the University and the Clerc Center, efforts that will ultimately benefit these populations and all of humanity.

The Education of the Deaf Act (EDA) requires the University to establish its research priorities through input from constituent groups, consumers, and heads of federal agencies. Gallaudet faculty, staff, and students are offered the opportunity to provide their input by working together to identify areas that they feel are most essential to the University's mission of educating and empowering deaf and hard of hearing people.

The five priorities are:

1. **Priority #1: Education.** The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of deaf, hard of hearing, and deafblind people through the lifespan, from birth through postgraduate education and beyond, aimed at the development of evidence-based best practices and policies.
2. **Priority #2: Diversity.** Diversity within and between deaf, hard of hearing, and deafblind communities, including underserved populations, as represented through the arts, humanities, and allied fields, through demographic studies, and through genetics, along with ethical and policy issues surrounding these manifestations of diversity.
3. **Priority #3: Accessibility.** Accessibility for deaf, hard of hearing, and deafblind people in the workplace and in society at large as made possible by a wide range of technologies in several domains, including but not limited to telecommunications, captioning, robotics, avatars, speech/sign recognition, and ergonomics.
4. **Priority #4: Deaf Experience.** The subjective experience of living as a deaf, hard of hearing or deafblind individual as understood through a variety of methodologies used in the fields of biology, psychology, economics, sociology, anthropology, linguistics, political science, history, and philosophy, among others.
5. **Priority #5: Language and Cognition.** The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in deaf, hard of hearing, and deafblind individuals as studied through the processing of visual, tactile, and auditory stimuli in multiple contexts, including language development and learning throughout the lifespan.

VI. Students Actively Engaged in Research

Perpetuating Gallaudet University's legacy as a highly respected global center of research with a unique role in serving deaf and hard of hearing people is of paramount importance. Cultivating future generations of researchers is a responsibility of seasoned faculty researchers who serve as mentors to and collaborators with students on research studies. Research by students benefits the institution, as well. Gaining the insights of younger deaf and hard of hearing people is essential to many topics that support Gallaudet's mission. Young minds frequently approach longstanding problems in new ways and lend fresh perspectives that may otherwise be overlooked.

From serving as assistants for faculty investigators to carrying out their own studies, students are major contributors to the vitality of campus research and scholarship. Across the University, there is a growing number of student researchers working on their own studies or assisting other researchers, from the physical sciences to social sciences to deafness-related disciplines. Student research assistants play vital roles in collecting

responses from diverse participants, analyzing raw data, and presenting findings.

Some examples of student research during FY 2018 are two limnology projects at the Brainerd Lakes Water Resources Laboratory at Central Lakes College, Brainerd, Minn., conducted by Kelsey Prickett (a biology major) and Brandt Marceaux (a chemistry major) and led by Gallaudet chemistry professor Daniel Lundberg. The aim of the first project was to find the relationship between calcium, water hardness, and total phosphorus concentrations to the zebra mussel population in 20 lakes and to identify a lake's risk for infestation. The second project focused on the development of a three-dimensional (3-D) watershed model, using ArcGIS (geographic information system) and a 3-D printer. Results were presented to lakeshore property and business owners, academic audiences at the St. Cloud State University Aquatic Toxicology laboratory, Gallaudet, and the University of Maryland-Baltimore County. Prickett won first place for her research poster at the University of

Maryland-Baltimore County undergraduate symposium for the chemical and biological sciences.

Gallaudet students Jonathan Gutierrez and Jaquelyn Lalescu presented their research in nanotechnology following a 10-week internship at Gallaudet and Howard universities. Nanotechnology, which deals with materials about one billion times smaller than a meter, is a relatively new area of science with promising applications in the design of drugs like those for cancer treatments, as well as the design of new computers and electronic devices that are faster, more flexible, and more energy efficient. In addition, six students in the International Development Master's Program co-organized and presented three panels describing preliminary research projects at American University's Public Anthropology Conference.

Many academic programs have classes that require research projects as a final project or as the focus of the entire course. This is indicated in the large amount of research coming from students in the Department of Interpretation's master's and Ph.D. programs, the Department of Education's Ph.D. program, the Department of Science, Technology, and Mathematics (STM), and many others.

The University encourages student involvement in research activities through graduate assistantships, hiring under external grants, and direct funding of student research. In addition, research internships are made available to students through various departments. Recently, there has also been growth in Gallaudet's research labs, which continue to expand their opportunities to include students. It is also notable that FY 2018 marked the eighth year that Gallaudet's STM Department has hosted a summer internship program in the Science, Technology, Engineering, and Mathematics fields. Most of the students over the years who have participated in the summer program have come from outside Gallaudet; many are from mainstreamed colleges and leave with very positive impressions of science at Gallaudet. To date, the STM program has received applications from students from 23 institutions. The acceptance process is highly competitive—only about 50 percent of the applicants have been accepted to the program.

Of the 124 research projects reported herein, 88 graduate and undergraduate students were involved in 57 projects. In FY 2018, there were 21 small research grants awarded to students conducting their own research or who are working with faculty members. The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2018, 19 students completed their doctoral study (shown below).

Aftar, N.F. (2018) *Parents' perspectives of their deaf child's school experiences in Malaysia: a phenomenological qualitative study* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Caverly, C. (2017). *Pulse check: An exploratory study of the Experiences of Parents of Deaf Children with Disabilities* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Clark, L. (2018). *The interactive courtroom: The Deaf defendant watches how the speaker is identified for each turn-at-talk during a team interpreted event* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Courtney, R.E. (2017). *The interaction between personality and exercise in predicting perceived stress* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Dicus, D.L. (2018). *Towards corpus-based sign language interpreting studies: A critical look at the relationship between linguistics data and software tools* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Dowtin, L.L. (2018). *The Therapeutic Power of Play: Play Therapy Training Experiences of Mental Health Professionals with Deaf Clients* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Dziura, J. (2017). *Psychological well-being, acceptance of disability, and perceived social support in U.S. military veterans with acquired hearing loss* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Fitzmaurice, S. B. (2018). *An investigation of administrators' and teachers' perception of educational interpreters' role in K-12 education: A case study* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Galloza-Carrero, A. (2018). *Deaf Latino children's attention and language acquisition: A longitudinal study* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Gamache Jr, K.E. (2018). *Investigating the impact of ASL proficiency levels on ASL-English interpretation* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Guardino, D.L. (2017). *Certified Deaf Interpreters' psychological well-being and coping mechanisms in medical situations* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Hom, M.J. (2018). *Deaf Latino students: A grounded theory of educators' narratives* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Kartheiser, G. (2018). *The Neuroplasticity of Spatial Working Memory in Signed Language Processing*. Gallaudet University, Washington, D.C.

Kozak, L.V. (2018). *Phonological processing by bimodal bilingual children* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Miner, A. (2018). *The use and effectiveness of situated learning in American Sign Language-English interpreter education* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Opsahl, L.N. (2017). *Have you talked about it? A descriptive phenomenological analysis of Deaf women's experiences of sexual assault disclosure* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Previ, D. (2018). *Parent-Child Interaction Therapy Dyadic Parent Child Interaction Coding System (DPICS): Interrater reliability with live versus video coding* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Sheneman, N. (2018). *Does extralinguistic knowledge really matter? An examination of the impact of Deaf interpreters' personal and professional experience on cancer-related translated texts* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Wright, G.W. (2018). *The influence of hearing loss on clinically concerning behaviors in children with congenital cytomegalovirus* (Doctoral dissertation). Gallaudet University, Washington, D.C.

VII. Research and Scholarly Activities by Research Center

The research and scholarly activity sections lists the FY 2018 research projects and achievements by the dedicated research centers, including the Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing (DHH-RERC); Technology Access Program (TAP); National Science Foundation/Gallaudet Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) and its four hubs, including the Brain and Language Laboratory for Neuroimaging (BL2); and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC). (The work done in department laboratories is shown later under "Research and Scholarly Activities by Academic Units".)

When a project has two principal investigators from different units, a cross-reference note guides the reader to

the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project.

Following each unit's entry is a list of citations of scholarly and creative products by faculty and staff that are not associated with a research project. These scholarly achievements are strong evidence of Gallaudet's intellectual vitality, and demonstrate the high caliber of professionalism, knowledge, and skill these individuals possess to prepare the university's students for successful careers and fulfilling lives.

Deaf Health Communication and Quality of Life Center

The lab's mission is to do research that links accessibility to health outcomes among deaf/hh individuals. The lab's goals are to:

- Design and evaluate health research projects
- Share results through presentations and publications
- Engage in community partnership, training, and education

Our researchers at Deaf Health and Quality of Life are involved in a wide range of biobehavioral and applied research projects. In addition, our faculty, students, and community members—all from a variety of academic backgrounds—contribute to the lab.

Dr. Poorna Kushalnagar, Center Director

Research Projects

Deaf Health Literacy: Usability and Navigability of Health and Wellness Apps

Status: Completed

Start date: May 2018

End Date: December 2018

It has been documented that Deaf people who have lower education have difficulty finding and understanding health information. Wellness tracking apps are designed to convey simplified information to guide users towards their goals of improved wellness. We aim to investigate the usability and navigability in selected wellness apps and compare these across health literacy levels in deaf consumers. After IRB approval, we will invite 100 deaf adults to take a short health literacy test and then answer questions about their use of eHealth platforms, including fitness and nutrition apps. Half of these adults will be given an iPad and the other half will be given an Apple watch to test the navigability and ease of using four different wellness apps, two of which will include ASL feature in the instructions. Qualitative feedback will also be gathered and used to supplement quantitative data. Logistic regression will be used to compare usability and navigability of the apps across deaf people's health literacy and self-reported use of eHealth platforms.

Principal investigators

- Kushalnagar, Poorna • Psychology

Funding sources

- Gallaudet Small Research Grant

HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

Status: Ongoing

Start date: August 2015

End Date: July 2018

The National Cancer Institute's Health Information National Trends Survey (HINTS) is heavily dependent on English, which presents serious language barriers to Deaf patients who use American Sign Language (ASL). The availability of HINTS and similar surveys in ASL and English that are valid for users of accessible technology and services will provide important insights on understanding the trends in Deaf people's use of the Internet for health-related purposes, therefore improving health communication models that will lead to better personal and public health within this underserved population.

Principal investigators

- Kushalnagar, Poorna • Psychology

Funding sources

- National Institutes of Health (NIH)

Products

Kushalnagar, P. & Carrizales, S. (2018). *Health inequity for shared decision making among deaf males with family history of cancer or of screening-eligible age for PSA tests*. Poster presented at the HINTS Data Users Conference, Bethesda, MD.

Kushalnagar, P. & Ryan, C. (2017). *Social network sites as accessible health venue for deaf people who use American Sign Language*. Paper presentation at the American Public Health Association, Atlanta, GA.

Kushalnagar, P. (2018). *Health film production as an educational experience for public health students*.

Presentation at the Undergraduate Public Health and Global Health Education Summit. Arlington, VA.

Kushalnagar, P. (2018). *HINTS-ASL: Cultural adaptation and linguistic validation*. Paper presented at the HINTS Data Users Conference, Bethesda, MD.

Kushalnagar, P., (2017). *Perceived trust and understanding of cancer health information sources among deaf adults who use ASL*. Poster presentation at the American Public Health Association, Atlanta, GA.

Kushalnagar, P., Engelman, A., & Sadler, G. (2018). *Deaf Patient-Provider Communication and Lung Cancer Screening: Health Information National Trends Survey in American Sign Language (HINTS-ASL)*. Patient Education and Counseling. DOI:10.1016/j.pec.2018.03.003.

Kushalnagar, P., Moreland, C., Simons, A., & Holcomb, T. (2018). *Perceived communication barrier in family is linked to increased risks for food insecurity among deaf adults who use American Sign Language*. Public Health Nutrition. doi: 10.1017/S1368980017002865

Kushalnagar, P., Simons, A., & Kushalnagar, R. (2018). *Use of Wellness Apps in Deaf American Sign Language Users to Improve Calorie Intake Differs Across Education*. Poster presented at the mHealth Technology Showcase, National Institutes of Health, Bethesda, MD.

Kushalnagar, P. and Kushalnagar, R. (2018), *Health-Related Information Seeking among Deaf Adults: Findings from the 2017 Health Information National Trends Survey in American Sign Language (HINTS-ASL)*, in Timothy M. Hale, Wen-Ying Sylvia Chou, Shelia R. Cotten, Aneka Khilnani (ed.) *eHealth: Current Evidence, Promises, Perils and Future Directions* (Studies in Media and Communications, Volume 15) Emerald Publishing Limited, pp.69–91.

Simons, Kushalnagar, P. Moreland, C. (2017). *Health Disparity and Underdiagnosis of Hypertension in Deaf Signers*. Poster presentation at the American Public Health Association, Atlanta, GA.

NIH Research Supplements to Promote Diversity in Health-Related Research

Status: Ongoing

Start date: September 2016

End Date: July 2018

This NIH research supplement to promote diversity in health-related research was used to provide post-B.A. fellow Sheila Bruce with a research experience that will strengthen her ability to conduct qualitative and quantitative research with deaf and hard of hearing adults in the U.S.

Principal investigators

- Kushalnagar, Poorna • Psychology

Additional investigators

- Bruce, Sheila (Student) • Psychology

Funding sources

National Institutes of Health (NIH)

PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research

Status: Ongoing

Start date: September 2015

End Date: August 2020

Current patient-reported outcome measures are heavily dependent on English, which present serious language barriers to deaf and hard of hearing (D/HH) patients who use American Sign Language (ASL). The availability of patient-reported outcome measures in ASL and English that is valid for users of accessible technology and services will provide important insights on improving prevention and treatment models that will lead to better personal and public health within the underserved D/HH population. The research plan builds on Dr. Kushalnagar's prior research on communication and quality of life outcomes with the D/HH population. Communication-related fatigue is relevant to health care outcomes.

Principal investigators

- Kushalnagar, Poorna • Psychology

Funding sources

- National Institutes of Health (NIH)

Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

The Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing (DHH-RERC) is funded by the National Institute on Disability, Independent Living, and Rehabilitation Research, under the Administration for Community Living at the US Department of Health and Human Services. The mission of the DHH-RERC is to provide consumers who are deaf or hard of hearing, as well as their families and clinicians, with the knowledge and tools necessary to:

- Take control of their communication and hearing technologies, adapt those technologies to their needs in real-world environments, and achieve greater autonomy in their technology use
- Derive full benefit of the shift from special purpose devices to increasingly powerful and interconnected consumer electronics.

Consumers who are deaf or hard of hearing, if given appropriate ways to control the technologies that they use, will be in the best position to meet their needs and make technology work for them. This is preferred to relying on clinical practitioners, hearing health providers, and other types of service providers, who all are removed from the firsthand experiences deaf and hard of hearing consumers need to be in charge of their communication needs. The technologies that are needed for this kind of paradigm shift have begun to emerge in recent years, and as a result people and devices have become increasingly interconnected. With respect to hearing loss, many rehabilitation and training activities that formerly could take place only face-to-face — such as in a clinical setting, or at dedicated events in buildings — can now potentially be done using consumer devices, online, and at every individual's own pace. Parallel to this development, the advent of interconnected mobile and wearable devices, which are more powerful than the desktop computers of yesterday, is leading to a convergence of hearing devices and consumer electronics that are becoming increasingly integrated. Apps are already on the market to control

hearing aid settings from a mobile device, and there are countless opportunities for closer integration between apps and hearing devices. The DHH-RERC supports this paradigm shift through research, development, and knowledge of translation activities.

Dr. Christian Vogler, RERC Director

Linda Kozma-Spytek, RERC Co-Director

Research Projects

Project D1: Development of a model for a consumer-centric, technology-focused train-the-trainer program

Status: Ongoing

Start date: October 2014

End Date: September 2019

Technology is ubiquitous, playing a role in the lives of individuals from all generations. It is frequently viewed as a great equalizer that can improve the quality of a person's life, including the lives of people with hearing loss. Moreover, the trend toward interconnected smart devices offers consumers unprecedented opportunities to take control of their assistive technologies and hearing devices. However, consumers who are hard of hearing or deaf can take advantage of these opportunities only if they have knowledge of these technologies and how to use them. Unfortunately, research has shown that these consumers have trouble using their own hearing devices properly. Consumers may not even be aware of technologies included in hearing devices, such as telecoils, or their purpose. When technology problems arise, consumers may not know how to engage with technology providers or industry manufacturers to try to solve their problem. They may also be unaware of their rights to communication access or when and how to inform policy makers if engaging with industry is not successful in solving a problem. Training is the key to addressing these issues in order to provide consumers who are hard of hearing or deaf themselves or are parents of hard of hearing or deaf children with the knowledge and skills to achieve the level of empowerment and control necessary

to take full advantage of the hearing devices and other assistive and emerging technologies they might want or need to use. The RERC is developing a consumer-based technology-focused train-the-trainer (TTT) program, in collaboration with the Hearing Loss Association of America (HLAA), and Hands & Voices (HV)—a parent driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing. This TTT model emphasizes an active role for consumers who are hard of hearing or deaf and parents of children with hearing loss, one in which they share in the process of addressing their hearing health care needs, particularly related to assistive and emerging communications technologies.

Principal investigators

- Compton-Conley, Cynthia • Hearing Loss Association of America
- Devlin, Lisa • Hearing Loss Association of America
- Hamlin, Lise • Hearing Loss Association of America
- Josias, Liza • American Institutes for Research
- Julstrom, Stephen (Consultant)
- Kovacs, Lisa • Consultant
- Kozma-Spytek, Linda • Technology Access Program (TAP)
- Overton, Cynthia • American Institutes for Research
- Shaewitz, Dahlia • American Institutes of Research

Funding sources

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)-Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA)-UW-Madison subgrant

Products

Hamlin, L., Kozma-Spytek, L., & Torp, B. (2018, June). *N-CHAT Network of Consumer Hearing Assistive Technology Trainers*. Presentation at the Hearing Loss Association of America Conference, Salt Lake City, UT.

Project D2: Context-sensitive assessment of real-world listening situations via integrated smartphones and hearing aids

Status: Ongoing

Start date: October 2016

End Date: September 2019

In order to improve hearing aid outcomes, it is critical to understand listeners' perceptions with hearing aids in the real world so that problems/factors with them can be identified. To achieve this goal, field assessment tools are required that collect (1) perception data; (2) listening context information, which includes characteristics of listening activities, situations, and environments; and (3) hearing aid configuration. To overcome the many disadvantages of retrospective self-report assessments, a computer-based Ecological Momentary Assessment (EMA) system was developed. This system immediately and repeatedly records listeners' perceptions and listening context information in natural environments using mobile phones. AudioACE will be developed for this project, which builds on the previous system, and adds capabilities to respond to changes in listening context and intelligently records information that is relevant to the specific context; e.g., silence and noisy conversational environments demand different types of data and responses. AudioACE will integrate hearing aids and mobile phones to capture hearing aid configurations for each listening context. Additionally, AudioACE will incorporate intelligent sampling techniques that trigger the delivery of momentary assessments based on the properties of the listening context, e.g., signal-to-noise ratio level. We will compare the sensitivity and efficiency of AudioACE and the previous system as part of a field study that evaluates the outcomes of directional microphone hearing aids.

Principal investigators

- Wu, Yu-Hsiang • Speech Pathology & Audiology • University of Iowa
- Chipara, Octav • University of Iowa

Additional investigators

- Kozma-Spytek, Linda • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Project D3: Interactive learning environment for optimizing technology use

Status: Ongoing

Start date: October 2014

End Date: September 2019

For a person with hearing loss, technological developments continue to expand the sensory management options available through hearing devices. The diversity and sophistication of these new hearing enhancement options bring about an ever-increasing need for guidance and support in becoming a knowledgeable and effective user of a hearing device. There is also a growing realization that more realistic conditions during training may lead to greater transfer of acquired skills. Similarly, the importance of realistic expectations in setting aural rehabilitation goals, both on the part of the hearing device user and the clinician/audiologist, is universally acknowledged. The goal of this project is to develop a prototype training/counseling program to simulate in some relevant ways a variety of real-life listening situations so that a person can experience both the benefits and limitations of their new hearing device, and develop more realistic auditory rehabilitation goals and expectations. To accomplish this, the training program will utilize an interactive learning environment based on self-directed exploration of the relationship between (i) acoustic factors that affect hearing/sound processing, and (ii) technological solutions and communication strategies that are aimed at improving sound detection, speech comprehension, and the overall listening experience. The proposed training program is aimed at providing an alternative to the prevailing intensive learning paradigm and is believed to address several of its shortcomings. Realistic simulations of real-life listening situations will allow direct, structured experience that neither auditory training nor informational counseling provide.

Principal investigators

- Barac-Cikoja, Dragana • Hearing, Speech, and Language Sciences
- Kozma-Spytek, Linda • Technology Access Program (TAP)

Additional investigators

- Cole, Kevin • NOVA Web Development
- Julstrom, Stephen (Consultant)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Barac-Cikoja, D., & Cole, K. (2018). *Interactive learning environment for optimizing technology use*. Research at Gallaudet. Gallaudet University, Washington, DC.

Barac-Cikoja, D., Cole, K., Kottlowski, A., Collis, A., & Uguccioni, K. (2018, August). *Sound advice: An interactive learning environment for optimizing use of hearing assistive*. Poster session presented at the International Hearing Aid Conference (IHCON), Lake Tahoe, CA.

Barac-Cikoja, D., Cole, K., Kottlowski, A., Collis, A., & Uguccioni, K. (2018, February). *Interactive learning environment for use in auditory rehabilitation*. Presented at the 41st Annual MidWinter Meeting of the Association for Research in Otolaryngology, San Diego, CA.

Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology

Status: Ongoing

Start date: October 2014

End Date: September 2019

The project aims to improve performance of cochlear implant (CI) users with enhanced aural rehabilitation (AR) strategies via telehealth technology, maximizing both access to auditory information and functional outcomes for individuals with hearing loss. Using a randomized controlled trial of AR via telerehab we will be able to demonstrate greater performance and usability

of technology, and at the same time yield significantly greater accessibility to this effective intervention. Although there is great potential in AR services for CI users, there are both financial and non-financial barriers to AR service delivery. In surveys of U.S. adults, 21% reported nonfinancial barriers including accessibility (mobility, distance, and transportation problems), accommodation (too busy with work or caring for family), and availability. Those from rural areas report limited qualified providers, financial constraints, and reduced transportation access. As the population ages, which comprises a sizable portion of adults receiving CIs, mobility issues contribute a noteworthy barrier to AR access. Telehealth technologies are commonly regarded as promising options to improve access to health services. The previous RERC on Hearing Enhancement developed a state-of-the-art rehabilitation program conducted in clinical settings. Adapting this successful rehabilitation protocol for telerehab has the potential of greatly extending access to much needed rehabilitative services. It also lets consumers take advantage of the increasingly interconnected world in which they live.

Principal investigators

- Bernstein, Claire • Hearing, Speech, and Language Sciences
- Brewer, Diane • Speech and Hearing Sciences • George Washington University

Additional investigators

- Parmanto, Bambang • University of Pittsburgh

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Bernstein, C., & Brewer, D. (2018, January). *Optimizing cochlear implant outcomes with short term aural rehabilitation: RCT*. Paper presented at the Mid Atlantic Cochlear Implant Conference, College Park, MD.

Brewer, D., Bernstein, C., Bosworth, C., Gottschalk, K., Olson, A., Seward, K., Stillitano, G., & Sydlowski, S. (2018,

March). *Development of Telehealth AR Training Protocol for adult CI users*. Poster presentation at the American Cochlear Implant Alliance Conference. Washington, DC.

Brewer, D., Bernstein, C., Woodruff, T., Olson, A., Bosworth, C., Sydlowski, S., & Seward, K. (2017, December). *Development of Telehealth AR Training Protocol/Program for adult CI users*. Paper presented at the Ninth International Adult AR Conference. St. Pete Beach, FL.

Project R2: User-driven customization of cochlear implant programming

Status: Ongoing

Start date: October 2014

End Date: September 2019

Essential to outcomes with a cochlear implant (CI) is the manner in which the external portion of the device, the speech processor, is programmed. Research has shown that each CI user requires an individualized set of programming parameters to achieve optimal performance. Importantly, no one set of parameters has been found to be optimal for all CI users. Presently, programming the speech processor is typically done heuristically in clinics following a manufacturer-recommended procedure. Given the complexity of the programming space and limited guidance on effective programming protocols, clinicians tend to rely on “default” manufacturer-recommended programming parameters. These default parameters may be used without exploration of other options, eliminating individualized optimization to achieve maximum performance. This trend is exacerbated by non-scientific factors such as limited manpower and clinic resources as well as low reimbursement for audiology services. As a result, individual customization of programming parameters for optimized speech understanding is not being accomplished. In this project, we aim to develop a consumer-driven, user-interface system assisting the programming process. The most notable feature of the proposed system is that it will allow CI users to control the programming of the device themselves and enable them to personally explore a wider range of programming parameters. Consequently, individual customization can

be achieved to maximize performance at the individual level with less time from the audiologists. This also opens the door for user-driven customization of other types of hearing devices in the future, thereby giving consumers with hearing loss greater control over their use of technology.

Principal investigators

- Kwon, Bomjun • Hearing, Speech, and Language Sciences
- Firszt, Jill • Washington University in St. Louis
- Holden, Laura • Washington University in St. Louis

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Project R3: Validation of hearing aid fitting for infants and toddlers

Status: Ongoing

Start date: October 2015

End Date: September 2019

Current assessment protocols cannot be used to evaluate hearing aid settings in infants younger than 2.5 years of age, which poses a significant challenge when fitting amplification at such an early age. The inherent variability of unconditioned behavioral responses in infants older than 6 months adds difficulty when making a clinical judgment of appropriate amplification. Identification of hearing in the newborn period requires a physiological protocol because reliable conditioned behavioral responses cannot be obtained in the first 6 to 7 months of life. In the newborn period, a physiological protocol is also needed to validate hearing aid fitting of children with a speech discrimination procedure because obtaining a behavioral response for speech discrimination is not possible at this age. Likewise, there is a critical need to develop an objective behavioral measure of speech discrimination that can be reliable and valid for children between 7 and 9 months of age and 2.5 years of age, when auditory discrimination, the current standard for

validation of hearing aid fitting, can be used. The project aims to fill in the current gaps in validating amplification fitting for infants and toddlers below the age of 3 years, demonstrating that physiological measures can be used immediately after the first hearing aid fitting, followed by a behavioral validation beginning at 7 to 9 months of age. Coupled with improvements to parent report instruments, the project also aims to provide a procedure for assessing auditory development after the fitting of amplification that is developmentally sensitive, and these instruments will be used for progress monitoring rather than as an inadequate validation of hearing aid fitting in infants.

Principal investigators

- Yoshinaga-Itano, Christine • University of Colorado-Boulder
- Gilley, Phillip • University of Colorado-Boulder

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Standards work and technical assistance

Status: Ongoing

Start date: October 2014

End Date: September 2019

Standards work and technical assistance from the RERC is being provided to stakeholders (e.g., consumers, industry, standards bodies) across a range of issues that include, but are not limited to: (1) Compatibility and Connectivity between hearing devices and other technologies: ANSI ASC C63 on Electromagnetic Compatibility S8 WG19—compatibility between wireless communication devices and hearing aids, standards activity within the International Telecommunications Union and the Bluetooth Special Interest Groups on hearing device connectivity, and the Wireless HAC Refresh. (2) Policy and Regulatory Intersection between emerging mainstream wearable technologies that can provide hearing assistance and more traditional hearing assistive technology and devices: Consumer Technology

Association activities on personal sound amplification products. (3) Technology Design Considerations for use in cases specific to consumers who are hard of hearing or deaf: Results from the RERC's focus groups in Project D1 will inform this issue by helping to develop a better understanding of the user experience from the perspective of hard of hearing and deaf consumers, and then helping to effectively communicate that to industry for use in products beginning at the design and development phase. (4) Other technical standards activity, including real-time text policy and standardization: ATIS IMSESNet real-time text standardization, FCC rulemaking on real-time text.

Principal investigators

- Kozma-Spytek, Linda • Technology Access Program (TAP)
- Vogler, Christian • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Scholarly and Creative Activity

Bernstein, C. & Brewer, D. (2018). *Optimizing Cochlear Implant Outcomes with Short term Aural Rehabilitation: RCT*. Paper presented at the Mid Atlantic Cochlear Implant Conference, College Park, MD.

Woodruff, T., Bernstein, C., & Cienkowski, K. (2017, November). *Support service preferences of caregivers of children who are D/deaf or hard of hearing*. Poster presented at the American Speech-Language-Hearing Association Convention. Los Angeles, CA.

Woodruff, T., Bernstein, C., & Cienkowski, K. (2018, March). *Social support service preferences of parents and caregivers of children who are D/deaf or hard of hearing*. Poster presentation at the 17th Annual Early Hearing Detection and Intervention Meeting, Denver, CO.

Hearing Loss Association of America (HLAA), Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), National Association of the Deaf (NAD),

& Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC). (2018). *Telecommunications Relay Services and Speech-to-Speech Services for Individuals with Hearing and Speech Disabilities*. Ex Parte CG Docket No. 03-123 *Misuse of Internet Protocol (IP) Captioned Telephone Service* CG Docket No. 13-24 Sprint Petition for Clarification or, in the Alternative, Reconsideration Pending Applications of MachineGenius and VTCSecure. Washington, DC: July 26, 2018.

Hearing Loss Association of America (HLAA), Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), National Association of the Deaf (NAD), Association of Late-Deafened Adults (ALDA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc., Cerebral Palsy and Deaf Organization (CPADO), American Association of the DeafBlind (AADB), Deaf Seniors of America (DSA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc. (CCASDHH), Deaf and Hard of Hearing Consumer Advocacy Network (DHHCAN), & Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC), & Rehabilitation Engineering Research Center on Universal Interface & Information Technology Access (IT-RERC). (2018). *Comments in the Matter of: Misuse of Internet Protocol (IP) Captioned Telephone Service*, CG Docket No.13-24 and *Telecommunications Relay Services and Speech-to-Speech Services for Individuals with Hearing and Speech Disabilities*, CG Docket No. 03-123. Washington, DC: September 17, 2018.

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), Association of Late-Deafened Adults (ALDA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc., (CCASDHH), Cerebral Palsy and Deaf Organization (CPADO), Deaf and Hard of Hearing Consumer Advocacy Network (DHHCAN), Hearing Loss Association of America (HLAA), National Association of the Deaf (NAD), & Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC) Gallaudet University. (2018). *Comments to the Federal Communications Commission in the Matter of Wireless Emergency Alerts*, PS Docket No. 15-91, and *Amendment of Part 11 of the Commission's Rules*

Regarding the Emergency Alert System, PS Docket No. 15-94. Washington, DC: May 29, 2018.

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), Association of Late-Deafened Adults (ALDA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc., Cerebral Palsy and Deaf Organization (CPADO), Deaf and Hard of Hearing Consumer Advocacy Network (DHHCAN), Hearing Loss Association of America (HLAA), National Association of the Deaf (NAD), & Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC). (2018). *Reply Comments to the Federal Communications Commission in the Matter of 911 Access, Routing, and Location in Enterprise Communications System*, PS Docket 17-239. Washington, DC: December 15, 2017.

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), the National Association of the Deaf (NAD), Hearing Loss Association of America (HLAA), Association of Late-Deafened Adults (ALDA), Cerebral Palsy and Deaf Organization (CPADO), California Coalition of Agencies Serving the Deaf and Hard of Hearing (CCASDHH), Deaf and Hard of

Hearing Consumer Advocacy Network (DHHCAN), & the Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing, Gallaudet University (DHH-RERC). (2018). *Ex Parte Communication: Certification Requirements for PEG Programmers and Program Producers* CG Docket No. 05-231. Washington, DC: July 26, 2018.

Telecommunications for the Deaf and Hard of Hearing, Inc., National Association of the Deaf, Hearing Loss Association of America, Association of Late-Deafened Adults, Cerebral Palsy and Deaf Organization, American Foundation for the Blind, American Council of the Blind, California Coalition of Agencies Serving the Deaf and Hard of Hearing, National Association of State Agencies of the Deaf and Hard of Hearing, Deaf and Hard of Hearing Consumer Advocacy Network, Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing, Gallaudet University. (2017). *Comments to the Federal Communications Commission in the Matter of: ESA Petition for extension of video game software class waiver of Commission's rules for access to Advanced Communications Services and Equipment by People with Disabilities*. CG Docket No. 10-213. Washington, DC: December 1, 2017.

Schuchman Deaf Documentary Center (SDDC)

The Schuchman Deaf Documentary Center (SDDC) educates students in the documentary arts and explores the lives of deaf people through research, documentation and dissemination.

Through the process of discovery and documentation, the center focuses on significant historical issues and endangered cultural knowledge specific to deaf peoples. Using film, photography, and narrative writing, the center disseminates stories of the deaf experience. Programs and products advance discourse on deaf lives, promoting a new level of awareness. The center also serves as a humanities-based resource for information on culturally and technically accessible documentary presentation.

SDDC adds to the public's knowledge of the humanities in four focused areas: 1) Discovery — conducts research on deaf-specific topics through a variety of methods;

2) Documentation — engages in creation of film, photographs, and narrative writing; 3) Dissemination — organizes and hosts film screenings, lectures, and discussions in public and classroom settings, develops exhibitions, publishes articles, and produces multimedia website presentations and online bilingual (American Sign Language) publications; and 4) Education — trains students in the documentary process, including concept development and technical skills in film, photo, or text formats.

Gallaudet University's Schuchman Deaf Documentary Center seeks to enhance humanities scholarship through newly revealed perspectives on the meaning of deaf life, and by contrast, what it means to be hearing. Harnessing dispersed expertise the center takes an ambitious approach to building partnerships and offering courses, workshops, summer institutes, lectures, online and print

publications, documentary films, exhibitions and web-based media that brings deaf history and contemporary life to the University and the public. A diverse team collaborates to discover, document, educate, and disseminate humanities content. Through fieldwork, the center identifies significant historical issues and endangered cultural knowledge.

Dr. Brian Greenwald, Director, SDDC

Jean Bergey, Associate Director, SDDC

Research Projects

Deaf NYC

Status: Ongoing

Start date: October 2015

End Date: September 2021

A critical mass of Deaf people in urban settings forms a unique cultural linguistic environment. For example, hundreds of Deaf people, mostly Jewish and Italian first-generation Americans, lived within a one-mile radius of the Gravesend section of Brooklyn, N.Y., in the 1950s, 60s, and 70s. A designated bus to transport children to the nearest school for deaf students in Manhattan served the community. Deaf people lived in concentrated areas that were affordable, close to jobs, and offered an interwoven community. Very little documentation has been conducted on urban deaf life, with minimal “oral history” interviews on the mid-20th century city experience. Over 80 people have been identified as potential interviewees, and the SDDC has formed a team of advisors to guide research. Comparison and contrast with hearing communities is part of this humanities research that examines the way groups wrestle with linguistic, educational, and employment challenges.

Technology Access Program (TAP)

The Technology Access Program (TAP) is a research unit at Gallaudet. TAP’s primary mission is to advance accessibility and usability of communication technology for people with all types of disabilities. The current program is designed both to lay the foundation for access in next generation technologies and to create the

Principal investigators

- Bergey, Jean • Schuchman Deaf Documentary Center (SDDC)
- Greenwald, Brian H. • Schuchman Deaf Documentary Center (SDDC)

Additional investigators

- Weiner, Stephen • Communication Studies
- Weinstock, Janet (Consultant) • Schuchman Deaf Documentary Center (SDDC)

Funding sources

- Schuchman Deaf Documentary Center
- National Endowment for the Humanities

Targeting America’s Defectives: the Exclusion of Deaf People from State Sterilization Programs

Status: Ongoing

Start date: January 2016

End Date: October 2022

Harry H. Laughlin, best known as the expert on sterilization in the United States, drafted a model sterilization law for states to consider adopting. Laughlin identified people with deafness as a target for sterilization. However, none of the states that adopted sterilization laws in the United States included the deaf on the list. What is the rationale for leaving deaf people out of state eugenic programs? Why was deafness, a condition typically a category eligible for sterilization, never actually in the law? This project seeks to explore the processes of excluding deaf people, and its rationale, as a target of sterilization.

Principal investigators

- Greenwald, Brian H. • Schuchman Deaf Documentary Center (SDDC)

bridge technologies needed to allow users to migrate to new technologies without losing the ability to communicate with colleagues and family who are still on older technologies.

TAP currently maintains the Rehabilitation Engineering Research Center on Technology for the Deaf and Hard

of Hearing (DHH-RERC). In addition, TAP currently conducts research into relay service technologies funded by a contract under the FCC and MITRE, and accessible home alerting funded by the Consumer Technology Association and TAP's operational budget. TAP also partners with the Department of Interpreting on a project with SignALL for real-world sign language recognition.

Dr. Christian Vogler, Director, TAP

Research Projects

Interactive learning environment for optimizing technology use

See in Hearing, Speech, and Language Sciences

Project D3: Interactive learning environment for optimizing technology use

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

SignALL—Automated Translation Project: Data collection Phase I

See in Interpretation and Translation

Standards work and technical assistance

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Scholarly and Creative Activity

Vogler, C. (2017, December). *Opportunities for direct engagement with Real-Time Text*. Presentation given at the 2017 Government IT Symposium, Minneapolis, MN.

Vogler, C., & Rosen-Singleton, S. (2018, July). *What you need to know about the Real-Time Text revolution*. Panel Presentation held at the 2018 National Association of the Deaf Convention, Hartford, CT.

Science of Learning Center on Visual Language & Visual Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that presents new lines of thinking and inquiry into the science of learning.

A driving question in contemporary neuroscience is how the human brain and human learning are impacted by different sensory experience in early life. Much scientific focus has examined the role of sound and auditory processes in building abstract linguistic, cognitive, and social representations, leaving one of our species' most critical senses, vision, underspecified regarding its contribution to human learning. Within VL2, we focus on how early experience with a visual language changes the brain's visual attention and higher cognitive systems, language learning in monolingual and bilingual contexts, and reading and literacy—indeed changes that are distinct and separable from sensory differences (Deaf or hearing). How vision impacts learning in these domains

constitutes a vital “missing piece” of knowledge in the promotion of productive, successful lives for all humans. A strong revolution in purpose derives from the strength and depth of the involvement of and collaboration with Deaf individuals in this research endeavor—individuals who rely significantly on vision, acquire naturally visual signed languages, and learn how to read and write fluently without prior mastery of the spoken form of written languages. The formal properties of visual languages, the enabling learning contexts, and the multiple pathways used to derive meaning from the printed word are leading to a better understanding of how visual language and visual learning are essential for enhancing educational, social, and vocational outcomes for all humans, Deaf and hearing individuals alike, consequently transforming the science of learning. Moreover, the identification of specific processing advantages in the young “visual learner” have already provided a significant conceptual challenge to prevailing societal views by offering an alternative to prior “deficit models.” They further provide new approaches to helping all young learners capitalize on visual processes.

Dr. Laura Ann Petitto, Co-Principal Investigator and Science Director, VL2

Dr. Thomas Allen, Co-Principal Investigator, VL2

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around four resource hubs:

1. **Petitto Brain and Language Laboratory for Neuroimaging** (BL2; Dr. Laura Ann Pettito, Scientific Director)

See in Petitto Brain and Language Laboratory for Neuroimaging

2. **Early Education and Literacy Lab** (EL2; Dr. Thomas Allen, Director)

The EL2 team studies individual and group differences among children and the impact that these differences have on emerging cognition and literacy, especially in young deaf and hard of hearing children. The team conducts classroom and home-based studies and has made novel discoveries about the factors that contribute to the development of healthy and optimal literacy in a deaf child's early years.

EL2 develops, validates, and distributes new assessment toolkits that measure the language and cognitive development of young deaf and hard of hearing children. The EL2 team has pioneered state-of-the-art statistical modeling approaches to analyze large longitudinal databases and provides a host of student training opportunities to engage in Big Data statistical analyses.

3. **Motion Light Lab** (ML2; Melissa Malzkuhn, Creative Director; Dr. Lorna Quandt, Science Director)

ML2 innovates technologies to help improve and advance research-based translation. Malzkuhn has pioneered the creation of the world's first interactive ASL English bilingual storybook apps and a storybook creator platform, based on research from BL2 and EL2, as well as other reading and learning tools for bilingual language and reading development. Malzkuhn leads collaborations with

other countries to develop bilingual storybook apps in their signed and written languages. Dr. Quandt leads pioneering research involving motion-capture and EEG brain recording experiments to understand how the use of signed language may enhance the perception of motion and action.

Ongoing cross-hub projects include collaboration with BL2 to use motion capture technology to create avatars for incorporation in a robot-avatar-thermal enhanced learning tool (Funding: Petitto, PI). ML2 keeps Gallaudet on the front line of advances in visually based learning technologies, and interactive learning experiences. It offers students rich opportunities for training in computational and digital media innovation.

4. **Translation in the Science of Learning Lab** (TL2; Dr. Melissa Herzig, Director)

TL2 translates VL2 research discoveries for application in the wide range of learning environments that deaf children experience. The goal of TL2 is to provide a gateway between the center's discoveries and the society including Clerc Center, P-12 schools, families, and homes, museums, libraries, medical clinics, policymakers, and more by sharing the research and their applications.

TL2 produces publications and resources—such as research briefs, information packages, and websites—that summarize research in easy-to-read language for parents, educators, doctors, policymakers, and other professionals. Also, TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community. TL2 also works closely with PhD in Educational Neuroscience program in training the future generation of scholars in “the principled ways in which science can be translated for the benefit of education and society” through translational activities.

TL2 staff also provides training for educators on bilingual education and language policy, and they

Photo: on May 8th the VL2 Program hosted its 3rd annual Knowledge Festival. This free event showcases the center's scientific discoveries and transformative translation products from the entire previous year of work and offered fun for all attendees.



Visual Language
& Visual Learning



VL2

Bilingual
Reading
Brains



Petitto's
Brain and Language
Lab for Neuroimaging

School &
Family Studies +
ASL Assessment



Early Education
& Literacy Lab

Research +
Education



Translation
in the Science
of Learning Lab

Creative
Literature +
Digital
Technology



Motion
Light Lab

PhD in
Educational
Neuroscience



PEN

Visual Perception
+ Spatial Cognition



Action & Brain
Lab

Language
+ Brain
+ Learning



Counting on
the Brain

Cognitive
Neuroscience
Institute



CNI

VL2 Knowledge
Festival
May 8, 2016
Come learn why there's no
other research like this in the
world.

oversee mechanisms for quality control and risk assessment for publically available products from VL2 and elsewhere.

Research Projects

Bilingual ASL/English storybook apps for children

Status: Ongoing

Start date: September 2012

VL2 released the first of its planned ASL/English storybook apps, “The Baobab,” in early 2013. The research-based design of storybook apps will encourage children to be immersed in a bilingual environment, with ASL storytelling and active vocabulary words. Selected vocabulary comes with video components, including signed and fingerspelled words. Storybook apps are designed for the iOS, and runs on all iPad versions. More stories are forthcoming: “The airplane who could” and “The boy who cried wolf.” Development is underway for an Author App Program, a website portal, which allows developers and educators to download code and assets to build their own bilingual and interactive storybook apps.

Principal investigators

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkahn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)—Directorate for Social, Behavioral & Economic Sciences (SBE)

Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

See in Brain and Language Laboratory (BL2)

EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes

Status: Ongoing

Start date: August 2017

EL2 Director Thomas Allen is serving as the Co-Principal Investigator with researchers from the University of Tennessee, University of Connecticut, and Arizona State University on an evaluation of the efficacy of the *Strategic and Interactive Writing Instruction (SIWI)* curriculum. Funded by the National Center for Special Education Research, the SIWI project is a “Goal Three” project that assesses the efficacy of curricula developed and established through successful Goal One and Goal Two projects. The SIWI curriculum itself is developed specifically to address the writing challenges faced by deaf and hard of hearing students. Importantly, it is not a scripted curriculum but a framework to foster strong and creative writing skills in deaf students. It is designed to be used in elementary school classrooms with deaf and hard of hearing children from a variety of communication backgrounds. The project also has a strong focus on developing professional development opportunities for elementary school teachers.

Principal investigators

- Graham, Steve • Arizona State University
- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Dorsal, Hannah • University of Connecticut
- Wolbers, Kimberly • University of Tennessee

Funding sources

- University of Tennessee, sub-award, through the US Office of Education, Institute for Educational Science, National Center for Special Education Research

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)

Status: Ongoing

Start date: May 2017

Little research tracks achievement for deaf children with a view toward identifying the role of language in later cognitive and academic development. The current

research, initiated in the spring of 2017 and funded by the Priority Research Fund starting in FY 2018, will contribute basic knowledge through building on a previous longitudinal study that tracked deaf children and their emergent literacy skills from ages 3 to 7. We seek to investigate whether previously observed relationships between early language skills and emergent literacy among these children predicts later literacy and numeracy outcomes. We hypothesize that the impact of language skills on early reading will persist through all stages of reading skill development, as well as cognitive skills associated with numeracy through middle school. The proposed research would follow this cohort of children for an additional three years (beginning at age 10) with math and reading assessments, and allow us to develop and test models of learning that include indicators of early visual language experience and reading, writing, and math outcomes. Influences of home and classroom strategies on academic growth trajectories for children with different language histories and demographic backgrounds will be evaluated.

Principal investigators

- Fedlan, Denise (Student) • Psychology
- Galloza-Carrero, Amarilys (Student) • Psychology
- McLaren, Connor (Student) • Psychology
- Rodriguez, Yessica (Student) • Psychology
- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)
- Eyer, Sherry • Psychology
- Morere, Donna • Psychology

Funding sources

- Gallaudet Priority Research Fund

EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants

Status: Ongoing

Start date: July 2016

The VL2 Early Education Longitudinal Study (EELS), conducted between the years 2010 and 2013, yielded a database rich in information about the early literacy

development of deaf pre-school aged children as they entered school. To date, the EELS database has been utilized to study the important relationship between early sign skills and later skills in emergent literacy. Going forward, we intend to continue our analysis of the rich EELS dataset. In the past year, we have completed analyses on: the relationship of language skills to social competence; early visual language and its relationship to growth rates in reading over a three year period; early writing skills; differences in beliefs and attitudes toward deaf education among parents from Hispanic and non-Hispanic families; early literacy of children with cochlear implants with varying levels of ASL skill; and multilingualism and early literacy. Manuscripts are in varying stages of completion.

Principal investigators

- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Eyer, Sherry • Psychology
- Galloza-Carrero, Amarilys (Student) • Psychology
- McLaren, Connor (Student) • Psychology
- Morere, Donna • Psychology

Additional investigators

- Fedlan, Denise (Student) • Psychology
- Rodriguez, Yessica (Student) • Psychology
- Tay, Phoebe (Student) • Linguistics

Funding sources

- National Science Foundation (NSF)—Directorate for Social, Behavioral & Economic Sciences (SBE)

EL2: Visual Communication and Sign Language Checklist: Online

Status: Ongoing

Start date: October 2013

Developed as a paper-pencil checklist and distributed by EL2, the VCSL is the first standardized assessment tool that documents language growth and identifies gaps or delays in typical language development in children between birth and five years of age. It assists teachers and early childhood education service providers in planning language development activities for individual children. In FY 2017, we developed an online version that automates

the administration and scoring, provides links to video exemplars to help raters understand the language element being rated, creates PDF reports, and saves the data in a national database that we have begun to use for research and analysis. During FY 2018, we began to analyze that had been collected through the online database.

Principal investigators

- Baker, Sharon • University of Tulsa
- Clark, Diane • Lamar University
- Fedlan, Denise (Student) • Psychology
- Fernandez, Ralph • Science of Learning Center on Visual Language & Visual Learning (VL2)
- McLaren, Connor (Student) • Psychology
- Rodriguez, Yessica (Student) • Psychology
- Simms, Laurene E. • Education
- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

EL2: VL2 national research volunteer program

Status: Ongoing

Start date: May 2011

One of the difficult challenges faced by researchers working with culturally Deaf participants is the recruitment of these participants. To help facilitate this, VL2 is designing a web-based volunteer program whereby Deaf adults can volunteer over the web to become participants in research projects, and parents of deaf children can volunteer on behalf of their children to become research participants. The VL2 Research Volunteer Program includes a brief online background questionnaire to help researchers to define and select subgroups of a broader d/Deaf population with specific characteristics for inclusion in proposed studies. Address information submitted to the database may also be used to disseminate valuable information about VL2 research and upcoming events of interest to a broad national constituency of deaf individuals and their families.

Principal investigators

- Allen, Thomas • Education

Additional investigators

- Fernandez, Ralph • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

EL2: VL2 shared data resource

Status: Ongoing

Start date: May 2011

The NSF requires that data collected with NSF funding be made available for sharing for the benefit of future researchers. VL2 is developing an online resource for VL2 data that has been collected. In this resource, data sets developed with Center funding will be described, their code books published, and strategies for access to Center data will be presented. This resource will help ensure ongoing statistical analysis and publication from archived data covering the range of research topics undertaken by the Center.

Principal investigators

- Allen, Thomas • Education

Additional investigators

- Fernandez, Ralph • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

Foundations of Learning from Signing Avatars

See in PhD in Educational Neuroscience (PEN)

Investigating movement imagery in sign language users.

See in PhD in Educational Neuroscience (PEN)

ML2: Connecting Capitals: The Intersectionality of US/Belgium Deaf Heritages and Global Citizenship

Status: Completed

Start date: September 2017

End Date: August 2018

Connecting Capitals: The Intersectionality of US/Belgium Deaf Heritages and Global Citizenship is an exercise in civic engagement explored through the lens of the experience of the deaf communities in the United States and Belgium. The overarching project goal is to connect and empower young people in both nations through meaningful discussions and creative expression. By the unique joint partnership of two leading institutions—Gallaudet University with its rich history in deaf education and as a leading cultural establishment for the global deaf community and BOZAR in its role as an international arts organization promoting the arts and cultural diversity in Belgium and beyond—this project is a marriage between academics and creative expression.

Principal investigators

- Miles, Raphael • The Centre for Fine Arts, Brussels (BOZAR)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- Benedict, Lauren • University Communications
- Hoglind, TraciAnn (Student) • Psychology

Funding sources

- US Department of State, World Learning Program

Products

Connecting Capitals project website. (2018, April). www.myculturemystory.com

ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience

Status: Ongoing

Start date: October 2016

This project is an investigation of story world building in virtual reality environments using the Oculus VR technology and systems, through Unity 3d platform.

To build our “worlds,” we took assets from our existing storybook apps and implemented on Unity where users can “enter” through VR. The goal of this project is to better understand the deaf experience in virtual reality and the role of signers in a 3d-built world. How do we want to define the signing 3d landscape, and design fully accessible immersive learning experiences?

Principal investigators

- Lamberton, Jason (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: Development of ASL Word Play Rhymes and Patterned Texts for Young Deaf Children Motion Capture to Better Understand ASL Nursery Rhymes, their Temporal Patterns and Structure

Status: Ongoing

Start date: May 2014

This working project is to develop new and original ASL material for young deaf learners with patterned and phonological sign rhymes to create a robust learning experience. We are using motion capture to best study and identify the rhythmic temporal patterns that shows most engagement. We are interested in setting standards in nursery rhymes in ASL and to further understand the approaches in creating material for young readers, and to improve our storytelling patterns.

Principal investigators

- Bahan, Benjamin • ASL and Deaf Studies
- Czubek, Todd • Boston University
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: Motor system contributions to cross-linguistic translation when deaf signers read English

Status: Completed

Start date: October 2016

End Date: December 2017

When a bilingual person reads in one language, words may be automatically translated into another known language, a process known as cross-linguistic translation. This process is established in bilingual, unimodal people but there is less known about how deaf bilinguals link meaning between languages that rely on different modalities—written language and signed language. Since sign language uses motion and space to convey linguistic content, the motor system of the brain may play an important role. We performed an EEG experiment to test whether deaf signers automatically simulate motor production of the ASL-translated signs of English words as they read. We hypothesized that there would be greater activity of primary somatosensory and motor cortex during the reading of English words whose ASL translations use two hands (“2-handed words”), compared to English words whose ASL translations use only one hand (“1-handed words”). We recorded EEG from deaf participants fluent in ASL as they read individual English words, half of which were “2-handed words”, and half of which were “1-handed words”. EEG activity in the alpha/mu-range was calculated for the two conditions at central electrode sites, and paired comparisons showed significantly more mu rhythm suppression when participants read “2-handed words” compared to “1-handed words”. These results provide the first evidence of involvement of the motor system in the process of cross-linguistic, cross-modal translation, and suggest that action simulation processes may be key to deaf signers’ language concepts.

Principal investigators

- Quandt, Lorna • Science of Learning Center on Visual Language & Visual Learning (VL2)—*Educational Neuroscience (PEN)*

Additional investigators

- Kubicek, Emily (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2)—*Educational Neuroscience (PEN)*

- Willis, Athena (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Funding sources

- Gallaudet funding

ML2: Object Oriented Hand Classifier Recognition with LEAP and Unity

Status: Ongoing

Start date: February 2017

We are investigating sign recognition interfaces to utilize interactivity in learning. LEAP Motion is a motion sensor system that tracks the hands and implements in 3D environments. Our goal is to utilize LEAP Motion to identify parameters of different ASL handshapes that are object-specific classifiers. The purpose of this project is to create an immersive game experience, where young deaf learners will learn the correct handshapes and movements to guide the object. Through this project, we want to understand the integration of LEAP Motion and Unity (game engine) to better define sign/movement recognition that can contribute to language learning programs.

Principal investigators

- Lamberton, Jason (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkahn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: US-Russian Literacy for Deaf Children

Status: Ongoing

Start date: October 2016

Early language exposure is crucial in both deaf and hearing children alike for vocabulary and literacy development. Hence, early exposure to sign language for deaf or hard of hearing children is imperative.

To help deaf and hard of hearing children, Eurasia Foundation’s US-Russian Social Expertise Exchange

(SEE) program facilitated a partnership between Austin, Texas-based Communication Services for the Deaf (CSD) and Ya Tebya Slyshu (YTS; “I Hear You” in Russian) in St. Petersburg, Russia. YTS is a parent-run nonprofit that provides resources, support, and advocacy for deaf and hard of hearing children and their families. With funding from SEE, CSD and YTS are implementing the Russian-American Project for Children’s Literacy (RAP4CL).

Using innovative software developed by Gallaudet University’s Visual Language and Visual Learning Center (VL2), the RAP4CL team is helping children by creating storybooks accessible in mobile apps that include video clips of signing and finger-spelling of vocabulary words, promoting language acquisition for deaf and hard of hearing children.

Principal investigators

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Siebert, Robert • Communication Service for the Deaf (CSD)

Funding sources

- Communication Service for the Deaf (CSD)

ML2: VL2 Storybook Apps and Storybook Creator

Status: Ongoing

Start date: October 2012

VL2 Storybook Apps are designed based on VL2 research foundations in language acquisition and reading to provide optimal reading experience for young and emerging Deaf readers. VL2 Storybook Apps are custom designed on a platform called The VL2 Storybook Creator, a template for Xcode, which allows people with no programming experience to create bilingual reading apps. The goal is to build a global digital library, by offering training and setting collaborations.

Principal investigators

- AlGhamdi, Abdulrahman (Student) • ASL and Deaf Studies
- Hoglind, JamiLee (Student) • Art, Communication and Theatre
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

SignShare

Status: Completed

Start date: June 2018

End Date: September 2018

SignShare is a digital platform to advance literacy development by using avatars and storytellers to create signed content for young deaf children to share, read, interact, and learn with.

Principal investigators

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Kushalnagar, Raja • Science, Technology, and Mathematics
- Lamberton, Jason (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- World Vision, Inc.

TL2: Benefits and Risks Assessment

Status: Ongoing

Start date: October 2013

To achieve the mission of the Visual Language and Visual Learning, Science of Learning Center (VL2), to bridge research and education, and to support Gallaudet University’s strategic goal of public outreach, VL2 has created and disseminated various research-based products, including: Parent Information Packages,

Storybook Apps, and a Visual Communication Sign Language Checklist Assessment. Society benefits when products about language acquisition and development are shared with families, educators, and other interested people. However, it is important to withhold potentially harmful products from the marketplace. VL2 has created a review and evaluation process to test products for value and efficacy through a Benefits and Risks Assessment Committee (BRAC). A handbook has been created and it serves as a guide for product developers, regardless of any past connection to VL2, and a resource to the BRAC organizer and members, VL2 staff, and other relevant individuals assisting with the review process. The goal is to hand it over to Gallaudet University and to use this with other departments and programs.

Principal investigators

- Malzkahn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: Efficacy Study: Measuring the efficacy of the Storybook Apps in Facilitating Vocabulary Development

Status: Ongoing

Start date: October 2016

By understanding how the target audience of emerging readers (children ages 4 to 8) gains awareness of new vocabulary words through VL2 storybook apps, we have conducted a study of whether children improve their vocabulary through interaction with the apps. This project will also bring new perspectives on early intervention approaches to the United States. Information collected from this study will help us determine design approaches in future app editions and type of activities and resources will be shared with parents, professionals, early intervention services and resource providers, and advocacy organizations. Seven schools and 100 students have participated in this study. Data collections have been completed, and data analyses and write-up are ongoing.

Principal investigators

- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: Ethical practices website

Status: Ongoing

Start date: September 2008

Through the VL2 Center, deaf and hearing scientists from many research institutions are engaged in collaborative studies investigating questions about how the brain adapts to different sensory experiences and early exposure to a visual language. Many of the research projects funded by the VL2 Center involve research participants who are deaf and who use American Sign Language. With the Center's collective experience we offer a set of guidelines for responsible and ethical conduct for researchers whose projects involve individuals who are deaf. VL2 is currently designing a website on which these principles will be presented, discussed, and sample ASL informed consent videos will be available for download and use by researchers in the future.

Principal investigators

- Singleton, Jenny • Georgia Institute of Technology
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- Allen, Thomas • Education

Funding sources

- National Science Foundation (NSF)

TL2: Family Information Package

Status: Ongoing

Start date: October 2017

The family information package, "Growing Together," is a collection of appealing and accessible resources for hearing parents of deaf children. It is intended to share the

science of learning or research-based information related to ASL/English bilingualism. The primary audience this product is intended for is hearing parents of deaf or hard of hearing children. Other groups may use this package to share with their customers, clients, or stakeholders, such as educators, practitioners, and the medical professionals usability study, which involves focus group, survey, and individual interviews with the stakeholders. Currently, the package is going through revisions based on input from the usability study, and including recent research in the content. The parent information package has been renamed family information package (to be as inclusive as possible.) After the final revisions and publications of the package, the next step will be to follow up with another usability study to ensure the contents are accessible and comprehensible for parents and other groups.

Principal investigators

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)
- National Science Foundation (NSF)—Directorate for Social, Behavioral & Economic Sciences (SBE)

TL2: Signwise for Kids

Status: Ongoing

Start date: October 2015

TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community—protecting the integrity, reliability, and accuracy of science and languages used in products. By doing this, the Signwise, a quality assurance resource center, was created. With the committee composed of individuals from the community, k-12 school, parents, and professionals from Gallaudet University, the categories and rubrics were formed. A website will be set up. This site will feature reviews of products and resources for young children from infant to school age and help parents find the right products for their children. Our committee reviews a wide range of products including apps, DVDs/videos, e-books, printed books, and websites. These products mostly feature sign language designed for

children from birth to age 8 and their families. We also accept requests to do reviews. Finally, Signwise© helps provide support for developers to produce high-quality products. Requests for consultation and review services will be offered.

Principal investigators

- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- McLaren, Connor (Student) • Psychology
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps

Status: Ongoing

Start date: October 2015

Touchscreen technology makes it possible to seamlessly integrate ASL videos and English text on a single screen, and to serve as a reading device for children, providing a rich bilingual immersion for learning. The child participants in the study are being observed and asked how they browse through the VL2 Storybook App, which is based on theoretical design and research about visual sign phonology, and language and reading acquisition/development. The language, reading, and attitudes of parents are also being examined in this study. By understanding the target audience (children ages 5 to 8) and how they use, read, and interact with VL2 storybook apps, we gain further insights through observing the users to best determine design approaches in future app editions, in translating research into educational resources suitable for that age group, and what type of additional material would support parents and educators. Data has been collected, we are doing data analyses, and will write up a manuscript for publication.

Principal investigators

- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)

- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials

Status: Ongoing

Start date: October 2012

The goal for the creation of lesson plans is to incorporate the VL2's research by developing and disseminating VL2's research-based resources to support educators and parents in maximizing the students' potential in learning. This involves creation of lesson plans, activity sheets, and guide to go with the VL2 Storybook Apps and providing training and workshops to educators and parents.

Principal investigators

- Diaz, Briella (Student) • Education
- Hoglind, JamiLee (Student) • Art, Communication and Theatre
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

Scholarly and Creative Activity

Herzig, M., Malzkuhn, M., Langdon, C., & Holmes, T. (2018). *Gallaudet Revolution: Discoveries and Research in Sign Language*. NADmag, Vol. 18. (No.1), 16–18.

Brain and Language Laboratory (BL2)

The state-of-the-art Brain and Language Laboratory for Neuroimaging (BL2), led by Dr. Laura-Ann Petitto (Scientific Director, and Founder), functions much more as a Gallaudet University Center, and a national

Malzkuhn, M. (2018, February). *VL2 Storybook Creator*. Presented at the Zero Project Conference, Vienna, Austria.

Scassellati, B., Brawer, J., Tsui, K., Gilani, S., Malzkuhn, M., Manini, B., Stone, A., Kartheiser, G., Merla, A., Shapiro, A., Traum, D., Petitto, L-A. (2018). *Teaching Language to Deaf Infants with a Robot and a Virtual Human*. Presented at the AMC CHIC Conference on Human Factors in Computing Systems, Montreal, Canada.

Tepemok. (2017). VL2 Storybook App, Russian Edition (Version 1.0) [Mobile application]. Retrieved from <https://itunes.apple.com/us/app/tepemok-asl/id1310852386?mt=8>

Teremok. (2017). VL2 Storybook App (Version 1.0) [Mobile application]. Retrieved from <https://itunes.apple.com/us/app/teremok-asl/id1310794904?mt=8>

Andriola, D. & Allen, T.E. (2018, June). *Rapid Automatized Naming (RAN) Speed Does Not Predict Reading in Deaf Readers: Implications for Theoretical Accounts of RAN*. Paper presented at the Annual meeting of the Association for Psychological Science, San Francisco, CA. June 2018.

Rodriguez, Y. S., & Allen, T. E. (2018). *Exploring Hispanic parents' beliefs and attitudes about deaf education*. Journal of Latinos and Education, 1–11.

DesGorges, J., Patterson, T., Bourne-Firl, B., & Herzig, M. (2018, March) *Building Skills and Knowledge for Language and Literacy: A Partnership Defined*. Presented at the Early Hearing Detection and Intervention Conference. Denver, CO.

Herzig, M. & Perrodin, B. (July 2018). *VL2 Resources for Developing Languages Among Children and Families*. Presented at the National Deaf Education Conference, Hartford, CT.

resource, on early brain development underlying language, reading, bilingualism and sign language processing. BL2 is a member of the NSF Science of Learning Center at Gallaudet University, Visual Language

and Visual Learning, VL2. The team studies language and bilingualism, reading and literacy, including the important role of Visual Sign Phonology in successful reading in young deaf children. They are further committed to powerful innovative translation and to providing meaningful knowledge to society, spanning parents, teachers, and educational policymakers. The team seeks to uncover the biological foundations and environmental influences underlying linguistic, reading and cognitive processing in monolingual and bilingual infants, children, and adults. A wide range of methods (behavioral, neuroimaging, genetic), languages (signed, spoken) and populations (infants, children, and adults, both monolingual and bilingual, deaf and hearing, and cochlear implant users) are used to understand the fascinating processes by which infants discover the basic building blocks of their language as well as the most optimal conditions of learning language, reading, and literacy. Another important goal of BL2 is to provide state-of-the-art training to Gallaudet students in the world's most advanced neuroimaging. We are especially proud to be the neuroimaging training home for Gallaudet's pioneering PhD in Educational Neuroscience (PEN) program—the site where all PEN students receive their foundational neuroimaging and Cognitive Neuroscience training in methods and theory. BL2 also features one of the world's most advanced brain imaging systems, called functional Near Infrared Spectroscopy (fNIRS), which, remarkably, is made available to undergraduate and graduate student training, leading to new career and post-graduate study opportunities. The lab also houses an advanced Thermal IR Imaging system to study higher cognitive functions involving emotional arousal and attention in learning, whereupon its integration with fNIRS and Eye-tracking is further being pioneered (with unique student participation and training). The lab also has as an Infant Habituation Lab, Video-Recording, and Editing studios, Video-Conferencing facilities, Cognitive Neurogenetic analysis studio, Experimental and Observation Chambers, State-of-the-art Tobii Eye-Tracking studio, Library, and Student Research Brain/Behavioral Analysis Work Stations, and more. BL2 provides laboratory tours and presentations of our research to visitors of Gallaudet University and the VL2 center. This year (October 1, 2016–September 30,

2017) more than 200 people have visited the Laboratory from more than 9 countries. BL2 has undergraduate, graduate students, and doctoral students from multiple programs and departments across the university (e.g. psychology, interpretation, education, linguistics, hearing speech & language sciences), and particularly, has 5 doctoral students from the PhD in Educational Neuroscience program. Further, we enjoy PEN MOU's with over 22 Universities. Our BL2 students have traveled to some of the universities and representatives from outside universities come here.

Dr. Laura Ann Petitto, Cognitive Neuroscientist and Scientific Director, BL2

Research Projects

Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

Status: Ongoing

Start date: September 2011

Controversy abounds regarding the impact of differences in language experience on the acquisition of spoken language in deaf individuals with cochlear implants (CIs). Noteworthy is that early exposure to a signed language causes deviance to auditory language tissue development. Related claims are that young children with CIs should not receive early exposure to a signed language for fear that the tissue devoted to auditory processes will be “taken over” by signed language processing. We ask whether early exposure to a visual signed language impacts negatively and/or causes neural deviance or abnormality to classic left-hemisphere spoken language tissue development in deaf individuals with early cochlear implantation, including left Inferior Frontal Gyrus (LIFG) and Superior Temporal Gyrus. We find that early exposed deaf CI individuals showed entirely normal activation in classic LIFG. By contrast, late exposed deaf CI individuals showed greater activation in the right-hemisphere. This supports the hypothesis that early signed language exposure facilitates normal language processing and does not cause neural deviance or abnormality to classic left-hemisphere language tissue. Strong evidence of neural plasticity was not at work—auditory processes were not

“taken over” by signed language processing in early-sign exposed individuals with CIs. Instead, their language tissue activity was entirely normal. Rather than neural plasticity, findings suggest that aspects of left hemisphere language tissue thought to be “auditory” is not, but dedicated to processing highly specific patterns in natural language. We conclude that early, not later, exposure to a signed language supports typical, healthy, and normal language development.

Principal investigators

- Petitto, Laura-Ann • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Jasinska, Kaja • University of Delaware
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2)—*Educational Neuroscience (PEN)*
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Cryss (Student) • Brain and Language Laboratory (BL2)
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)

Funding sources

- National Science Foundation (NSF)

Seeing the Temporal Beats of Human Language

Status: Completed

Start date: January 2015

End Date: September 2018

This NSF INSPIRE research project provided many Gallaudet undergraduate and graduate students with training opportunities that will significantly impact their future career opportunities, catapult their ability to enter STEM disciplines, and become leaders in them. Gallaudet IRB applications were submitted. Design and planning for Experiments 1–4 were completed. Based on Petitto’s analyses of sign-phonetic and sign-syllabic structure (especially as salient in infant-directed sign and nursery

rhymes), design of the Motion Capture stimuli for all Experiments was completed (Malzkahn, Lamberton). Intensive technology integration efforts were begun: the thermal IR imaging team (Merla, Italy) and the Petitto Gallaudet team (fNIRS brain imaging and eye-tracking; Gallaudet team: PEN assistant professor Clifton Langdon; Post-Doc/thermal IR imaging expert Barbara Manini; PEN graduate students Adam Stone and Geo Kartheiser/ Petitto Advisors; undergraduate, and graduate students; RAs). The team completed the first-time integration of BL2’s 3 technologies: Thermal IR Imaging, fNIRS brain imaging, and Tobii Eyetracking systems. Experiment 4 (infant gaze following) was fully completed; data analyses are underway and manuscript preparation has begun. Together, the integrated system will render the first artificial-human infant learning tool that can engage in contingent, socially interactive conversations.

Principal investigators

- Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

Additional investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Funding sources

- Gallaudet funding

The effects of early visual language exposure on deaf children’s linguistic and non-linguistic visual processing: An Eye-Tracking and fNIRS brain imaging investigation of emergent readers

Status: Ongoing

Start date: September 2013

How do young children learn to read when using contemporary learning tools such as reading apps? How do young deaf children use, visually examine, and process complex visual information on a moving screen—especially involving early reading apps for the young deaf reader? For these questions, no studies exist, and our present studies are the first of their kind. We examine whether differences in early life visual language experience (AoE) impact visual attention and allocation in young deaf and hearing emergent readers. Early visual

language experience affords enhanced visual gaze-shifting and visual attention in the young deaf visual learner which subsequently impacts book-sharing and literacy behaviors in toddlers and yields linguistic, reading, and cognitive benefits. We examine whether differences in AoE impact visual attention and allocation in the young emergent reader. If early visual language is a significant factor in task performance in early sign-exposed children, it may suggest that select visual properties at the heart of visual sign phonology selectively enhances visual sight word recognition in ways that positively impacts those children's acquisition of English reading. Also, it will provide insights into what age young deaf children are best exposed to sign languages as to promote bilingual mastery and enhancements to English reading acquisition. Results from the present study have begun to provide first-time research-based insights into all young children's visual attention to linguistic and non-linguistic visual information in dynamic moving scenes, as are commonly used in today's e-literacy technology.

Principal investigators

- Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

Additional investigators

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2)—*Educational Neuroscience (PEN)*
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Cryss (Student) • Brain and Language Laboratory (BL2)
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)

Funding sources

- Gallaudet funding
- W.M. Keck Foundation

The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development

Status: Ongoing

Start date: October 2015

In this NSF INSPIRE grant, Petitto (PI), leads an international team to create and explore new methods to promote early learning gains for populations of children who would otherwise be at a lifelong disadvantage, especially infants with minimal or no early language exposure. We expand the boundaries of traditionally separate sciences, and unite synergistically interdisciplinary science teams to create a transformative learning tool and research platform called the Robot AVatar Thermal-Enhanced learning tool (RAVE), which makes available multiple components of human language in socially interactive and conversational ways to young children during critical periods of human brain and behavior development vital for lifelong strength in reading and language learning. To overcome such devastating early language exposure barriers that vast numbers of children face, RAVE is intended to be augmentative for young deaf visual learners during vital early-life critical/sensitive periods of development, and inclusive of many other children. RAVE is to be placed near a baby's high-chair, so as to augment and lift young infants who would otherwise have only minimal language input into a honed sensitivity to, and integrated use of, multiple linguistic cues at the core of human language structure. RAVE has the potential to provide a new aid to children with minimal or no early language input; provide the nation with a competitive science and technological edge; train students from multiple disciplines in interdisciplinary science; advance involvement of under-represented groups in STEM, and train young deaf scientists in the advancement of scientific knowledge with transformative translational significance for all of society.

Principal investigators

- Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

Additional investigators

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)

- Archangelo, Merla • Institute of Advanced Biomedical Technologies • University Gabriele D'Annunzio, Chieti, Pescara
- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Gilani, Setareh Nasihatii • USC Institute for Creative Technologies, Playa Vista, CA
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2)
- Kartheiser, Geo (Student) • Brain and Language Laboratory (BL2)
- Lamberton, Jason (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Manini, Barbara (Consultant) • Brain and Language Laboratory (BL2)
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Cryss (Student) • Brain and Language Laboratory (BL2)
- Quickel, Brittany (Student) • Brain and Language Laboratory (BL2)
- Scassellati, Brian • Computer Science, Cognitive Science, and Mechanical Engineering NSF Expedition on Socially Assistive Robotics • Yale University
- Shapiro, Ari • USC Institute for Creative Technologies, Playa Vista, CA
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)
- Stone, Adam (Student) • Education
- Traum, David • USC Institute for Creative Technologies, Playa Vista, CA
- Tsui, Katherine • Social Robotics Lab • Yale University
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- Gallaudet funding
- W.M. Keck Foundation

Scholarly and Creative Activity

Kartheiser, G. & Petitto, L.A. (November, 2017). *The impact of age of language exposure on spatial working memory using fNIRS neuroimaging*. Poster Presentation at the Society for Neuroscience, Washington, DC.

Manini, B., Kartheiser, G., Stone, A., Merla, A., & Petitto, L.A. (November, 2017). *Evidence of maturational processes in linguistic brain (fNIRS) and psychological emotional (Thermal IR) responses in hearing infants to signing virtual humans*. Poster Presentation at the Society for Neuroscience, Washington, DC.

Manini, B., Tsui, K., Stone, A., Scassellati, B., Traum, D., Merla, A., & Petitto, L.A. (April 6, 2017). *Physiological and behavioral correlates of babies' social engagement with robot and virtual human artificial intelligence agents*. Symposium Paper presentation given at the Society for Research on Child Development, Austin, TX.

Petitto, L.A. (April 6, 2017). *Discoveries about infant language learning and 'readiness to learn' from integrated fNIRS, thermal IR, robot, and avatar sciences*. Symposium Paper presentation at the Society for Research in Child Development. Austin, TX.

Scassellati, B., Brawer, J., Tsui, K., Nasihati Gilani, S., Malzkuhn, M., Manini, B., Stone, A., Kartheiser, G., Merla, A., Shapiro, A., Traum, D., & Petitto, L.A. (2017). *Teaching Language to Deaf Infants with a Robot and a Virtual Human*. Published Proceedings of the 2018 Conference on Human Factors in Computing Systems/CHI (pp.553; 1–553:13). New York, NY, USA: ACM. ISBN 123-4567-24-567/08/06. DOI: http://dx.doi.org/10.475/123_4.

Scassellati, B., Brawer, J., Tsui, K., Nasihati Gilani, S., Malzkuhn, M., Manini, B., Stone, A., Kartheiser, G., Merla, A., Shapiro, A., Traum, D., & Petitto, L.A. (April, 2018). *Teaching Language to Deaf Infants with a Robot and a Virtual Human*. Symposium Paper Presentation at the Conference on Human Factors in Computing Systems, Montreal, Quebec, Canada.

Scassellati, B., Traum, D., Tsui, K., Shapiro, A., Petitto, L.A. (April, 6 2017). *The RAVE: Designing technology-based interactions for deaf infants*. Symposium Paper presentation at the Society for Research on Child Development, Austin, TX.

Stone, A., Bosworth, R., & Petitto, L.A. (January, 2017). *Sonority in lexicalized fingerspelling: Perception studies with infants and adults*. Paper presented at the Symposium

conducted at the meeting of the Linguistics Society of America, Austin, TX.

Stone, A., Manini, B., Kartheiser, G., Malzkahn, M., Langdon, C., Merla, A., & Petitto, L.A. (April 6, 2017). *Detecting the rhythmic temporal patterning of language: Infants' neural, physiological, and behavioral sensitivity.*

Symposium Paper presentation at the Society for Research on Child Development, Austin, TX.

Stone, A., Petitto, L.A., & Bosworth, R. (2017). *Visual sonority modulates infants' attraction to sign language.* Language Learning and Development, 1–19. doi:10.1080/15475441.2017.1404468.

VIII. Research and Scholarly Activities by Academic Unit

The research and scholarly activities section reports the FY 2018 research projects and achievements of individuals within Gallaudet's academic units including departmental research laboratories. The list of academic units is organized alphabetically. For research-related work by units such as the Center for Bilingual Teaching and Learning and the Office of Research Support and International Affairs, see Office of the Provost.

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project. At the end of each unit's part there is also a list of citations of scholarly and creative products that are not associated with a research project.

ASL and Deaf Studies

ASL and Deaf Studies faculty engage graduate and undergraduate students in interdisciplinary research projects dedicated to producing new knowledge about Deaf communities and their signed languages. Central areas of inquiry include sensory orientation, DeafSpace, bioethics, identity formation, human rights, language teaching, transnationalism, and the contributions of Deaf individuals to human diversity.

Research Projects

'Deaf Studies Digital Journal'

See in Interpretation and Translation

DPN30: Celebration

Status: Completed

Start date: November 2017

End Date: May 2018

This was a student-oriented research project to celebrate the 30th anniversary of DPN. With Drs. Kelly's & Ennis' guidance, the students conducted research to assemble three panels with specific themes. The first panel had

DPN leaders inform us about THEIR unsung heroes. The second panels had unsung heroes of DPN. The third panel addressed the issue of race during & after DPN. Research was to learn about the panelists, their roles & contributions.

Principal investigators

- Baer, Connor (Student) • History, Philosophy, Religion, and Sociology
- Cloud, Angel (Student) • ASL and Deaf Studies
- Ennis, William • History, Philosophy, Religion, and Sociology
- Gemmill, Alexandria (Student) • ASL and Deaf Studies
- Kelly, Arlene Blumenthal • ASL and Deaf Studies
- Leflar, Lauren (Student) • ASL and Deaf Studies
- Mills, Julia (Student) • ASL and Deaf Studies
- Upchurch, Brandan (Student) • ASL and Deaf Studies

Funding sources

- Office of the President
- Office of the Provost

Emergent Signers at Gallaudet: Deaf Conversionary Processes as Embodied Language Ideologies

Status: Completed

Start date: November 2016

End Date: December 2017

Emergent signers and their experiences have largely been consigned to the borders of academic study, with the exception of formulaic autobiographical narratives that buttress the center, which is composed of the rhetorically constructed notions of Deaf identity, culture, and native language competence. This study aims to widen the scope of analysis by synthesizing theories of the body and methodologies from cultural studies and linguistic anthropology to offer a more dynamic perspective on emergent signers. Skirting essentialist definitions, the emphasis of the study will be on the contexts, processes, and practices through which emergent signers “convert”

their embodied dispositions. Through this lens, emergent signers become agentic subjects strategically navigating social and corporeal fields in attempt to ground their sensory experiences in their language use. The study relies on data collected through ethnographic observation of communicative practices at Gallaudet and interviews with current and former JumpStart students, who will be analyzed for the content of what they say as well as how they say it. The placement of interviewed emergent signers within social and corporeal fields at Gallaudet will be demonstrated through close linguistic attention to shifts in footing, deictic signs, and the use of depiction, transpositions, and projections.

Principal investigators

- Kraus, Kaj (Student) • ASL and Deaf Studies

Funding sources

- Gallaudet Small Research Grant

Education

The Department of Education engages in research and innovation in teaching and learning contexts with an eye to the kind of intellectual, linguistic, and social development that is optimal and which is congruent with the strengths inherent in Deaf and hard of hearing learners as human beings and who are by nature visually-inclined.

Research Projects

Assessing the assessment: Reliability and fairness in the Teacher Work Sample

Status: Ongoing

Start date: August 2016

End Date: August 2019

This study will present the results of a reliability and fairness evaluation of the Teacher Work Sample (TWS), a performance assessment for preservice teachers, used at one university. The TWS is a high-stakes assessment and, as such, issues of fairness and reliability are critical, particularly when trying to promote increased diversity in the teacher workforce. Dimensions of ethnicity, gender, and hearing status are reviewed as part of this study.

Principal investigators

- Yuknis, Christina • Education

CAEP PILOT CASE STUDY: The impact of the success of Gallaudet University Teacher candidates on Pre-K–12 student achievement

Status: Completed

Start date: August 2017

End Date: December 2018

The case study will obtain data on the impact of student learning from former graduates in the Department of Education at Gallaudet University who are currently teachers in Pre-K–12 classrooms, their students, and their employers. Surveys completed by Pre-K–12 students, former graduates who are now teachers, and employers will provide information on (1) the strength of program completers and their acquired knowledge, professionalism, collaboration, and teaching skills; (2) the effectiveness of program completers and how their students’ in the classrooms perform in the learning environment; and (3) strengths and weaknesses of the program completers as evaluated by their employers. In

addition, results of the survey will provide information on how the Gallaudet University Department of Education will use the information for program improvement.

Principal investigators

- Appanah, Thangi • Education
- Mangrubang, Fred • Education

EL2: VL2 national research volunteer program

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

EL2: VL2 shared data resource

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

The Reggio Emilia Approach in Deaf Education

Status: Completed

Start date: December 2015

End Date: February 2018

The purpose of this research study is to investigate the use of the Reggio Emilia approach in two early childhood education programs that serve young deaf and hard of hearing children in the U.S. The Reggio Emilia approach originated in Italy and has inspired many early childhood programs around the world to infuse unique child-centered, collaborative teaching and learning environments. This study will explore why and how two schools in the U.S. incorporate the Reggio Emilia approach in their teaching and learning with deaf and hard of hearing children through classroom observations and interviews. The study will potentially lead to a larger study to identify promising practices in early childhood education for young deaf children.

Principal investigators

- Mitchiner, Julie • Education

Additional investigators

- Batamula, Christi • Education
- Kite, Bobbie Jo • Education

Funding sources

- Gallaudet Small Research Grant

Products

Mitchiner J, Batamula, C., & Kite, B. (2018). *Hundred languages of Deaf children: Exploring Reggio Emilia in deaf education*. American Annals of the Deaf, 163(3), 294–327.

Transitioning and Thriving: Cross-cultural Pathways of Resilience in Deaf Youth

Status: Completed

Start date: April 2018

End Date: September 2018

The ability to bounce back, thwart challenges, and even thrive in the face of circumstantial adversity is defined as resilience by some scholars. Yet little is known about how deaf youth are resilient. The proposed transformative mixed methods study investigates the unique/common ways in which deaf people from different cultures are resilient. Findings will be used as a platform for future research, and may be utilized to help inform policy and programs to support the potential of individual maximization.

Principal investigators

- Zimmerman, Heather (Student) • Education

Funding sources

- Gallaudet Small Research Grant

Scholarly and Creative Activity

Gerner de García, B.A.(2017). *Advocating for the Language Rights of Immigrant DHH Students*. Presented at the Breaking Barriers: 5th Biennial Conference. Council de Manos. Marino del Rey, CA.

Neild, R. & Appanah, T. (2018, July). *Practical Strategies for Families and Educators of Deaf Learners with Autism*. Presented at Texas Statewide Conference on Education: 18th Biennial, Grapevine, TX.

Batamula, C. Mitchiner, J., Kite, B.J. (March 2018). *More Than Words: The Hundred Languages of Deaf Children*. Early Hearing Detection and Intervention Conference. Denver, CO.

Batamula, C., Pudans-Smith, K. (October, 2017). *Examining Language and Access for Deaf in Central*

Tanzania. *International Journal of Education and Science*, 4(9), 20–28.

Graham, P., Batamula, C. (March 2018). *Strengthening Vocabulary Use Through Dialogues*. Presented at the Early Hearing Detection and Intervention Conference. Denver, CO.

Graham, P., Batamula, C., Horejes, T. (March 2018). *Using Collaborative Data Collections to Strengthen IEP Discourse*. Presented at the Early Hearing Detection and Intervention Conference. Denver, CO.

Yuknis, C. & Bernstein, E. R. (2017). *Supporting students with non-disclosed disabilities—A collective and humanizing approach*. In K. Aquino & E. Kim (Eds.), *Disability as Diversity in Higher Education: Policies and Practices to Enhance Student Success* (pp. 1–11). New York: Routledge.

Castillero, A. & Gárate-Estes, M. (Eds.) (2018). *Maximizando el Potencial de los Niños, Jóvenes y Adultos Sordos*. Panamá City, Panamá: Editorial Fuga.

Gárate-Estes, M. (2018) *Educación bilingüe para el niño sordo: Bases teóricas y metodología*. [Bilingual education for Deaf children: Theoretical bases and methodologies]. In Castillero & Gárate-Estes (Eds.) *Maximizando el Potencial de los Niños, Jóvenes, y Adultos Sordo*. Panamá City, Panamá: Editorial Fuga.

English

The English Department provides a high quality academic environment that involves students in critical thinking, discussing, and writing about literature and writing.

Scholarly and Creative Activity

Pajka, Sharon L. (2018) *Deaf Cultural Values in Switched at Birth*. In E. L. Newman & E. Witsell (Eds.), *ABC Family to Freeform TV: Essays on the Millennial-focused Network and Its Programs*. In 177–194. McFarland & Co.

Pajka, Sharon L. (2018) *Jeepers Creepers: The American Vampirization of the Female, Immigrant Teacher in Vampires Don't Wear Polka Dots*. In S. Bacon & K. Bronk (Eds.), *Growing Up With Vampires: Essays on the Undead in Children's Media*. 62–81. McFarland & Co.

Gárate-Estes, M. (2018) *Facilitando la adquisición de la lengua de señas en el salón de clases*. [Promoting sign language acquisition in the classroom]. In Castillero & Gárate-Estes (Eds.) *Maximizando el Potencial de los Niños, Jóvenes, y Adultos Sordo*. Panamá City, Panamá: Editorial Fuga.

Gárate-Estes, M. (2018, April). *Opening our minds by examining our beliefs*. Keynote address at the Early Childhood Education Summit IX, Washington, DC.

Gárate-Estes, M. (2018, June). *Estrategias de lecto-escritura con alumnos sordos* [Reading and writing strategies for deaf students] Five-day workshop for teachers at the 14th Seminario Modelo Educativo Bilingüe: Señalees CDMX, México. June 2018.

Yuknis, C. (2018). *Transforming instruction through universal design for learning*. *The Reformer*, May, 85–93.

Yuknis, C., Everette, M., Musiowsky, T., & Ende, F. (2018, March). *Igniting your advocacy through writing*. Presentation presented at the ASCD Annual Conference in Boston, MA.

Mitchiner, J. & Lytle, L. (2018). *A positive perspective: Preparing professionals to work with deaf and hard of hearing infants, toddlers, and their families*. *The Odyssey*, 19, 10–14.

Pajka, Sharon L. (2018, June 30). *Holy water, garlic, or a cross? The American Vampirization of the Female, Immigrant Teacher in Vampires Don't Wear Polka Dots*. Paper presentation for the Children's Literature Association (ChLA) in San Antonio, TX.

Bradbury, J. M. (2017 November). *The Body in ASL Shakespeare*. Presented at the annual meeting of the American Society for Theatre Research, Atlanta, GA.

Bradbury, J. M. (2017 October). *Disabled Bodies and Contemporary Shakespearean Performance*. Presented at Blackfriars Biennial Conference, Staunton, VA.

Bradbury, J. M. (2018 March). *Irish Economic Writings in North American Contexts*. Presented at the American Society for Eighteenth-Century Studies, Orlando, FL

Bradbury, J. M. (2018, March). *Shakespeare and Gesture*. Presented at the annual meeting of the Shakespeare Association of American, Los Angeles, CA.

Government and Public Affairs

The Government and Public Affairs program emphasizes the links between research, learning, and activism. Much of the research effort by both faculty and students focuses on issues such as international and domestic human rights and influencing political processes, often integrating the areas of law, politics, and organizational behavior.

Research Projects

Analysis of Eye Gazes and Attention Management in a Preschool Class

Status: Completed

Start date: March 2016

Following a new paradigm that the issue of sustained attention observed among young deaf students is due to limited exposure to language, this study attempts to

document quantitatively the attention behavior during a book-reading lesson in a preschool class where everyone has full access to communication.

Principal investigators

• Kuntze, Marlon • Government and Public Affairs

Additional investigators

• Schott, Lynda • General Studies Program

Comprehension of text in ASL: Impact of linguistic complexity

See in Interpretation and Translation

Scholarly and Creative Activity

Koulidobrova, E., Kuntze, M., & Dostal, H. (2018). *If you use ASL, should you study ESL? Limitations of a modality-b(i)ased policy*. *Language* 94(4).

Hearing, Speech, and Language Sciences

The department conducts extensive research on communication access technology and rehabilitation for Deaf and hard of hearing people through its Rehabilitation Engineering Research Center on Hearing Enhancement. Faculty, staff, and students conduct research on hearing, speech, spoken and visual language, and balance assessment and intervention across the human lifespan.

Research Projects

The Effect of Hearing Protection on Postural Stability

Status: Ongoing

Start date: December 2017

End Date: May 2019

The ability to balance one's body in space is known to depend on integration of information from three systems: visual, somatosensory, and vestibular. In addition to

these three systems, there is research to support the use of auditory information to reduce postural sway and therefore assist in balance. At times, auditory information cannot be made available to listeners because the level of background noise is high enough to cause damage to the system. In these cases, hearing protective devices (HPDs) such as earplugs or earmuffs are required. When double hearing protection (both earplugs and earmuffs) are needed individuals may find the experience particularly disorienting. The purpose of our research is to explore the effect of double hearing protection on postural stability, measured by recording postural sway. By recording postural sway in the presence of noise with and without HPDs, we hope to determine the significance of auditory cues on balance.

Principal investigators

• Howell, Alexandra • Hearing, Speech, and Language Sciences

- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

Additional investigators

- Zaleski, Ashley (Student) • Hearing, Speech, and Language Sciences

Examining the acoustic prosodic features of ASL to English interpreting

Status: Ongoing

Start date: October 2017

End Date: September 2019

In this investigation, we report on a first-of-its-kind experiment to measure the vocal prosody of ASL-to-spoken English interpreting. Using pre-selected videos of Deaf signers in emotionally flat and emotionally dynamic narratives, eight professional interpreters, four females and four males, participated in piloting the procedures. The participants were audio-recorded in three conditions: (a) baseline samples of their voices during interview questions; (b) oral readings of emotionally flat and emotionally rich content; and (c) ASL-to-English interpretations of emotionally flat and emotionally dynamic videos of Deaf signers. The pilot data revealed expected variability in the mean, standard deviations, and ranges of fundamental frequency required for intonation, representing in most but not all interpretations, a prosodic difference in the emotionally flat and emotionally rich interpretations from ASL to English. We report the experimental procedures, laboratory measures, and comparative samples of the interpreters' vocal prosodics in what may well become a state-of-the science approach to assuring ASL-to-English prosodic match.

Principal investigators

- Jaiswal, Sanyukta • Hearing, Speech, and Language Sciences

Additional investigators

- Klein, Eric (Student) • Hearing, Speech, and Language Sciences
- Nicodemus, Brenda • Interpretation and Translation
- Seal, Brenda • Hearing, Speech, and Language Sciences

Interactive learning environment for optimizing technology use

Status: Ongoing

Start date: October 2014

End Date: September 2019

Current clinical and home training programs for auditory rehabilitation use an *intensive* learning paradigm, a supervised training regime focusing on the use of important acoustic and contextual cues. This contrasts with principles of *implicit* learning that model perceptual learning in real-life, natural circumstances, and emphasize spontaneous exploration of the environment. The goal of this project is to develop a prototype training/counseling program to simulate different real-life listening conditions so that a person can experience both the benefits and limitations of their hearing devices, and develop realistic auditory rehabilitation goals and expectations. To accomplish this, the training program utilizes an individualized and interactive learning environment, consisting of soundscapes that represent a variety of listening situations with varying degrees of difficulty, and which change in response to user input. The program is based on self-directed exploration of the relationship between (i) *acoustic factors* that affect hearing/sound processing, and (ii) *technological solutions* and *communication strategies* that are aimed at improving sound detection, speech comprehension, and the overall listening experience. Simulations of real-life listening conditions allow a self-structured direct experience that neither traditional auditory training nor informational counseling provide.

Principal investigators

- Barac-Cikoja, Dragana • Hearing, Speech, and Language Sciences
- Kozma-Spytek, Linda • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research

Project D3: Interactive learning environment for optimizing technology use

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Project R2: User-driven customization of cochlear implant programming

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Social Support Service Preferences of Parents and Caregivers of Children who are D/deaf or hard of hearing

Status: Completed

Start date: February 2017

End Date: December 2017

This is a two-phase study to develop and distribute a survey to parents and caregivers of children who are D/deaf or hard of hearing. The goal is to determine if the parent or caregiver's philosophical approach to educating their child impacts their preferences for support service delivery. Phase 1 of this study includes conducting six needs assessments with audiologists, support service leaders, and parents/caregivers of children who are D/deaf or hard of hearing. These interviews along with a review of current research on the topic will lead to the development of a survey about the population's preferences for the logistics, content, and composition of support services for themselves. The survey will then be distributed to a cohort of parents and caregivers. Responses from this survey will give insight into what this population is looking for from support services for themselves. Eventually, we hope to be able to discuss the results of the cohort as a whole as well as make generalizations about similarities and differences in the preferences of parents and caregivers as they relate to the educational philosophy. We hope

this data will allow educational settings to better meet population preferences.

Principal investigators

- Woodruff, Torri Ann (Student) • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment

Status: Ongoing

Start date: October 2016

End Date: October 2019

The purposes of this 3-year project are to: 1. develop and adapt spatial memory and spatial navigation assessment tools to be administered to the deaf/Deaf population; 2. characterize the spatial memory and spatial navigation abilities in young adults who are deaf, with and without vestibular impairments (VI); and 3. assess the role of ASL in spatial memory and navigation abilities in older adults. Older individuals with VI may present with difficulty in spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54–85%) of VI in the deaf population puts older deaf individuals at risk, while evidence of high visuo-spatial IQ in ASL users suggests that the spatial cognitive functions among deaf ASL users with VI may not be as affected as those among deaf non-ASL users with VI. To address purposes #1 and #2, spatial memory and spatial navigation assessment tools (virtual reality navigation and memory tasks, sense-of-direction questionnaire) will be normed and adapted to the young deaf adult population (ages 21–35). To address purpose #3, these spatial memory and navigation tasks are administered to subjects 60 years or older with different experiences in hearing status, ASL use, and VI.

Principal investigators

- Maul, Kristen • Hearing, Speech, and Language Sciences
- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Priority Research Fund

Products

Allemang, L.N., Tamaki, C., Sparks, S., Danner, E., & Maul, K. (2018, April). *Spatial Navigation Processing Strategies in Deaf Individuals*. Poster presented at American Academy of Audiology Convention, Nashville, TN.

Danner, E., Sparks, S., Allemang, L.N., Maul, K. & Tamaki, C. (2018, April). *Use of Video Head Impulse Test for Assessment of Semicircular Canal Function of Deaf Individuals*. Poster presented at American Academy of Audiology Convention, Nashville, TN.

Sparks, S., Danner, E., Allemang, L.N., Tamaki, C., & Maul, K. (2018, Feb). *Vestibular Function in Deaf Young Adults Who Received Cochlear Implants as Children*. Poster presented at American Balance Society Meeting, Scottsdale, AZ.

Tamaki, C. & Maul, K. (2018, June). *Spatial navigation, sense of direction, and vestibular function in young deaf individuals*. Presented at XXX Barany Society Meeting, Uppsala, Sweden.

Tamaki, C., Maul, K., Sparks, S., Danner, E., Allemang, L.N., & Ravelo-Mendoza, E. (2018, April). *Vestibular and Spatial Cognitive Function Profile of Young Deaf/deaf Individuals*. Podium presented at American Academy of Audiology Convention, Nashville, TN.

Spatial Navigation Abilities in Deaf Population

Status: Ongoing

Start date: October 2016

The purposes of the study are to: 1. develop and adapt spatial memory and spatial navigation assessment tools to be administered to deaf/Deaf population; 2. characterize the spatial memory and spatial navigation abilities in older adults who were either born deaf or became deaf before Kindergarten, with and without vestibular impairments (VI); and 3. assess the role of ASL in spatial memory and navigation abilities.

Older individuals with VI may present with difficulty with spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54–85%) of VI in deaf population puts older deaf individuals at risk, while evidence of high visuo-spatial IQ in ASL users suggests that the spatial cognitive functions among deaf ASL users with VI may not be as affected as those among deaf non-ASL users with VI.

To address purpose #1, spatial memory and spatial navigation assessment tools (virtual reality navigation and memory tasks, real-life wayfinding tasks, daily skills, questionnaires) will be normed and adapted to the young adult deaf population (ages 21–35). To address purposes #2 and 3, these spatial memory and navigation tasks are administered to subjects 65 years or older, grouped based on hearing status, ASL use, and VI.

Principal investigators

- Tamaki, Chizuko • Hearing, Speech, and Language Sciences
- Maul, Kristen • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Priority Research Fund

Scholarly and Creative Activity

Medina, M., Seal, B., Cronin, G., & Cushner, D. (March, 2018). *Deaf parents' use of touch with their deaf and hearing infants*. Presented at the Early Hearing Detection and Intervention (EHDI) Annual Conference, Denver, CO.

DePaolis, R., McQuilken, C., & Seal, B. (July 3, 2018). *A pediatrician-based intervention to promote language development*. Presented at the International Congress on Infant Studies Annual Conference, Philadelphia, PA.

Seal, B., & Garrido-Nag, K. (2018, July). *Selecting students for inter-professional training initiatives*. Presented at the Office of Special Education Programs Annual Meeting, Arlington, VA.

Seal, B., & Power-deFur, L. (2018, July). *Court? The SLP as a Witness in Legal Proceedings (With a Word about Prevention)*. Presented at the American Speech

and Hearing Association Schools Connect 2018.
Baltimore, MD.

Seal, B., DePaolis, R., McQuilken, C., & Ingram, S. (July 3, 2018). *Building bridges across agencies to identify communication needs of infants born in poverty*. Presented

at the International Congress on Infant Studies Annual Conference, Philadelphia, PA.

Seal, B., Medina, M. & Cristiano, V. (2018, July). *Deaf parents' use of touch to communicate with their 10-month-old infants*. Presented at the International Congress on Infant Studies Annual Conference, Philadelphia, PA.

History, Philosophy, Religion, and Sociology

The program incorporates traditional and innovative historical methods and approaches in its teaching and research, and maintains a strong tradition of high quality research. Research interests include Deaf history, the history of disability, Latin American history, French history, and urban history.

Honors Program

The Honors Program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in-depth critical thinking, research opportunities, and personal and professional skill development needed for achievement in both the arts and the sciences, as well as in technical fields and a variety of professions.

Research Projects

Capstone Honors

Status: Completed

Start date: September 2017

End Date: September 2018

The Honors Capstone is the pinnacle of an undergraduate experience. During their Capstone experience, Honors graduates produce their first original, scholarly work. Motivated and capable students from all disciplines are invited to embark on this year-and-a-half journey. During this process, students select their committee, find a topic, propose their original work, and then create their Capstone. Each student invests a huge portion of their time and energy in completing their projects. The Capstone Presentation is the final requirement for graduation with University Honors.

Scholarly and Creative Activity

Lewis, H., & VanGilder, K. (2017). *A Dialogue on Deaf Theology: Deaf Ontologies Seeking Theology*. In A. Kusters, M. D. Meulder, & D. O'Brien (Authors), *Innovations in deaf studies: the role of deaf scholars* (pp. 169–190). New York: Oxford University Press.

Principal investigators

- Shultz Myers, Shirley • Honors Program
- Whitebread, Geoffrey • Honors Program

Products

Johnson-Pasqua, Casey. (2018). *Staging Medea for Deaf Audiences in the 21st Century*. (University Honors Capstone). Gallaudet University, Washington, DC.

Keogh, Brianna. (2018). *Peer Support and Food Security in College Deaf Students* (University Honors Capstone). Gallaudet University, Washington, DC.

Majocha, Megan. (2018). *Three Personality Traits of Deaf Scientists: Openness, Extraversion, and—uniquely—Agreeableness* (University Honors Capstone). Gallaudet University, Washington, DC.

Watson, Paige. (2018). *Intersectional Experiences: White and Black Deaf Lesbians in Metro DC 1980–2000* (University Honors Capstone). Gallaudet University, Washington, DC.

Willis, S. (2018). *The Neural Substrates of Communicative Actions: A Cognitive Psychophysiology Study of Sign Language Production and Imitation in Deaf Signers and Hearing Non-signers* (University Honors Capstone). Gallaudet University, Washington, DC.

Interpretation and Translation

The Interpretation Program offers a multidisciplinary approach, with a special focus placed on theory and research. Course research, as well as encouraged research, are done as ways for students to exercise theories and explore new strategies in problem-solving. The results of research done by students, faculty, and staff continually provide new insight to the interpretation field. Through its recently established Center for the Advancement of Interpreting and Translation Research (CAITR), the Interpretation Program also offers opportunities for scholars and students to collaborate on projects and promote initiatives that advance interpreting/translating research nationally and internationally.

Research Projects

‘Deaf Studies Digital Journal’

Status: Ongoing

Start date: September 2008

End Date: January 2025

The *Deaf Studies Digital Journal (DSDJ)* is a peer-reviewed, digital journal in American Sign Language and English text dedicated to advancing the cultural, creative and critical output of work in and about sign languages and its communities, in the form of scholarly video articles, original works of signed literature, interviews, reviews, and historical resources. This project will preserve and migrate past issues of *DSDJ* to a new open-access, technologically sustainable platform, which adheres to and advances accessibility standards in publishing through fully bilingual video and text articles, advanced interactive videos, integration into library databases, and innovative peer-review processes that support the exclusive use of sign language to produce the next iteration of *DSDJ* in an effort to transform scholarly communication.

Principal investigators

- Bauman, H-Dirksen • ASL and Deaf Studies
- Boudreault, Patrick • Interpretation and Translation

Funding sources

- Sorenson Legacy Foundation

- Office of the Provost
- School of Education, Business and Human Services
- College of Arts and Sciences
- Graduate School and Continuing Studies
- National Endowment for the Humanities

Products

Boudreault, P. (2018, July). *Deaf Studies Digital Journal: The preservation, publication and dissemination in Sign Language*. Presented at the National Association of the Deaf Conference 2018. Hartford, CT.

Boudreault, P. (2018, September). *Deaf Studies Digital Journal: Publishing ASL Poems*. Presented at the Center for the Humanities, City University of New York, New York, NY.

Willis, A., Codick, E., Kushalnagar, R. & Boudreault, P. (2018, July). *Multimodal visual languages user interface, M3UI*. Poster presented at the STM Poster Session, Gallaudet University, Washington, DC.

‘My name is A-on-the-cheek’: Managing names and name signs in American Sign Language-English team interpretation

Status: Completed

Start date: June 2017

End Date: May 2018

Interpreters face challenges when rendering names between languages. First, names may be unknown to the interpreter or contain culturally specific information. Further, names lack contextual clues that aid the decoding process. Finally, names may be pronounced in a manner that is difficult to understand (e.g., rapidly or with an accent). Spoken language interpreters have the option of repeating names in their original form; however, signed language interpreters work between languages produced in distinct language modalities (sign-speech) that share no phonological features; thus, names cannot simply be reproduced across languages. In this study we created a mock scenario between two interlocutors (a hearing computer specialist and a deaf international student) who enacted a training session in which they deliberately

incorporated names. The interlocutors repeated this training session three times, each with a different team of interpreters. We report strategies used by the teams to convey names in their interpretations.

Principal investigators

- Dively, Valerie • Interpretation and Translation

Funding sources

- Gallaudet University

Address practices of deaf undergraduate students and deaf faculty: A study of language use, identity, and community

Status: Ongoing

Start date: February 2018

End Date: December 2019

In this study, we investigate the use of American Sign Language to establish and maintain social distance between deaf undergraduate students and deaf faculty members. One of the functions of language is to mark social standing and convey respect between interactants. Drawing on prior studies of spoken language in postsecondary settings, in this study we examine the use of address terms, reference terms, and introductions in ASL. Address terms are used in language to get attention, to single out an addressee, and to convey social and interpersonal meanings between individuals; reference terms convey social and interpersonal meanings, and provide cues for the existing relationship between the speaker and the referred person; and introductions reflect the current relationship between people, and how people expect the newly acquainted individuals to address each other. We will engage in two types of data collection: (a) observational data of natural language interaction, and (b) interview data with deaf undergraduate students and deaf faculty about their use and perceptions of these linguistic forms. The results will shed light on how deaf students and faculty create and sustain social distance and boundaries in the postsecondary setting.

Principal investigators

- Nicodemus, Brenda • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Administration of Justice: The lived experiences of deaf Canadians

Status: Completed

Start date: May 2017

End Date: May 2018

The primary aim of this applied research project is to investigate the experiences of deaf people, deafblind people, and deaf people who have additional disabilities, who use sign language to access the administration of justice based on being victims of a crime, or as people accused and/or convicted of crimes. The project will include the experiences of Indigenous deaf people, offering insight from a community that has been further marginalized. By examining the experiences of adults and senior citizens, we can identify the gaps and barriers in current service delivery, and the strategies needed in order to make the judicial system accessible for all Canadians, including deaf Canadians. Research of this kind has never previously been conducted in Canada. Additionally, this project will build a comprehensive and national picture of the needs and the ways in which services can developed in order to provide access to justice for this under-researched community. The objectives are to address a gap in the research about victims of crime by examining the experiences of deaf, deafblind, and deaf people with additional disabilities, from all regions of Canada; explore what service are necessary for them to effectively participate in the judicial system, whether as victim or accused; examine the impact of how inaccessible judicial systems may further victimize deaf people who are seeking supports and services; and investigate how the presence of a deaf victim impacts the administration of justice from the perspective of advocates, the bench, the accused, witnesses, and stakeholders.

Principal investigators

- Boudreault, Patrick • Interpretation and Translation
- Cathy, Chovaz • Department of Psychology • King's College University
- Russell, Debra • University of Alberta

Funding sources

- Government of Canada—Department of Justice

Products

Russell, D., Chovaz, C., & Boudreault, P. (2018). *Administration of justice: The experiences of Deaf, DeafBlind, and Deaf people with additional disabilities in accessing the justice system*. (pp. 1–68, Rep.). Ottawa, ON: Canadian Association of the Deaf.

Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students

Status: Ongoing

Start date: August 2017

Effective writing is taken to be a measure of academic development at both the undergraduate and graduate levels, but interpreter education has not provided guidance for how to develop these skills in our students. Using a case study approach, the co-investigators will focus is on the development of students' cognitive maturity and self-authorship by examining their perceptions of the Cognitive Apprentice instructional approach during their writing coursework. An ultimate aim of this study is to determine whether cognitive apprenticeship may be a useful approach in guiding interpreting students in the development of their academic writing skills and, if so, to disseminate this information to other interpreter educators.

Principal investigators

- Ehrlich, Suzanne • Interpretation and Translation
- Nicodemus, Brenda • Interpretation and Translation

Comprehension of text in ASL: Impact of linguistic complexity

Status: Ongoing

Start date: October 2017

End Date: September 2019

It is important to know how American Sign Language (ASL) may be modified to match the language ability of a targeted population before material may be developed for a videotext publication. Right now there

is no empirical basis for determining how ASL may be linguistically manipulated for a specific comprehension level. The literature on the relationship between linguistic complexity and comprehension is broad and a lot of it is related to reading. There is limited discussion on the relationship between comprehension and linguistic complexity of ASL. A few lines of research led us to hypothesize that syntactic and morphological complexity are respectively good areas to start the investigation. One line of research comes from language development studies. For example, Morgan et al., 2002, discuss morphologically complex verbs, and Slobin et al., 2003, tried to investigate the development of complexity in classifiers. Another line of research comes from the relationship between age of ASL acquisition and grammatical knowledge of ASL. This study proposes to investigate how comprehension may be affected on the sentential level by varying the syntactic structure of two-clause sentences and the morphological complexity of classifiers.

Principal investigators

- Boudreault, Patrick • Interpretation and Translation
- Kuntze, Marlon • Government and Public Affairs

Funding sources

- Gallaudet Priority Research Fund

Deaf Employees' Perspectives on Effective Interpreting in the Workplace

Status: Ongoing

Start date: May 2017

End Date: September 2019

With legislated rights for employment of Deaf people and the greater availability of professional interpreters, particularly in the federal government, one might imagine that communication is no longer a barrier to workplace productivity, success, fulfillment, and job satisfaction; however, evidence suggests that conditions in the workplace for Deaf people are still less than ideal. This dissertation study will engage Deaf white-collar employees who are most directly impacted by interpreting services. Using the Critical Incident Technique (Flanagan, 1954), I will investigate the experience of Deaf employees

in the United States, whose dominant language is American Sign Language, and examine whether they perceive interpreting services as fulfilling the promise of providing access in the workplace. Specifically I will explore how Deaf employees characterize effective and ineffective interpreting, and their perceptions on effective and ineffective provision of interpreting services in their workplace. The result will be a report outlining desirable interpreting behaviors from the perspectives of Deaf employees.

Principal investigators

- Harrelson, Paul • Interpretation and Translation

Development, Adaptation, and Norming of ASL Proficiency Test Assessment Tool

Status: Ongoing

Start date: September 2011

End Date: July 2019

The purpose of this study is to adapt, pilot, and standardize the Assessing British Sign Language (BSL) Development Receptive Skills Test (1999) and the Assessing British Sign Language Development Production Test (2009) for use in American Sign Language (ASL) to establish standardized, norm-referenced measures of ASL skills. The study will build on previous work involving the adaptation of the Assessing BSL Development Receptive Skills Test. This test has been translated, modified, and pilot tested, and the findings support ongoing test adaptation (2009). The Assessing BSL Development Production Test has not been adapted for use in other signed languages; however, it can potentially be adapted to any language. Procedures for adapting the Production Test include developing analysis (scoring) guidelines geared to the specific grammatical features of ASL and pilot testing this version of the test with approximately 40 children, ages 4–12 years. The collection of normative data for both the ASL Receptive Skills Test and the ASL Production Test will require access to larger numbers of native users of ASL levels between 3 and 12 years. It is essential that the children participating in the initial normative testing be native ASL users, or more specifically, that they have been exposed to ASL from birth (typically deaf children with deaf parents). Further normative testing will include a

more heterogeneous sample of deaf children representing the broad range of ASL access and acquisition.

Principal investigators

- Boudreault, Patrick • Interpretation and Translation
- Enns, Charlotte • University of Manitoba

Funding sources

- Social Sciences and Humanities Research Council of Canada

Does Extralinguistic Knowledge Really Matter?: An examination of the impact of interpreters' personal and professional experience

Status: Ongoing

Start date: July 2017

End Date: September 2019

A person's past experiences, education, and work make up extralinguistic knowledge; thus, everyone has different extralinguistic knowledge (Gile, 1995). This proposed quasi-experimental study seeks to add to our understanding related to an overarching question: To what extent do personal and professional experiences impact interpretation? I will recruit two Deaf interpreters with similar qualifications, except for one variable: one will have personal and professional experience with cancer while one does not. They will translate a cancer text from written English into ASL. Their translation products will be compared with an ASL narrative product created by a Deaf medical professional working in oncology. The translation and narrative products will be analyzed using Filmore's frame-semantic model. The Deaf interpreters' self-reflections of their own target texts and insights from focus groups consisting of Deaf patients and survivors will provide the data for analysis using Thornberg's (2012) Informed Grounded Theory.

Principal investigators

- Sheneman, N. (Student) • Interpretation and Translation

Funding sources

Gallaudet Small Research Grant

Investigations in the Interpretation of STEM Discourse

Status: Completed

Start date: November 2017

End Date: May 2018

Currently, a dearth of resources exists for ASL-English interpreters to learn scientific language in either ASL or English. Compounding the issue is a simple lack of understanding of how interpreters ought to approach this time of assignment to maximize the effectiveness of preparation. As a result, Deaf and Hard-of-Hearing STEM (science, technology, engineering, and math) professionals and students face significant barriers, necessitating research of potential ways for interpreters to improve the accessibility of STEM discourse. In this study, three ASL-English interpreters will be recorded producing simultaneous interpretations into ASL of 10–15 minute lectures on various scientific topics. In advance of rendering the lectures into ASL, the interpreters will be given two types of preparatory materials: 1) textual and 2) visual. Their interpretations will be shown to six Deaf college students whose comprehension will be evaluated after each viewing. My hypothesis is that visual preparation materials will lead to the inclusion of more depictive elements in the target text, increasing the target audience comprehension. The results may impact how ASL-English interpreters prepare to work in STEM discourse settings specifically in terms of the strategies they employ to convey STEM concepts.

Principal investigators

Additional investigators

- Miller, Jeremy (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Language Attitudes about Interpreters

Status: Ongoing

Start date: August 2017

The notion of language attitudes has a place in psychology, sociology, anthropology, education, and history, among other disciplines. Bilingualism and minority languages are not topics that are confined to linguistics or language

studies, but are debated in a wide variety of fields, including Interpretation and Translation Studies. Drawing from data on social media sites, this study addresses the following questions: 1) What language attitudes do signed and spoken language interpreters, translators, and lay persons hold, specifically in relation interpretation and translation work? 2) What attitudes do signed and spoken language interpreters, translators, and lay persons hold about languages, especially in relation to one another's work? The aim of this project is to confront issues of attitudes within interpretation and translation and to show that they will refine and improve our understanding of how we view one another in Interpretation and Translation Studies.

Principal investigators

- Nicodemus, Brenda • Interpretation and Translation
- Petitta, Giulia • Interpretation and Translation
- Stevens, Tara (Student) • Interpretation and Translation

Metalinguistic References in Interpreting: Deaf-Hearing Relay Interpreting Teams

Status: Completed

Start date: October 2015

End Date: December 2017

The project investigates metalinguistic references in interactions mediated by Deaf-hearing interpreting relay teams. Metalinguistic function is the use of language to talk about language. Creating an interpretation can be challenging when language is used at the metalinguistic level. Interpreting metalinguistic references is especially challenging for bimodal (sign-speech) interpreters, because working between different modalities does not allow for providing a verbatim example from the source text. Due to modality constraints, signed language interpreters must employ strategies to render the communicative intent that is present in the source, but which is not accessible through the mere presentation of the original words or signs. Similarly, the coordination effort involved in a Deaf-hearing interpreting relay team may have important ramifications for the management of metalinguistic references.

Principal investigators

- Dively, Valerie • Interpretation and Translation
- Nicodemus, Brenda • Interpretation and Translation

Additional investigators

- Halley, Mark (Student) • Interpretation and Translation
- Petitta, Giulia • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

SignALL—Automated Translation Project: Data collection Phase I

Status: Completed

Start date: January 2017

End Date: August 2018

SignALL is a project based in Hungary that aims to provide full automated sign-to-text translation. A proof-of-concept application was demonstrated in 2014. SignALL is a kit of simple devices—USB cameras and depth sensors, available anywhere—plus recognition and translation software. It is intended to automatically processes sign language (ASL) into grammatically correct sentences in English. Beyond the prototype stage, by adding a signing avatar, it is intended to enable two-way communication between deaf and hearing individuals, and between deaf people using different sign languages.

The partnership between SignALL and Gallaudet University is to develop a lexicon for an initial prototype application for ASL to English, as well as a set of sentences that provides the proper context for using the lexicon. The target size of the lexicon is 1000 commonly used ASL signs and sentences in everyday conversation, which are recorded through motion capture and video.

Principal investigators

- Boudreault, Patrick • Interpretation and Translation
- Vogler, Christian • Technology Access Program (TAP)

Funding sources

- SignALL

Signed language interpreter responses to interpreters in the media

Status: Completed

Start date: October 2014

End Date: May 2018

Social media has become a pervasive part of American culture, with a number of professionals using it in different ways—including the spreading of wide reaching viral videos. With an increase in American Sign Language-English interpreters in the popular media, reactions to viral videos from professional interpreters need to be recorded. This study will look at how interpreters make use of social media, what sort of items they post, and how they react to posts from others. In addition to collecting basic information on how interpreters use social media, the study will explore reactions from interpreters to posts of viral videos portraying interpreters in the media. Reactions often border on that of horizontal violence as interpreters can begin to “cyber-bully” each other. Interpreters may also react negatively to posts about incidents occurring in and around the workplace, which may be perceived violations of the NAD-RID Code of Professional Conduct. Focus groups made up of self-identified working interpreters who use social media will be used to collect data about these topics. This project hopes to have a lasting impact on knowledge about interpreter social media trends along with impacts that this has on the profession.

Principal investigators

- Hunt, Danielle • Interpretation and Translation

Strategies and techniques for court interpreting identified by American Sign Language-English interpreters using the Think Aloud

Status: Completed

Start date: February 2018

End Date: September 2018

It is assumed that stress increases when interpreting in legal settings where the outcome of a case could hinge on the accuracy of the interpreters’ work. The aim of this research study is to investigate, when faced with the demands of interpreting courtroom discourse,

what strategies are employed by interpreters to manage stress. As interpreters' cognitive strategies are not directly observable, the use of Think-Aloud Protocols (TAP) and verbal reports from the interpreters will be used for the purposes of this study. TAPs can be used effectively to access the thinking during preparation for the task of simultaneous interpreting, and again in accessing the thoughts in reviewing the simultaneous work just produced, including, but not limited to: the decision-making process, facts that influence translation choices in the moment, and monitoring and correction strategies (Smith, 2014); and viable for teaching, learning, and professional development in interpreting (The International Journal for Translation and Interpreting Research, 6[1], 128–143).

Principal investigators

- McClure, Sandra (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

A survey of the reading habits of certified American Sign Language-English interpreters: Implications for quality professional practice

Status: Completed

Start date: January 2017

End Date: January 2018

Professions often set the standard that practitioners must stay current on discipline-related knowledge and skills to advance the quality of their work. One critical means to acquire knowledge is to read professional literature and research studies about a field. However, studies of the reading habits of various professionals have yielded mixed results regarding practitioners' engagement with and application of professional reading materials. Numerous journals now publish interpretation research, and new graduate programs in interpretation are being established with research as a critical component of the curricula. Yet it remains questionable whether working interpreters read professional literature and, if so, whether they apply it to their practice. We conducted a large-scale survey study on the reading habits of two groups of interpreters: signed

language interpreters (American Sign Language-English) and spoken language interpreters. The survey consisted of multiple-choice and short answer questions about four domains: 1) pleasure reading, 2) preparation reading, 3) professional literature, and 4) research studies. The survey explored interpreters' reading patterns, including frequency, attitude, and motivation for reading, and their application of reading to practice. We provide preliminary results from the study and argue that transforming research into practice is critical to increasing the quality of interpreting services.

Principal investigators

- McClure, Sandra (Student) • Interpretation and Translation
- Nicodemus, Brenda • Interpretation and Translation

Team interpreting: A look at how interpreters support each other during an interpretation

Status: Completed

Start date: January 2018

End Date: May 2018

This research study will analyze the question: How does the 'on' interpreter perceive and manage the 'support' interpreter feeding decoy information during a teamed assignment? The research will analyze three mock interpreting scenarios where a control interpreter will provide decoy feeds at scripted times. The decoy feeds will influence the working interpreters processing time and alter the dynamics between the two interpreters. The findings of this research will provide insights into how team interpreters build and lose trust during an assignment; which could impact how teaming is taught to interpreting students and how it is implemented in the field.

Principal investigators

- Sylvester, Elsa (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Translation and Interpretation Studies Special Edited Issue

Status: Ongoing

Start date: September 2017

Translation and Interpreting Studies (John Benjamins) accepted proposals for a special thematic issue on signed language interpretation and translation to be published in April of 2018. The editors aim to bring together papers that address critical issues in the linguistic analysis of interpretations and translations that occur between a signed language and spoken or written language. The volume includes data driven papers on the spectrum between a microanalysis of one specific lexical item to the examination of a full interpreted or translated discourse. Papers may take a descriptive, applied, or theoretical approach to interpreting and translation of a signed language. The editors encourage a broad range of methodological approaches and theoretical frameworks, including qualitative, quantitative, and mixed methods.

Principal investigators

- Nicodemus, Brenda • Interpretation and Translation

Use of Address Terms in American Sign Language: An Examination of Deaf Students and Faculty in Higher Education

Status: Ongoing

Start date: August 2017

End Date: September 2019

The use of language in interaction entails more than just exchanging information about thoughts and facts between one person and another. Language is also important in how relationships among people are defined and negotiated. While engaging in conversations people consciously or unconsciously show their identities, their connection to a specific culture or social group, and their desire to come close or distance themselves from others. A significant area of language in which these functions are highlighted is in *address terms*. This study investigates the use of address terms (e.g., pronouns, titles) and related linguistic and social behaviors that serve to establish social relationships between faculty and deaf students in a postsecondary setting. Specifically, we ask: How do deaf

students establish social relationship when addressing deaf faculty members in a variety of communication situations (e.g., in-person meetings, email communication, introductions)? How do deaf faculty members establish social relationships with students? What are student and faculty attitudes about social relationships in the postsecondary setting.

Principal investigators

- Cagle, Keith • Interpretation and Translation
- Formentelli, Maicol • Interpretation and Translation
- Nicodemus, Brenda • Interpretation and Translation
- Pittman, Jay (Student) • Interpretation and Translation

Using L2/Ln Sign Language to Teach Sign Language Interpreters

Status: Completed

Start date: March 2017

End Date: November 2018

This chapter addresses the role of L2/Ln sign language in the teaching of signed language interpreters. The chapter will focus on two main considerations in the role of signed language in interpreter education: the teaching of the L2/Ln language itself, to students of interpretation, and considerations of timing and methodology of that; and the use of L2/Ln signed language as the language of instruction when teaching interpreting to students, particularly while teaching cognitive, professional, and other aspects of interpretation.

Principal investigators

- Metzger, Melanie • Interpretation and Translation

Additional investigators

- Cagle, Keith M • Interpretation and Translation
- Hunt, Danielle • Interpretation and Translation

Scholarly and Creative Activity

Shaw, Emily. (2018, July). *Interpreting multimodality between hearing and deaf interactants in a task-based exchange*. Presented at the International Society of Gesture Studies, Cape Town, South Africa.

Shaw, Emily. (April 28, 2018). *Back in time: The history and etymology of American Sign Language*. Presented at Columbia College Chicago, Chicago, IL.

Boudreault, P. & Gertz, G. (2018) *Case studies of international conferences: A social justice framework for interpreting*. In T.H. Holcomb & D. Smith (Eds.), *Deaf*

eyes on interpreting (pp. 145–161). Washington, D.C.: Gallaudet University Press.

Linguistics

The Department of Linguistics is heavily dependent on research for both learning and teaching because sign language linguistics is a field that has so much more to discover. The ongoing, innovative research carried out by the linguistics faculty and graduate students is contributing substantially to what is known about the structure and use of sign languages.

Research Projects

The Influence of Language on Cognitive Development

Status: Ongoing

Start date: August 2018

End Date: June 2023

This project investigates the impact of varying language experiences (language deprivation, emerging language environments, full language exposure) on cognitive abilities such as social cognition (Theory of Mind, Socio-cognitive responsiveness), Executive Functioning (working memory, inhibitory control), and Spatial Cognition. Participants include infants and adults in the United States, children and adults in Nicaragua, and children and adults in Peru.

Principal investigators

- Gange, Deanna L. • Linguistics

Additional investigators

- Coppola, Marie • Department of Psychological Sciences
• University of Connecticut
- Lieberman, Amy • Linguistics • Boston University

L2 Acquisition of ASL in M1 and M2 Contexts.

Status: Ongoing

Start date: September 2015

We are proposing a longitudinal study of the acquisition of ASL as a second language, including both hearing (M1) and Deaf (M2) learners. There has recently been

a surge in research interest on the acquisition of sign language as a second language. However, the data from recent publications come from sign-naïve subjects who are not actually learning a sign language. Furthermore, little research exists on L2 sign acquisition by Deaf learners who have already acquired an L1 sign language. The proposed study follows actual M1 and M2 L2 learners before and after their first intensive ASL class, documenting their lexical, phonological, and syntactic development at the very beginning stages of L2 acquisition of ASL. We will run a small battery of linguistic tests on students just prior to and at the end of 2-week summer Professional Studies courses held at Gallaudet. This will yield a modest body of data from which we can test claims from the recent L2 (sign and spoken) literature, and eventually compare against sign acquisition patterns from M1/L2 learners, to be collected the following summer. Analysis of these data will allow exploration of the role of modality in L2 learning for both experienced and inexperienced signers, and pedagogical implications for different types of learners (M1F vs. M2; spoken language L2 vs. sign language L2).

Principal investigators

- Chen Pichler, Deborah • Linguistics
- Thumann, Mary • Linguistics

Funding sources

- Gallaudet Priority Research Fund

Language Emergence, Evolution, and Acquisition

Status: Ongoing

Start date: August 2018

End Date: January 2025

This is an ongoing project investigating the structures that emerge in newly-formed sign languages (e.g., Nicaraguan Sign Language) across dimensions such as phonology, morphology, syntax, and discourse. Factors including

social network size (number and type of interlocutors) and the bi-directional influence of cognition and language are investigated as contributing (or not) to language emergence.

Principal investigators

- Gange, Deanna L. • Linguistics

Products

Gagne, D., Senghas, A., & Coppola, M. (2017, November). *Peer interaction is necessary for full conventionalization of space in an emerging language: Evidence from hearing children of Nicaraguan signers*. Presented at the Boston University Conference on Language Development, Boston, MA.

Perceptual Narrowing in Deaf Infants

Status: Completed

Start date: March 2018

End Date: September 2018

All infants are highly attuned to the linguistic patterns found in natural language. Over the course of their first year of life, they acquire crucial information about the structure of their native language(s), which paves the way for the development of higher-level linguistic and cognitive skills. One part of typical development is a period of sensitivity during which infants are able to detect linguistic contrasts including those not found in their native language(s). At 10–12 months old, hearing children undergo perceptual narrowing where they become attuned only to the differences that are contrastive in their native language. To date, research on the early perceptual abilities of deaf children is largely unexplored. I will address this gap by investigating whether deaf infants can discriminate between two unknown sign languages. Data will be collected from deaf infants before and after the typical onset of perceptual narrowing. Testing the age at which deaf children lose sensitivity to non-native contrasts offers important insights on language acquisition universals, and on how early experience affects development even before the child is able to produce language.

Principal investigators

- Blau, Shane (Student) • Linguistics

Funding sources

- Gallaudet Small Research Grant

Philadelphia signs

Status: Completed

Start date: August 2015

End Date: November 2018

The purpose of this study is to collect interviews of native deaf Philadelphians in order to capture the Philadelphia ASL dialect for language documentation.

Principal investigators

- Tamminga, Meredith • University of Pennsylvania
- Fisher, Jamie • University of Pennsylvania
- Hochgesang, Julie • Linguistics

Products

Fisher, J.; Tamminga, M.; Hochgesang, J.A. (2018). *The historical and social context of the Philadelphia ASL Community*. Sign Language Studies 18(3) 429–460. DOI: 10.1353/sls.2018.0010.

The semantics of space in Sign and Gesture

Status: Ongoing

Start date: August 2018

End Date: December 2020

We investigate the various ways that space can be used to indicate the quantity or size of the domain across various structures in sign (verbs, quantifiers, pronouns). This is an international investigation, pulling together data from Japanese Sign Language, American Sign Language, and Nicaraguan Sign Language. We compare and contrast the results of this use of space to those used by hearing, non-signing gesturers in each of those countries/cultures to understand the elements of spatial productions that may be universal (given general human cognition) versus those that are language- or culture-specific.

Principal investigators

- Gange, Deanna L. • Linguistics

Additional investigators

- Davidson, Kathryn • Harvard University
- Matsuoka, Kazumi • Keio University

Sign Language Annotation, Archiving and Sharing (SLAASh)

Status: Ongoing

Start date: September 2014

End Date: August 2019

SLAASh focuses on the construction of infrastructure to support the archiving and distribution of sign language corpora, focusing upon previously collected longitudinal samples of the development of child ASL. It is also developing the ASL Signbank, an online resource to maintain ID glosses, unique identifiers for signs that enable machine-readability that also serves as a lexical database in which information is stored about each sign. ASL Signbank can be used to create a continually-updated ECV for ELAN (meaning that people who annotate ASL videos can use ASL Signbank and don't need to create their own).

Principal investigators

- Lillo-Martin, Dianne • University of Connecticut
- Hochgesang, Julie • Linguistics

Additional investigators

- Becker, Amelia (Student) • Linguistics
- Catt, Donovan (Student) • Linguistics
- Guity, Ardavan (Student) • Linguistics
- Kennedy, Carmelina • Linguistics
- Nazloo, Lettie (Student) • ASL and Deaf Studies
- Peterson, Deborah • Center for Bilingual Teaching and Learning
- Tay, Phoebe • Linguistics
- Veeder, Jacob • Linguistics

Funding sources

National Institutes of Health (NIH)

Haskins Lab

Products

Hochgesang, J.A. (2017, October 9). *Making sense of real data: Considering usage-based approaches during the analysis of lemmas in ASL data*. Opening conference presentation for "SIGN8 International Conference for Sign Language Users". Florianópolis, SC, Brazil, Universidade Federal de Santa Catarina.

Hochgesang, J.A. (May, 2018). *SLAASh and the ASL Deaf Communities (or "so many gifs!")*. Presentation at Involving the Language Community: The 8th Workshop on the Representation and Processing of Sign Languages. 11th International Conference on Language Resources and Evaluation, LREC 2018, Miyazaki, Japan.

Hochgesang, J.A. Crasborn, O. Lillo-Martin, D. (2017) *ASL Signbank*. New Haven, CT: Haskins Lab, Yale University. <https://aslsignbank.haskins.yale.edu/>

Hochgesang, J.A., Crasborn, O., Lillo-Martin, D. (2018). *Building the ASL Signbank: Lemmatization Principles for ASL In Involving the Language Community Proceedings of the 8th Workshop on the Representation and Processing of Sign Languages*. Ed by E. Efthimiou, E. Fotinea, T. Hanke, J. Hochgesang, J. Kristoffersen, & J. Mesch (Eds). 69–74.

Hochgesang, J.A., O. Crasborn, D. Lillo-Martin. (May, 2018). *Building the ASL Signbank: Lemmatization Principles for ASL*. Poster presentation at Involving the Language Community Proceedings of the 8th Workshop on the Representation and Processing of Sign Languages. 11th International Conference on Language Resources and Evaluation, LREC 2018, Miyazaki, Japan.

The Use of Bflap in Zaban Eshareh Irani (ZEI)

Status: Completed

Start date: May 2018

End Date: August 2018

A Bflap (a homonym of the ZEI verb "to come") can be used to express affirmation, negation, possession, and existence. There is no direct correspondence of a Bflap in Farsi and appears to be unique to ZEI. Ten native signers/ fluent users will be recruited for this study. Recruitment was centered in the following Iranian cities: Tehran, Isfahan, Shiraz, Tabriz, and Mashhad. My first hypothesis, in affirmative and negative utterances, Bflap will be sentence-final accompanied by a downward head nod or head raise. My second hypothesis is that a Bflap can be used to express sentential possession (e.g., "have" in English), but it is not clear how it is different from a Bflap used in affirmative and negative utterances. Determining the usage of Bflap will help further the linguistic field specializing on verbs with both existential and possessive

meanings, or in other words, copulas with semantic and grammatical features similar to the possessive verbs. In addition, Bflap answers to yes/no questions in ZEI may reveal an underlying grammatical structure. Finally, using Bflap as an imperative may demonstrate sociolinguistic context.

PhD in Educational Neuroscience (PEN)

Students in our pioneering PEN program gain state-of-the-art Cognitive Neuroscience training in how humans learn, with a special strength in the neuroplasticity of visually guided learning processes. While Cognitive Neuroscience includes studies of learning and higher cognitive processes across the lifespan, its sister discipline, Educational Neuroscience, includes intensive study of five core domains that are crucial in early childhood learning, including language and bilingualism, reading and literacy, math and numeracy, science and critical thinking (higher cognition), social and emotional learning, and includes study of action and visual processing. PEN students become expert in one of the world's cutting-edge neuroimaging methods in the discipline of Cognitive Neuroscience (e.g., fNIRS, EEG, fMRI, and beyond), study Neuroethics, gain strong critical analysis and reasoning skills in science, and develop expertise in one of the core content areas of learning identified above. While becoming experts in both contemporary neuroimaging and behavioral experimental science, students also learn powerful, meaningful, and principled ways that science can be translated for the benefit of education and society today.

Dr. Laura-Ann Petitto, Chair, PEN Steering Committee

Dr. Thomas Allen, Program Director, PEN

Dr. Melissa Herzig, Assistant Program Director, PEN

Principal investigators

- Guity, Ardavan (Student) • Linguistics

Funding sources

- Gallaudet Small Research Grant

Research Projects

Developmental Neuroplasticity and Timing of First Language Exposure in Infants

Status: Ongoing

Start date: February 2018

End Date: August 2020

This research project seeks to understand the mechanisms that underlie learning (i.e. language acquisition) in the developing brain in order to improve understanding of typical and atypical cognition. Much controversy exists in both science and speech, language, and hearing professionals regarding the optimal age (if at all) to expose young children to a visual signed language. This study promises to have high impact to broader society as our understanding from this study will ameliorate barriers to the successful use of hearing enhancement technologies by identifying optimal developmental timing of language exposure in conjunction with cochlear implantation. We utilize functional near infrared spectroscopy (fNIRS) and behavioral techniques that are compatible with young children and particularly recipients of cochlear implants to capture the modulation of the language neural networks as a function of different language exposure experiences. Congenitally deaf infants with cochlear implants provide scientists with an extraordinary natural experiment in which exposure to auditory-based and visual-based language permits investigation into controlled timing of linguistic exposure. Thus, in this first-time targeted study of brain tissue development in young cochlear implanted infants, we will better understand the neural network that underlies language acquisition and processing in terms of its neurobiological maturational sensitivity as well its neuroplasticity and resilience to modality of language.

Principal investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)—Educational Neuroscience (PEN)
- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Langdon, Clifton • PhD in Educational Neuroscience (PEN)

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Foundations of Learning from Signing Avatars

Status: Completed

Start date: October 2017

End Date: December 2018

The cognitive underpinnings of action perception are well understood, and much progress has been made in how the brain allows for communication using a visual-only modality, as in the case of signed languages. One emerging challenge for the future of this field concerns the use of signing avatars. While interest in avatar-based communication is increasing, we do not know how signing avatars can best convey movement-based visual-spatial language to deaf populations. The proposed study would be the first step toward investigating action and language processing during the perception of signing avatars. In this study, we investigate what features of an avatar are most critical for clear perception of the signed language (e.g., fidelity of hands, fidelity of face). We will use motion capture recordings of deaf fluent signers to create novel motion-capture signing stimuli. We will then use these stimuli in a cognitive behavioral experiment in Gallaudet University's Action & Brain Lab to examine preliminary questions about what features of a signing avatar will be most important for perception. This behavioral experiment will pave the way for a set of cognitive neuroscience experiments that will examine activity in attentional, sensorimotor, and language-related brain networks during perception of signing avatars.

Principal investigators

- Malzkahn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Quandt, Lorna • Science of Learning Center on Visual Language & Visual Learning (VL2)—*Educational Neuroscience (PEN)*

Additional investigators

- Kubicek, Emily (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Funding sources

- Gallaudet Small Research Grant

The impact of language experience on the neural activations of arithmetical processing

Status: Completed

Start date: March 2018

End Date: December 2018

The aim is to investigate the differences and similarities in the neural correlates, through the EEG recordings, of native ASL users and English native speakers while performing single-digit arithmetic problems.

Principal investigators

- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)
- Quandt, Lorna • PhD in Educational Neuroscience (PEN)—Educational Neuroscience (PEN)

Additional investigators

- Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)

Investigating movement imagery in sign language users.

Status: Completed

Start date: September 2016

End Date: May 2018

The Test Assessing Movement Imagery is a standardized, quantifiable test of a person's ability to accurately imagine bodily movement. We hypothesize that adults who have used sign language for many years may have an increased ability to perform movement imagery, due to their years of experience producing, perceiving, and imagining

complex bodily movements. This study will improve our understanding of the impact of a visual-spatial language and how it impacts visual processing and imagery in the brain. If it can be shown that there is a neural, cognitive, or other impact of communicating using sign language, we will provide further empirical evidence supporting the need to encourage sign language exposure in all levels of development.

Principal investigators

- Quandt, Lorna • Science of Learning Center on Visual Language & Visual Learning (VL2)—*Educational Neuroscience (PEN)*

Additional investigators

- Kubicek, Emily (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2)—*Educational Neuroscience (PEN)*
- Majrud, Naseem (Student) • Psychology
- Wardle, Taylor (Student) • Psychology

Funding sources

- Gallaudet funding

Neural Bases of Tactile and Visual Language Processing

Status: Ongoing

Start date: April 2017

End Date: December 2020

The proposed experiments in this project build towards addressing questions about neuroplasticity and resilience in the human cortex. To understand the neuroplasticity and resilience of the neural systems that underlie human communication, it is vital to include in a program of study populations with variations in (1) timing of first and second language exposure, (2) modality of language (i.e. tactile, auditory, visual), and (3) sensory experience (deafblind, hearing, and deaf populations.) The proposed project here focuses specifically on a DeafBlind population that uses a tactile language (i.e. ProTactile ASL, PTASL). We know that human language processing neural networks are constrained, yet flexible, and permits our species to learn and use a wide range of language structures and languages encoded in multiple modalities (visual, tactile, and auditory) and by including DeafBlind PTASL signers in the corpus of cognitive neuroscience

literature, we advance understanding of the mechanisms that make this possible and, vitally, we illuminate possible overarching principles that guide human neural reorganization and resilience. Furthermore, the proposed experiments in this project begin to address key questions that have very strong relevance to society (particularly DeafBlind populations) surrounding debates about whether observed neural reorganization are instances of “maladaptive plasticity” or “functional resilience.” By clarifying the scientific principles that underlie neuroplasticity findings and their interpretation, policies revolving around learning (e.g. optimizing language acquisition, sensory intervention for infants, reading practices, etc.) can be optimized greatly and the community may benefit indirectly from this proposed research project.

Principal investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*
- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Langdon, Clifton • PhD in Educational Neuroscience (PEN)
- White, Bradley (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Neurobiological Correlates of Phonological Awareness and Reading Outcomes

Status: Completed

Start date: January 2018

End Date: November 2018

Phonological awareness, the metalinguistic ability to recognize and manipulate phonology of words, is a crucial factor for successful reading in hearing children. Historically, research has focused on increasing deaf learners’ spoken English PA in order to enhance reading outcomes, though a growing body of evidence suggests that sign language skills are a greater predictor of reading proficiency than English PA. To investigate the relationship between ASL proficiency and reading, several studies have explored the effect of sign language PA on reading, finding a positive relationship between the two measures. However, the cognitive mechanisms

supporting such a relationship remain unclear. To better understand the relationship between PA and reading, in this study we ask whether the brain systems for PA are tied to the spoken modality or are modality independent and involved in both signed and spoken languages. We use functional near infrared spectroscopy (fNIRS) neuroimaging to examine how brain systems for phonological awareness are impacted by language modality, age, and reading development in young children. This project has important implications for our understanding of the neurobiology of language and the relationship between language and reading in all children.

Principal investigators

- Langdon, Clifton • PhD in Educational Neuroscience (PEN)
- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)—Educational Neuroscience (PEN)

Funding sources

- Gallaudet Small Research Grant

The Role of Auditory Experience in the Neurobiological Systems for Effortful Listening

Status: Ongoing

Start date: January 2018

End Date: December 2019

Current models of auditory cognition suggest that cognitive resources for processing degraded acoustic information are limited, creating a trade-off between effort and comprehension. Indeed, everyday listening frequently occurs under a wide range of inescapable suboptimal and adverse conditions, challenges which are exacerbated by reduced hearing acuity and the use of imperfect hearing amplification and prosthetic devices. In a cognitive neuroscience experiment using optical neuroimaging, we assess: (A) the effects of early-life sensitive windows on the neuroplasticity and stability of language processing networks in response to early-life, chronic exposure to acoustically degraded speech; and (B) the strength of the relationship between self-reported global health, subjective mental effort ratings, and neural activation patterns for different listening conditions. Advancing these scientific questions allows us to better

understand of the complex nature of neuroplasticity and early-life sensitive windows for language processing, and ultimately informs us of the underlying cognitive mechanisms that play a role in spoken language outcomes for hearing aid and cochlear implant users. This work has profound implications for transformative translational impacts across several domains, such as educational practice and policy, aural (re)habilitation clinical practice approaches, and assessment of clinical health outcomes. Ultimately, this work will advance several scientific and societal questions regarding the role of deafness mediated by hearing technologies in certain cognitive functions, such as language processing and comprehension, effort, stress, and fatigue. These advancements could improve overall health and quality of life outcomes in those with hearing loss.

Principal investigators

- Langdon, Clifton • PhD in Educational Neuroscience (PEN)
- White, Bradley (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Additional investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*
- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Walker, Zoey (Student) • Brain and Language Laboratory (BL2)

Funding sources

- Gallaudet Small Research Grant

Products

White, B. E. (2018, May). *The role of auditory experience on the neurobiological systems for effortful listening*. Presented at the Neuroimaging with fNIRS: Basic to Advanced Concepts workshop hosted by NIRx Medical Technologies, Gallaudet University, National Science Foundation and Gallaudet University Science of Learning Center on Visual Language and Visual Learning, and the Gallaudet University Ph.D. in Educational Neuroscience (PEN) Program, Washington, DC.

White, B. E., & Langdon, C. (2018, August). *Hierarchical processing of degraded speech: A functional near-infrared*

spectroscopy study. Poster presented at the annual meeting of the Society for the Neurobiology of Language, Québec City, Québec, Canada.

White, B. E., & Langdon, C. (2018, January). *Auditory experience and the neurobiological systems for effortful listening: A combined optical neuroimaging and thermal imaging study*. Presented at the Mid-Atlantic Symposium on Hearing, College Park, MD.

Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment

Status: Ongoing

Start date: August 2018

End Date: July 2020

The aim of this project is the development of a system in which signing avatars teach users ASL in an immersive virtual environment. The ultimate goal is to develop a prototype of the system and conduct a cognitive neuroscience experiment to test its use in a sample of hearing non-signers. The project team pioneers the integration of multiple technologies: avatars, motion capture systems, virtual reality, gesture tracking, and EEG in order to develop an entirely novel method of sign language learning.

Principal investigators

- Malzkahn, Melissa • Motion Light Lab (ML2)—*Educational Neuroscience (PEN)*
- Quandt, Lorna • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Additional investigators

- Willis, Athena (Student) • PhD in Educational Neuroscience (PEN)—*Educational Neuroscience (PEN)*

Funding sources

- National Science Foundation

Scholarly and Creative Activity

Berteletti, I. (2018, June). *Educational Neuroscience, what is it and what it's not*. Presented at the University of Trento, Rovereto, Italy

Parks, A., White, B. E., Lancaster, L., and Bakke, M. (2018, April). *The test-retest reliability of the Early Speech Perception Test in adults with severe to profound hearing levels*. Poster presentation at the Department of Hearing, Speech, and Language Sciences, Gallaudet University, Washington, DC.

Parks, A., White, B. E., Lancaster, L., and Bakke, M. (2018, February). *The role of pure-tone average and auditory linguistic experience on word recognition and pattern perception ability in adults with severe to profound hearing levels*. Poster presentation at the Department of Hearing, Speech, and Language Sciences, Gallaudet University, Washington, DC.

White, B. E. (2018, April). *Building the visual vocabulary: A resource guide on vocabulary development in young deaf and hard-of-hearing children*. Available at <https://www.visvoc.bradleywhite.net>

White, B. E. (2018, April). *Language development timeline (0–5 years old): A resource guide on vocabulary development in young deaf and hard-of-hearing children*. Available at <https://www.visvoc.bradleywhite.net/assets/files/white16-languagedevelopmenttimeline.pdf>

White, B. E. (2018, April). *Resting state functional connectivity: Methodological and statistical approaches for functional near-infrared spectroscopy*. Presentation at the Language and Educational Neuroscience Laboratory, Washington, DC.

White, B. E. (2018, April). *Tips for facilitating vocabulary development: A resource guide on vocabulary development in young deaf and hard-of-hearing children*. Available at <https://www.visvoc.bradleywhite.net/assets/files/white16-tipsforfacilitatingvocabularydevelopment.pdf>

Psychology

The Psychology Department provides a rigorous academic and applied curriculum that addresses important core areas of psychology; encourages students to explore the implications of psychological research, theory, and practice; and includes the application of psychology in internship settings. The department also commits itself to producing scholarly work in scientific and applied areas.

Research Projects

A comparative study on emotional regulation differences between deaf children and adolescents raised with deaf versus hearing parents

Status: Completed

Start date: March 2017

End Date: November 2017

There are many challenges that parents may face when raising a child. One significant difficulty can be a conflict in communication between the parent and child. This can sometimes be a prominent issue in situations where there may be obstacles in communicating language between a hearing parent and deaf child. Such language limitations and possible struggles with communication may have an effect on certain aspects of the child's development. The current study aims to explore the development of emotional regulation between two groups: deaf individuals with deaf parents, and deaf individuals with hearing parents. The study will assess children and adolescents between ages 7–16 years old through parent surveys. For this study, the questions being asked are: “Is there a significant difference in the emotional regulation skills of deaf children and adolescents raised by deaf parents and deaf children and adolescents raised by hearing parents?” and “Is there is a difference in emotion regulation when participants are analyzed by age?” This study is predicting that emotion regulation skills will change in children over time. Another hypothesis is that deaf children with deaf parents will score as having better emotional regulation skills than deaf children with hearing parents.

Principal investigators

- Lopetegui, Stephanie (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Cultural Adaption of the Childhood Trauma Questionnaire for Deaf, Hard of Hearing, and DeafBlind People

Status: Completed

Start date: August 2018

End Date: December 2018

Childhood maltreatment is a critical public health issue, with long-term adverse consequences for survivors and the communities they live in. Most definitions of child maltreatment in research include physical abuse, emotional (or psychological) abuse, sexual abuse, and neglect that occurs in childhood and is perpetuated by a parent or a caregiver. Currently, the literature on childhood maltreatment among Deaf, Hard of Hearing, and DeafBlind (DHHDB) people is scant. In what limited literature that exists, there appears to be evidence for traumas unique to the DHHDB experience, such as communication-related neglect. Yet, due to the lack of available information, there is a need for concentrated efforts to collect accurate and reliable data on childhood maltreatment among DHHDB people. To this end, the proposed research project will explore the validity of two existing measures of childhood experiences—the Childhood Trauma Questionnaire and the PROMIS-Deaf Profile: Early Life Communication Experience domain. At the conclusion of the study, there will be a proposed cultural adaption of the Childhood Trauma Questionnaire for use with DHHDB people and recommendations for use of PROMIS-Deaf Profile to screen for communication-related neglect.

Principal investigators

- Holcomb, Tara (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Current practice of psychological assessment of deaf and hard of hearing clients: A focus group study

Status: Completed

Start date: January 2018

End Date: June 2018

Psychological assessment plays a large part in the practice of psychology. Over the years, steps have been taken towards ensuring ethical and culturally sensitive psychological assessment for cultural and linguistic minorities as well as individuals with disabilities and other underserved populations. However, assessment of deaf and hard of hearing individuals continues to be problematic due to a variety of reasons, including availability of appropriate measures, lack of appropriate knowledge and training, and vast heterogeneity in characteristics of the deaf and hard of hearing population. The proposed research aims to further explore results of an in-depth exploratory survey of the practices of clinical and school psychologists who work with deaf and hard of hearing individuals regarding the actual practice of assessment of deaf and hard of hearing individuals (Wilkins, 2017). The data will be analyzed using thematic analysis in order to develop themes from the reported experiences of focus group participants.

Principal investigators

- Wilkins, Alexander (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Deaf Health Literacy: Usability and Navigability of Health and Wellness Apps

See in Deaf Health Communication and Quality of Life Center

Developing an Understanding of Quality Communication in Families with Hearing Caregivers and a Deaf Child, perceived by the Child

Status: Completed

Start date: January 2016

End Date: December 2017

In the field of child and family psychology, a hot topic has been the parent-child relationship, and what can possibly improve it. A less common area of study is how quality communication develops within parent-child relationships. Parents of deaf children are often faced with additional obstacles in terms of developing quality communication with their child, namely, the ability to communicate. It is for this reason that the previously established definitions of quality communication and what it entails may not be appropriate to define the relationship between deaf children and hearing parents. The proposed study is an exploratory study to gain insight into what quality communication could possibly look like in these families, as perceived by a deaf child.

Principal investigators

- Strauss, Gillie (Student) • Psychology
- Day, Lori • Psychology

Funding sources

- Gallaudet Small Research Grant

The diagnosis of Attention Deficit Hyperactivity Disorder in college-aged Deaf individuals: Exploring the accuracy of the Barkley Adult ADHD rating scale-IV and the Attention Deficit Scales for Adults, Sign Language Version

Status: Completed

Start date: October 2013

End Date: December 2017

Attention Deficit Hyperactivity Disorder (ADHD), which has been found to impair one's social, familial, scholastic, and occupational adjustment, is one of the most comprehensively examined neurodevelopmental disorders. For deaf individuals, language and executive functioning have important implications for cognitive and academic functioning, but it is not clear to what extent cognitive and academic functioning are impacted in

Deaf individuals with ADHD, as the amount of research conducted with deaf individuals with ADHD has been limited, especially within the realm of deaf adults. There are many areas that need to be explored in relation to ADHD, executive dysfunction, deaf individuals, and language acquisition/secondary language delay. Before these areas can be formally studied, however, the ADHD diagnostic process in deaf individuals needs to be investigated. A clear diagnostic classification of deaf individuals with ADHD must be demonstrated to ensure a distinction between deaf individuals with ADHD and those without ADHD. This study will examine the ADHD diagnostic evaluation process with college-aged deaf individuals. Specifically, this study will explore whether or not the Barkley Adult ADHD rating scale-IV and the Attention Deficit Scales for Adults, Sign Language Version, can clearly distinguish those who identify having a prior diagnosis of ADHD compared to those who do not self-identify or have a previous diagnosis of ADHD. In addition, the study will explore the potential influences of executive dysfunction and language acquisition/secondary language delay in deaf individuals on the ADHD diagnostic process.

Principal investigators

- Farber, Gregory (Student) • Psychology
- Day, Lori • Psychology

Dyadic Parent-Child Interaction Coding System, 4th edition: Interrater reliability with live coding versus video coding

Status: Ongoing

Start date: January 2017

Recently, studies have been conducted on the feasibility of Parent-Child Interaction Therapy (PCIT) with families that include at least one deaf family member. The results have shown success with adapted PCIT. The aim of this study is to explore the effectiveness of the Dyadic Parent-Child Interaction Coding System (DPICS) in ASL using data from families who have participated in PCIT conducted in ASL. The DPICS is a system of coding parent and child verbalizations to track parent mastery of skill and child compliance.

Principal investigators

- Day, Lori • Psychology
- Previ, Danielle (Student) • Psychology

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Have you talked about it? A phenomenological approach to deaf women's lived experience of sexual assault disclosure

Status: Completed

Start date: January 2017

End Date: January 2018

Deaf women experience sexual assault at a significantly higher rate than the general hearing population. Yet, within the Deaf community there is a dearth of research regarding disclosure patterns—the act of telling someone about a personal experience of sexual assault. This descriptive phenomenological study seeks to explore the disclosure experiences among three-to-six adult Deaf female survivors following methods established by Giorgi (2009). Semi-structured interviews will be used to gain a rich understanding of the lived disclosure experiences unique to each survivor. Specifically, survivors will be asked to provide detailed descriptions of their experiences receiving reactions from various support providers. These phenomenological methods include understanding the psychological meaning of survivors' experiences of disclosure reactions by understanding the essential and general structures of this phenomenon. It is hoped that results will offer insight into the psychological complexity of the disclosure process in the Deaf community in order to better serve survivors and their support providers in the future.

Principal investigators

- Opsahl, Laura Noelle (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

See in Deaf Health Communication and Quality of Life Center

The Interaction Between Personality and Exercise in Predicting Perceived Stress

Status: Completed

Start date: February 2017

End Date: May 2018

Stress has been deemed an epidemic in modern society, and has been connected to several mental and physical health conditions. While research has shown that exercise may be effective at relieving stress, and personality tends to predict perceived stress, little is known about the connection between perceived stress, exercise, and personality. The purpose of the current study is to explore the relationship among these variables and to determine how personality and exercise can be used to predict perceived stress. It is hoped that the findings may lead to more effective exercise prescriptions, as well our understanding of the mechanisms underlying exercise-induced stress reduction.

Principal investigators

- Courtney, Rena (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Media Objectification and Implicit Gender Bias

Status: Ongoing

Start date: May 2016

End Date: December 2019

This project evaluates the effects of sexually objectifying advertisements placed in the context of news stories about men and women in positions of power. The studies in this

project use experimental design to examine the effects of the objectifying ads on implicit gender bias.

Principal investigators

- Schooler, Deborah • Psychology

Additional investigators

- Anderson, Ashley (Student) • Psychology
- Doleac, Kelly (Student) • Psychology
- Fleischer, Ryssa (Student) • Psychology

NIH Research Supplements to Promote Diversity in Health-Related Research

See in Deaf Health Communication and Quality of Life Center

Parents' Perspectives of Their Deaf Child's School Experience in Malaysia

Status: Completed

Start date: January 2017

End Date: July 2018

This study aims to explore the childhood school experience of deaf Malaysian adults as perceived by their parents. While Aftar (2016) explored the school experience of deaf Malaysians from the perspectives of deaf individuals, this study will attempt to further expand this area of research by interviewing the parents and providing a better understanding of the implementation or effectiveness of deaf education in Malaysia. The outcome of this research will hopefully contribute to the existing literature and reveal a deeper understanding of what the school experience is like for deaf students in Malaysia. This study will be conducted qualitatively using a phenomenological approach and framed within a constructivist paradigm viewpoint. The constructivist paradigm assumes that reality is socially constructed. Semi-structured interviews will be conducted in spoken Malay or English, and transcribed data will be analyzed qualitatively by identifying emerging themes.

Principal investigators

- Aftar, Nur Farhana (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Peer support and food security in deaf college students

Status: Completed

Start date: March 2017

End Date: December 2017

Food insecurity is a danger to college students all over the country, and it impacts their life in many ways. In particular, food insecurity can result in educational consequences such as lower performance in classes, difficulty concentrating, and insufficient health in college students. These outcomes can be quite detrimental for some deaf college students who are already at risk for poorer health outcomes associated with low access to incidental information about health. The prevalence of food security in deaf college student population has not been investigated. A protective factor that may reduce the impact of food insecurity on these college-related outcomes is peer support, which was previously reported as a significant and direct predictor of health. The proposed study may portray a relationship between peer support and deaf college students' food security experiences. If a significant relationship is found, then this calls for a greater emphasis on the importance friends have in deaf people's lives. Peer support could potentially offset the negative consequences deaf people's experience with food insecurity. In addition to peer support, food programs designed for those who are at risk for food insecurity may benefit students and the university as a whole.

Principal investigators

- Kushalnagar, Poorna • Psychology
- Keogh, Brianna (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research

See in Deaf Health Communication and Quality of Life Center

A Survey Study of Deaf Adults' Media Use and Body Image

Status: Completed

Start date: April 2017

End Date: September 2018

Previous research has documented associations between media use and body image among young adult men and women. Less research has examined associations between media use and body image among deaf adults. The proposed study would collect survey data from deaf and hard-of-hearing adults about their media use, with a focus on television and social media. Results will be used to examine links between body image and exposure to and identification with various deaf and hearing media models. Funds are requested to compensate participants for completing the survey.

Principal investigators

- Schooler, Deborah • Psychology

Funding sources

- Gallaudet Small Research Grant

The Therapeutic Power of Play: Play Therapy Training Experiences of Mental Health Professionals with Deaf Clients

Status: Ongoing

Start date: September 2016

Children of all walks of life experience trauma, exhibit socioemotional challenges, and display behavioral symptoms that lead their caregivers to seek mental health services. Deaf and hard of hearing children experience these difficulties at an alarmingly higher rate than the general hearing population. While a practitioner should exist for every child who needs play therapy, there are not enough mental health professionals who are trained in both play therapy and working with deaf and hard of hearing clients. A considerable amount of research exists covering the efficacy of play therapy training models; however, research is not full-bodied when looking at the best training methods applicable for practitioners who may encounter a deaf or hard of hearing client. The purpose of the proposed qualitative study is to explore play therapy training experiences of mental health

professionals who have used play therapy with deaf and/or hard of hearing clients. Questions explore experiences and perceptions of mental health professionals regarding their play therapy training and their training experiences related to the deaf population.

Principal investigators

- Day, Lori • Psychology
- Downtin, Ryleigh La Trice (Student) • Psychology

Scholarly and Creative Activity

Fedlan, D.A., Brice, P. (2018). Hard of Hearing Adults: Implications of the Between Group Status. *Gallaudet Chronicles of Psychology*.

Miller, B. D. (2017, November). *Assessment for students with hearing loss: How to interpret data to make informed decisions*. Presented at the annual conference of HELIX: High Expectations for Students with Low Incidence Disabilities, State College, PA

Miller, B. D. (2018). *Utility of curriculum-based approaches for students with hearing loss*. *Communication Disorders Quarterly*, 1–10. <https://doi.org/10.1177/1525740118766477>

Research Support

The Research Support component of Gallaudet University's Office of Research Support and International Affairs (RSIA) strives to support the University's legislated obligation to conduct research and disseminate findings on topics of concern to Deaf people and those who live, work with, and educate them. To this end, RSIA aspires to stimulate students, faculty, and staff in pursuit of new knowledge of value to their scholarly growth and to their discipline, and by providing editing assistance with grant proposals.

In FY 2018, 37 campus researchers, both students and faculty members, were awarded grants by virtue of RSIA's administration of the Priority Research Fund and Small Research Grants programs.

Research Support enhances Gallaudet's intellectual climate by facilitating scholarly opportunities on the Gallaudet campus. It has expanded its technical support to campus researchers by making available a robust research survey software called REDCap.

Early-career researchers can turn to Research Support for editing assistance for research grant proposals, and all faculty and staff can receive methodological consultation from Research Support to facilitate all phases of their research. Further, Research Support, in partnership with the Office of the Provost and Academic Affairs deans, hosts the annual Gallaudet Research Expo, an event to recognize and share the exciting research and scholarly

inquiry being conducted at the university. A newsletter, *Research at Gallaudet*, produced by Research Support, provides another means for sharing news of interesting studies Gallaudet researchers are engaged in, honors and awards they or their departments have received that are related to research, and any other news that demonstrates the university's successes and innovations in this area.

In addition, Research Support compiles a database and report of the University's achievements in research and scholarship, consults on studies within its areas of expertise, and provides access to the archived *Annual Survey of Deaf and Hard of Hearing Children and Youth*. Finally, RSIA continued its ongoing research and activity on bilingual language planning.

Dr. Charles Reilly, Executive Director, RSIA

Research Projects

Priority Research Fund

Status: Ongoing

Start date: October 2007

Gallaudet's Priority Research Fund (PRF) supports campus research studies in 13 areas that have been determined to be of high importance to the university. Studies are supported for up to three years; the review and administration processes are aligned with standard and federal grant application processes in order to help

prepare campus researcher to effectively apply for external funding. Applicants are expected to first seek external funding; if funded by PRF, by study's end they should be actively applying externally for continuance.

Principal investigators

- Reilly, Charles • Research Support
- Benaissa, Senda • Research Support

Additional investigators

- Fakunle, Oluyinka • Research Support

Funding sources

- Gallaudet funding

Small Research Grants

Status: Ongoing

Start date: October 2007

Gallaudet's Small Research Grants Program (SRG) fosters research activity by Gallaudet and Clerc Center

faculty and professional staff, as well as by university students, by funding small studies of durations of a year or less. We accept proposals for studies on any topic of academic significance using any accepted research method. The Office of Research Support and International Affairs reviews, awards, and administers the grants in collaboration with faculty members and academic departments. Details on all of the funded studies can be seen under the various academic departments in this chapter and by searching the "research & scholarship at Gallaudet" database at <http://research.gallaudet.edu/ara>.

Principal investigators

- Reilly, Charles • Research Support
- Benaissa, Senda • Research Support

Additional investigators

- Fakunle, Oluyinka • Research Support

Funding sources

- Gallaudet funding

Science, Technology, and Mathematics

Research challenges faculty and students to transform learning, observations, and ideas into new solutions and products. This unit has active research in nanotechnology, remote sensing, limnology, pharmacognosy, organic synthesis, and biomedical areas. Mentored research, university collaborations, and internships provide students experience for work, advanced degrees, and medical/pharmaceutical professional careers.

Research Projects**Advancing students' science literacy**

Status: Completed

Start date: August 2013

End Date: December 2018

The goal of this study is to advance students' science literacy and improve biology laboratory courses. Becoming science literate involves developing skills related to accessing science information beyond the classroom. However, science literacy is more than science knowledge and skills. Science literacy also involves

seeing oneself as capable of engaging with science—or being a "science person"—and seeing science in everyday life. With positive attitudinal growth, students are more likely to engage with science outside of class. Using a mixed methods approach, the project focuses on learning about students' self-conception as a science person and attitudes about science influence science literacy development. The study focuses on learning how teaching practices can foster positive growth in students' attitudes toward science. The project will uncover student-informed strategies to cultivate students' affinities for science. Findings will be used to improve undergraduate science learning.

Principal investigators

- Gormally, Cara • Science, Technology, and Mathematics

Additional investigators

- Marchut, Amber (Student) • Education

Funding sources

- Gallaudet Priority Research Fund

- American Association for University Women Fellowship.

Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication

Status: Ongoing

Start date: February 2018

End Date: January 2020

The Anacostia River is among the most polluted tributaries in Chesapeake Bay. With substantial algal blooms and bacterial contamination, it has placed those who recreate on the water at considerable health risk. A recently completed, and soon to be fully implemented multi-billion dollar infrastructure project, has been completed to retain and divert sewage and storm water effluent, with the goal of improving water quality in this important river. This project will address the hypothesis that the diversion of water and its associated nutrients will lead to an improvement in water quality, a shift in the community composition of phytoplankton species, and a reduction in sewage-associated bacteria. Building on a considerable body of work on baseline conditions over the past few years, this project will bring new seasonal water column measurements, enclosure enrichment studies, and molecular approaches to determine if, indeed, a success story can be written. We will use established relationships with the Anacostia Riverkeeper and the Anacostia Waterfront Trust to communicate with community groups via meetings, social media, and the local press, and implement a citizen science program to allow for rapid response regarding water safety.

Principal investigators

- Solomon, Caroline • Science, Technology, and Mathematics

Additional investigators

- Glibert, Patricia • University of Maryland Center for Environmental Science

Funding sources

- Maryland Sea Grant

Products

Peck, C., Orozco, M., Gliech, S., Lin, M., Glibert, P.M., Solomon, C.M. (2018). *Influence of different N, P and Si additions on urea utilization pathways in an Anacostia River phytoplankton community*. Presented at End of Summer Internship Presentations, Gallaudet University, Washington, DC.

Bismuth Telluride and Molybdenum

Disulfide Nanomaterials

Status: Ongoing

Start date: October 2016

End Date: October 2020

This project aims to develop a protocol for large scale synthesis of molybdenum disulfide and bismuth telluride nanomaterials using the chemical exfoliation method.

Principal investigators

- Sabila, Paul • Science, Technology, and Mathematics

Additional investigators

- Gutierrez, Jonathan (Student) • Science, Technology, and Mathematics
- Lalescu, Jaquelyn (Student) • Science, Technology, and Mathematics
- Snyder, Henry David • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Computational Investigation of Ataxia Disease-Causing Mutations

Status: Ongoing

Start date: February 2017

End Date: October 2019

Friedreich's ataxia is an inherited disease that causes progressive damage to the nervous system. Initial symptoms include poor coordination and often times it causes scoliosis or heart disease and diabetes. Currently, there is no cure for Friedreich's Ataxia. Our research aims to understand how DNA variations cause the disease. There are numerous fast computational methods that can be used for this purpose. However, they are not accurate

enough and cannot be relied on. We hypothesize that if the current fast methods can be used in conjunction with smart conformational search, the accuracy can be significantly increased. We use replica-exchange molecular dynamics to generate different conformations of the frataxin protein and then use those conformational with current fast methods. After that we compare our results with known experimental values and iteratively improve the conformational search until we develop a method that is both efficient (fast) and accurate. Once the method is completed, it will be applicable to studying other inherited monogenic (caused by single DNA mutation) diseases.

Principal investigators

- Estrada, Kiana (Student) • Science, Technology, and Mathematics
- Evans, Ian (Student) • Science, Technology, and Mathematics
- Kucukkal, Tugba G • Science, Technology, and Mathematics

Computer Simulations to Understand Disease Mechanisms

Status: Ongoing

Start date: September 2016

This project utilizes multiscale computer simulation methods to understand Mendelian disease mechanisms at the molecular level. Computer simulations use the tools of math and physics to solve problems in chemistry, biology, and medicine. Mendelian diseases are monogenic disorders caused by a variation in one gene and sometimes run in families. In general, these are rare genetic disorders with no cure. Our approach is to understand how a single variation in a single gene can cause a disease at the molecular level. This is done by simulations of the natural and variant proteins and comparing various properties. Once we understand the effects of single variations, our next step is to possibly design drugs to reverse the harmful effects. Currently, computer simulations are being run in our HPC Limulus supercomputer, as well as Clemson Palmetto Supercomputing cluster through our collaboration.

Principal investigators

- Kucukkal, Tugba G • Science, Technology, and Mathematics

Additional investigators

- Alexov, Emil • Physics • Clemson University

Designing Serious Games for Chemistry

Status: Ongoing

Start date: September 2017

End Date: October 2020

Blended learning techniques such as game-based learning has always been viewed as an effective tool in various levels from grade school to higher education. However, despite the popularity of gaming in youth and its potential in student engagement and motivation, it has not been exploited extensively particularly in higher education. With these in mind, we develop ‘serious games’ to be used in chemistry (and possibly other) courses to increase student engagement and motivation, and eventually the learning. Recently, we designed the “PCChem Challenge Game” with rather ancient ‘snakes and ladders’ game mechanics in mind, but transforming it into a unique blend of pure luck and knowledge. The game now is part of the curriculum at Gallaudet and currently, we are testing its efficacy in different institutions across the country. Similarly, the project is being extended to other courses at Gallaudet. An unexpected benefit of the approach has been that it helps improve students’ technical ASL since the game requires players to read questions for other players and provide clues when needed.

Principal investigators

- Kahveci, Ajda • Chemistry Education • Çanakkale Onsekiz Mart University, Turkey
- Kucukkal, Tugba G • Science, Technology, and Mathematics

Effectiveness of mentoring in science research

Status: Completed

Start date: October 2014

End Date: August 2018

Disabled individuals, women, and cultural and ethnic minorities continue to be underrepresented in STEM. Research has shown that mentoring increases success for underrepresented individuals. Available mentoring survey instruments have all been developed for the majority population and were not intended to capture factors for successful mentoring of underrepresented groups. In this project, we are developing and validating a next-generation mentoring survey drawing from prior mentoring instruments, and incorporating capital theory and critical race theory. From critical race theory, this survey includes community cultural wealth, which is thought to be instrumental to the success of individuals from minority communities. Our survey focuses on mentoring relationships between Deaf and hard of hearing protégés and their research advisors. From the pilot survey results we have identified three segregating factors. The first two factors contain traditional capitals. The third factor, community cultural wealth, was well conferred when Deaf protégés were paired with mentors who were either Deaf or had knowledge of American Sign Language and Deaf culture. This next-generation survey is geared for improving the success of underrepresented groups in STEM and can be used for hypothesis testing or for generating constructive feedback for mentors. Our results so far suggest that cultural awareness training may be a strategy for improving mentoring effectiveness.

Principal investigators

- Braun, Derek • Science, Technology, and Mathematics
- Clark, Diane • Lamar University
- Gormally, Cara • Science, Technology, and Mathematics

Additional investigators

- Nuzzo, Regina • Science, Technology, and Mathematics

Examining genetic microbial diversity to monitor pathogens and toxins and in the Anacostia River, DC

Status: Completed

Start date: March 2017

End Date: August 2018

The Anacostia River in Washington, D.C. is classified as an impaired river due to many anthropogenic influences based on several indicators. In this study, we offer to look at three main indicators (fecal bacteria, chlorophyll *a*, and toxics) in the Anacostia River report card using genetic tools to provide a closer resolution about the exposure and health risks associated with full- and limited-contact recreational activities. We propose to monitor genetic diversity of phytoplankton, bacteria, and viruses, especially those that would be considered “contaminants of concern,” either because they are pathogenic or produce toxins that could cause health risks over a nutrient gradient in the Anacostia River. Samples will be collected at three sites during spring, summer, and fall (two times each season) to assess relationships between genetic diversity and environmental conditions (temperature, dissolved oxygen, nutrients N and P) to better understand the persistence and growth conditions of microbes in the Anacostia River to prevent potential hazardous conditions. This project will directly contribute to monitoring the influence of the pre- and post-construction of green and gray infrastructure to the changing nutrient dynamics for local phytoplankton and bacterial and viral communities, and how it impacts local residents who use the Anacostia River for recreation.

Principal investigators

- Arora, Gaurav • Science, Technology, and Mathematics
- Braun, Derek • Science, Technology, and Mathematics
- Solomon, Caroline • Science, Technology, and Mathematics

Funding sources

- D.C. Water Research and Resources Institute/U.S. Geological Survey

Experiences of LGBTQIA-Identified Faculty in Biology Classrooms

Status: Completed

Start date: September 2015

End Date: December 2018

Individuals who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) make up an estimated 3.6% of the overall U.S. population. As a group, LGBTQIA individuals have been thought to be historically underrepresented in science, technology, engineering, and math (STEM), but few empirical studies have been done. We know very little about LGBTQIA instructors in STEM. This study seeks to understand what LGBTQIA biology faculty perceive to be advantages, disadvantages, barriers, challenges, benefits, and opportunities of coming out on campus and the role of their identity in their professional lives.

Principal investigators

- Gormally, Cara • Science, Technology, and Mathematics
- Brownell, Sara • Arizona State University

Incorporating Original Research into Undergraduate Chemistry Curriculum

Status: Ongoing

Start date: September 2017

End Date: October 2020

Incorporating original research into undergraduate chemistry courses is still in infancy despite the fact that it has a great potential to promote the 21st century skills such as collaboration, critical thinking, and problem-solving. Integrating research into classroom teaching also expected to stir deep learning through inquiry as well as leading to better student engagement. Within the context of this project, we develop and test original research projects suitable for undergraduate teaching at various levels. One such project was applied in a first semester physical chemistry course in Fall 2017. Besides longer-term benefits described above, the original research incorporated in the classroom sparked an immediate interest in pursuing further research in one of the students. Also, we report the challenges such as finding a suitable research problem, adjusting the difficulty and

dividing the work evenly among students. Currently, we are in collaboration or looking for collaborating with faculty in science, math and computer fields to develop similar original research to be incorporated in their classrooms.

Principal investigators

- Kucukkal, Tugba G • Science, Technology, and Mathematics

Funding sources

- Conference Grant from Council for Undergraduate Research

Products

Kucukkal, T. G. (2017, July). *Integrating Original Research in Undergraduate Physical Chemistry Curriculum*.

Presented at the meeting of Council on Undergraduate Research Biennial Conference, Arlington, VA.

Modeling Ion Permeation in Wild-Type and Mutant Human $\alpha 7$ nAChR Ion Channels

Status: Completed

Start date: August 2016

End Date: November 2018

Nicotinic acetylcholine receptor (nAChR) is a cation-selective ion channel activated by binding to a neurotransmitter. Once activated, ions channels provide the communication between the cell and its environment by providing a low energy pathway for ion flow. Dysfunction in nAChR is associated with several neurological diseases including Alzheimer's, epilepsy, and schizophrenia. Molecular dynamics simulations of wild type and two mutant (T248F and L251T) human $\alpha 7$ nicotinic acetylcholine receptors (nAChR) have been performed. The channel transmembrane domains were modeled from the closed channel structure from torpedo ray (PDB ID 2BG9) and embedded in DPPC lipid bilayers, surrounded by physiological saline solution. An external electric field was used to obtain stable open channel structures. The adaptive biasing force (ABF) method was used to obtain potential of mean force (PMF) profiles for Na^+ ion translocation through the wild type and mutant receptors. Based on the geometry and PMF profiles, the channel gate was found to be at one of the

two hydrophobic conserved regions (V249-L251) near the lower end of the channel. The L251T mutation reduced the energetic barrier by 1.9 kcal/mol, consistent with a slight increase in the channel radius in the bottleneck region. On the other hand, the T248F mutation caused a significant decrease in the channel radius (0.4 Å) and a substantial increase of 3.9 kcal/mol in the energetic barrier. Ion permeation in all three structures was compared and found to be consistent with barrier height values. Using an external field in an incrementally increasing manner was found to be an effective way to obtain stable open, conducting channel structures.

Principal investigators

- Kucukkal, Tugba G • Science, Technology, and Mathematics

Overcoming barriers to STEM success for Deaf undergraduates.

Status: Completed

Start date: May 2013

End Date: April 2018

This project provides scholarships to Deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe under-representation of Deaf individuals in STEM fields by providing a specific plan to prepare Deaf students for STEM careers. The goals of this plan are realized through the following objectives: (1) recruit Deaf students into STEM majors; (2) provide scholarships to talented Deaf STEM students with documented financial need; (3) provide individual and group activities to support undergraduate Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) Scholars; (4) assist Deaf S-STEM Scholars in overcoming cultural and linguistic barriers; (5) to provide support services to Deaf S-STEM Scholars to ultimately enter STEM careers. Broader Impacts result from increasing the number of talented Deaf students who choose a STEM major, and increasing the number of Deaf STEM majors who are well prepared to enter STEM careers. Deaf S-STEM Scholars will interact with Deaf mentors and Deaf scientists to understand that they truly can make significant contributions to STEM fields. There is a need for replicable best practices in educating

Deaf undergraduates in STEM disciplines, and this project can help develop such practices. Plans are in place to disseminate these best practices through a variety of venues.

Principal investigators

- Gormally, Cara • Science, Technology, and Mathematics
- Arnos, Kathleen S. • Science, Technology, and Mathematics
- Nuzzo, Regina • Science, Technology, and Mathematics
- Sabila, Paul • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials

Status: Ongoing

Start date: October 2012

End Date: December 2020

The project worked on developing strategies for the preparation of molybdenum disulfide nanomaterials, which have potential applications in fabrication of electronic devices and semiconductors. Two approaches for synthesis of nanomaterials were explored. The first strategy was successful in depositing molybdenum disulfide films on silicon wafers. The resulting products were analyzed using a Scanning Electron Microscope, which produces images of a sample by scanning it with a focused beam of electrons and contains information about the sample's surface composition and features. Further analyses are done using Energy Dispersive X-Ray Spectroscopy and Profilometer.

Principal investigators

- Sabila, Paul • Science, Technology, and Mathematics

Additional investigators

- Cha, John (Student) • Science, Technology, and Mathematics
- Garcia, Nicolas (Student) • Science, Technology, and Mathematics
- Habtemichael, Amelework (Student) • Science, Technology, and Mathematics

- Herlod, Brienna (Student) • Science, Technology, and Mathematics
- Houghton, Mandy (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Partnerships for material research (PREM)

Status: Ongoing

Start date: October 2010

End Date: September 2020

This research is on nanotechnology-related projects at Howard University. Students were able to use lithography to prepare nanotechnology samples. They also had hands-on experience with various instrument techniques, including Scanning Electron Microscopy, Nuclear Magnetic Resonance Spectroscopy, FTIR spectroscopy, and mass spectrometry. The students synthesized a variety of organic precursors that will be used for the synthesis of nanomaterials by chemical vapor deposition method. Three Gallaudet students participated in an internship under the supervision of Dr. Sabila. This internship also tested a new template that could be used for future research collaborations between Gallaudet and other universities where Deaf and hard of hearing Gallaudet students work in a hearing research environment.

Principal investigators

- Sabila, Paul S. • Science, Technology, and Mathematics

Additional investigators

- Habtemichael, Amelework (Student) • Science, Technology, and Mathematics
- Houghton, Mandy (Student) • Science, Technology, and Mathematics
- Marceaux, Brandt (Student) • Science, Technology, and Mathematics
- Van Wey, John (Student) • Science, Technology, and Mathematics
- Yang, Fang (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Population genetics of connexin 26 deafness

Status: Completed

Start date: January 2010

End Date: January 2018

The researchers aim to explore two anthropological explanations for the high prevalence and mutational diversity of deafness-causing *GJB2* mutations in the North American population, as well as the association of specific *GJB2* mutations within ethnic groups. The first is heterotic balancing selection, in which *GJB2* heterozygotes may have increased fitness, possibly due to resistance to bacillary dysentery. A second explanation is linguistic homogamy, meaning in this case that culturally Deaf individuals have actively sought mates with compatible fluency in signed languages. This mate-selection phenomenon may have begun ~200 years ago with the introduction of signed language in residential schools for the Deaf. The significance of linguistic homogamy in Deaf communities is that in the broader human population, the same mechanism may have driven the inexplicably rapid evolution of *FOXP2* and 21 other genes implicated in human speech since their appearance in early humans 100,000–200,000 years ago.

Principal investigators

- Braun, Derek • Science, Technology, and Mathematics

Additional investigators

- Armstrong, David F. (Retired)
- Arnos, Kathleen S. • Science, Technology, and Mathematics
- Herold, Brienna (Student) • Science, Technology, and Mathematics
- Nance, Walter E. • Virginia Commonwealth University
- Pandya, Arti • Virginia Commonwealth University
- Tekin, Mustafa • Miller School of Medicine • University of Miami

Funding sources

- Sorenson Legacy Foundation
- Mellon Foundation
- NASA-Space Grant

Potential societal impact of advances in genetic deafness

Status: Completed

Start date: September 2003

End Date: September 2018

This project was designed to assess the impact of testing for genes for deafness on the Deaf community and hearing parents of deaf and hard of hearing children. The first goal was to conduct focus groups and perform a survey of these groups to determine the attitudes and concerns related to genetics technologies and advances in the identification of genes for deafness. A second goal is to assess the impact of genetic testing on culturally Deaf couples by measuring its influence on selection of a marriage partner.

Principal investigators

- Arnos, Kathleen S. • Science, Technology, and Mathematics
- Pandya, Arti • Virginia Commonwealth University

Additional investigators

- Blanton, Susan H. • University of Miami
- Nance, Walter E. • Virginia Commonwealth University
- Norris, Virginia • Science, Technology, and Mathematics

REU Accessible Information and Communications Technologies

Status: Ongoing

Start date: January 2018

End Date: February 2020

The Research Experiences for Undergraduates (REU) Site on Accessible Information and Communication Technology (AICT) provides undergraduate participants with research experiences on projects that enhance accessibility of information and communication technologies, such as mobile phones or streaming videos for consumers who are deaf, hard of hearing, or deaf-blind (DHHDB). The participants will collaborate with DHHDB peers and mentors on a research project for 10 weeks. The diverse teams provide students with the experience and knowledge to recognize the range and complexity of accessibility challenges in accessing information and communication technology and to evaluate the efficacy of proposed solutions in a unique research environment.

DHHDB students are extremely underrepresented in academics at the graduate level especially in STEM. The AICT REU site creates a critically needed pipeline of these students for graduate school and encourages them to participate in undergraduate and graduate programs in accessible information and communications technology. Each research project addresses unsolved accessibility challenges for deaf, hard of hearing or deaf-blind consumers in using existing information and communication technology that undergraduate researchers can easily understand, analyze and solve. The inclusion of undergraduate and faculty researchers who have aural disabilities increases accessibility and usability of information and communication technologies. The interactive and personal nature of the research projects provides a link between research and practice, and a diverse, inclusive and collaborative research experience for the participants. They will learn to create and disseminate their research outcomes through seminar training and participation in college and institutional conferences. The AICT REU Site website (<http://accessiblemultimedia.com>) provides additional information.

Principal investigators

- Kozma-Spytek, Linda • Technology Access Program (TAP)
- Kushalnagar, Poorna • Psychology
- Kushalnagar, Raja • Science, Technology, and Mathematics
- Vogler, Christian • Art, Communication and Theatre—Technology Access Program (TAP)
- Williams, Norman • Technology Access Program (TAP)

Funding sources

- National Science Foundation (NSF)

Products

Bragg, D. K., Kushalnagar, R.S. and Ladner R. E. (2018). *Designing an Animated Character System for American Sign Language*. Proceedings of the 20th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '18. 22 October, Galway, Ireland. ACM Press.

Jain, D., Franz, R., Findlater, L., Cannon, J., Kushalnagar, R.S. and Froehlich, J.E. (2018). *Towards Accessible Conversations in a Mobile Context for People who are Deaf and Hard of Hearing*. Proceedings of the 20th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '18. 22 October, Galway, Ireland. ACM Press.

Jain, Dhruv; Chinh, Bonnie; Findlater, Leah; Kushalnagar, Raja; and Froehlich, Jon. *Exploring Augmented Reality Approaches to Real-Time Captioning: A Preliminary Autoethnographic Study*, Proceedings of the 2018 ACM Conference Companion Publication on Designing Interactive Systems, 2018. doi:10.1145/3197391.3205404

Kushalnagar, R. and Kushalnagar, K. (2018). *SubtitleFormatter: Making Subtitles Easier to Read for Deaf and Hard of Hearing Viewers on Personal Devices*. Proceedings of the Computers Helping People with Special Needs—ICCHP 2018. 14 July, Vienna, Austria. Springer-Verlag. https://doi.org/10.1007/978-3-319-94277-3_35

Kushalnagar, R.S. and Behm, G.W. (2018). *A Transition Community for Deaf and Hard of Hearing Students in Engineering Programs*. Proceedings of the 125th ASEE Annual Conference & Exposition. 24 June, Salt Lake City, UT. ASEE Conferences. <https://peer.asee.org/29742>

Kushalnagar, R.S., Behm, G. W., Wolfe, K.W., Yeung, P., Dingman, B., Ali, S., Glasser, A., and Ryan, C. (2018). *RTTD-ID: Tracked Captions with Multiple Speakers for Deaf Students*. Proceedings of the 125th ASEE Annual Conference & Exposition. 24 June, Salt Lake City, UT. ASEE Conferences. <https://peer.asee.org/30945>

REU AMI Site

Status: Completed

Start date: February 2015

End Date: February 2018

The Accessible Multimedia Interfaces Research Experiences for Undergraduates (REU) site program provides students with research experiences that enhance multimedia content accessibility through browser or mobile application interfaces for consumers who have

sensory disabilities (deaf, hard of hearing, blind, or low vision). They collaborate with peers and mentors who have sensory disabilities. The diverse teams provide students with the experience and knowledge to recognize the range and complexity of accessibility challenges in accessing multimedia and to evaluate the efficacy of proposed solutions in a unique research environment. Students with sensory disabilities are extremely underrepresented in academics at the graduate level, especially in STEM. The REU site creates a critically needed pipeline of these students for graduate school and encourages them to participate in undergraduate and graduate programs in accessible computing and computer science. The REU student teams learn to identify, analyze, and address unsolved accessibility challenges to multimedia content interfaces. They also learn how to collaborate with diverse peers in an inclusive research environment. They gain experience in designing and producing practical solutions that increase accessibility and usability of multimodal information, especially for consumers with sensory disabilities. They will learn to create and disseminate their research outcomes through seminar training and participation in college and institutional conferences.

Principal investigators

- Kushalnagar, Raja • Science, Technology, and Mathematics

Additional investigators

- Haddad, Fadi (Student) • Science, Technology, and Mathematics
- Harvey, Susie (Student) • Psychology

Funding sources

- National Science Foundation (NSF)

Scholarly and Creative Activity

Abraham T. Glasser, Kesavan R. Kushalnagar & Raja S. Kushalnagar. (2017). *Deaf, Hard of Hearing, and Hearing perspectives on using Automatic Speech Recognition in Conversation*. In 19th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '17. 22 October, Baltimore, MD, USA: ACM Press. <https://doi.org/10.1145/3132525.3134781>

Abraham T. Glasser, Kesavan R. Kushalnagar & Raja S. Kushalnagar. (2017). *Feasibility of Using Automatic*

Speech Recognition with Voices of Deaf and Hard-of-Hearing Individuals. Presented at the 19th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '17. 26 October, Baltimore, MD, USA: ACM Press. <https://doi.org/10.1145/3132525.3134819>

Danielle K. Bragg, Raja S. Kushalnagar and Richard E. Ladner. (2018). *Designing an Animated Character System for American Sign Language*. Presented at the 20th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '18, Galway, Ireland. ACM Press.

Dhruv Jain, Bonnie Chinh, Raja Kushalnagar, Leah Findlater and Jon E. Frohlich. (2018). *Exploring Augmented Reality Approaches to Real-Time Captioning: A Preliminary Autoethnographic Study*. Presented at the 12th ACM SIGCHI Conference on Designing Interactive Systems—DIS 2018. 9 June, Hong Kong, CN. ACM Press. <https://doi.org/10.1145/3197391.3205404>

Jain, D.; Franz, R., Findlater, L.; Cannon, J.; Kushalnagar, R. and Froehlich, J (2018). *Towards Accessible Conversations in a Mobile Context for People who are Deaf and Hard of Hearing*. Presented at the 20th International ACM SIGACCESS Conference on Computers and Accessibility—ASSETS '18. 22 October, Galway, Ireland. ACM Press.

Kushalnagar, R. and Behm, G. (2018). *A Transition Community for Deaf and Hard of Hearing Students in Engineering Programs*. Presented at the 125th ASEE

Annual Conference & Exposition. 24 June, Salt Lake City, UT. ASEE Conferences. <https://peer.asee.org/29742>

Kushalnagar, R. and Kushalnagar, K. (2018). *SubtitleFormatter: Making Subtitles Easier to Read for Deaf and Hard of Hearing Viewers on Personal Devices*. Presented at the Computers Helping People with Special Needs—ICCHP 2018. 14 July, Vienna, Austria. Springer-Verlag. https://doi.org/10.1007/978-3-319-94277-3_35

Kushalnagar, R.; Behm, G., Wolfe, K., Yeung, P., Dingman, B., Ali, S., Glasser, A. and Ryan, C. (2018). *RTTD-ID: Tracked Captions with Multiple Speakers for Deaf Students*. Presented at the 125th ASEE Annual Conference & Exposition. 24 June, Salt Lake City, UT. ASEE Conferences. <https://peer.asee.org/30945>

Halpern, J., Huber, T., Sinex, S., Johnson, S., Sabila, P., & Mbochwa, C. (2018). *Building a Dynamic University-Community College Partnership: The Second Decade of a Broad, Mutually Beneficial Materials Science Collaboration*. MRS Advances, 3(12), 637–642. doi:10.1557/adv.2018.203

Halpern, J., Huber, T., Sinex, S., Johnson, S., and Sabila, P. (2017 November). *Building a Dynamic University-Community College Partnership: The Second Decade of a Broad, Mutually Beneficial Materials Science Collaboration*. Symposium at Community College and University Partnerships as Catalysts for Promoting Materials Science Education at 2017 MRS, Boston, MA.

Social Work

The Department of Social Work provides an atmosphere to prepare students for a career in their field by emphasizing the application of knowledge and theories that are acquired. Research is a large part of applying this knowledge in a way that fosters experimentation and developing skills needed for their career.

Research Projects

The Grand Challenges of Social Work: Deaf children in the child welfare system

Status: Completed

Start date: April 2018

End Date: May 2018

Deaf children involved with child welfare systems are often overlooked both in terms of tracking and service delivery. These systems frequently do not offer accessible and equitable services to deaf children. The current

paper explores this in terms of the Social Work Grand Challenge: Healthy growth and development of all youth. Literature regarding child welfare services for deaf children is discussed. Recommendations are proposed for prevention and intervention efforts which will promote the healthy development of deaf children involved with child welfare systems.

Principal investigators

- Bowman, Miriam Elizabeth • Social Work

Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing

Status: Completed

Start date: October 2017

Deaf and hard of hearing individuals who have chronic mental illness are a population that is underserved. Like

their hearing counterparts with mental illness, individuals who are Deaf and hard of hearing often face medical and treatment disparities. The purpose of this paper is to propose the use of telemental health (TMH) services, or services provided via videoconferencing technology, as a targeted intervention that may provide relief to Deaf and hard of hearing individuals with mental health problems. This paper addresses several areas that are important when considering service provision to Deaf and hard of hearing individuals, including a working definition of TMH, clinical efficacy of TMH, the challenges and advantages of using TMH, and considerations for establishing a TMH service for Deaf and hard of hearing individuals.

Principal investigators

- Crowe, Teresa • Social Work

IX. Sponsored Programs

The Office of Sponsored Programs (OSP) provides services and support to Gallaudet and Clerc Center faculty and professional staff seeking external funding for research and scholarly projects that benefit the Gallaudet community and the world. The primary source of these funds comes from competitively awarded federal grants, contracts, and occasionally cost-reimbursable awards from non-federal sponsors with federal-like requirements. The OSP offers guidance in the development and submission of proposals and in the negotiation and finalization of grants and contracts. The OSP is committed to increasing institutional resources in order to enhance the University's research and educational programming. For information on the OSP, consult the OSP's website, located at: <http://www.gallaudet.edu/office-of-sponsored-programs>.

Overview

Gallaudet faculty and professional staff develop competitive grants and contracts supporting innovative research and training opportunities. The OSP is continuously in pursuit of "establishing Gallaudet as the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity." The OSP seeks to support the "development and implementation of research-based educational innovations and the evaluation of their impact on student learning through research, PK-12 school and university partnerships, and cooperative relationships among community organizations, private foundations, museums, government

programs, and industry." Through these various alliances, concerted efforts are made between Gallaudet University faculty/staff and sponsored program collaborators to create student learning and research opportunities.

Over the past fiscal year, sponsored programs at Gallaudet have resulted in a number of significant opportunities for the institution. Below are examples of major universities, non-profits, and for-profit organizations that have collaborated with Gallaudet University.

- American Institutes for Research
- AT&T

- American University
- Apptek
- Auburn University
- Boston Museum of Science
- Boston University
- Cleveland Clinic
- Columbia University
- Consumer Technology Association
- Cornell University
- Edvantia
- Federal Communications Commission
- Georgia Institute of Technology
- Georgetown University
- Hands and Voices
- Harvard University
- Hearing Loss Association of America
- Howard University
- International Research and Exchange Board
- Julstrom Consulting and Development
- Loyola University Maryland
- Massachusetts Institute of Technology
- Measuring Usability
- MITRE Corporation
- Next2U Solutions
- Northeastern University
- Northwestern University Feinberg School of Medicine
- Nova Web Development
- Omnitor AB, Sweden
- Pennsylvania State University
- Prince George's Community College
- Reliable Systems
- Rochester Institute of Technology
- San Diego State University
- SignAll Technologies Informatikai
- St. Catherine's University
- University of Alberta, Canada
- University of Arkansas at Little Rock
- University of California, Davis
- University of California, Los Angeles
- University of California, San Diego
- University of Colorado at Boulder
- University of Connecticut
- University of the District of Columbia
- University of Eastern Kentucky
- University of Kentucky

- University of Illinois, Urbana-Champaign
- University of Iowa
- University of Manitoba
- University of Maryland, College Park
- University of Maryland Center for Environmental Sciences
- University of Pittsburgh
- University of Rochester
- University of Rochester Medical Center
- University of Southern California
- University of Tennessee
- University of Wisconsin, Madison
- Washington University in St. Louis
- World Learning, Inc.
- ZVRS
- Yale University

During FY 2018, the University received two new grant awards from the National Science Foundation (NSF). Dr. Raja Kushalnagar received funding from the NSF in the amount of \$359,452 for his project, “Research Experiences for Undergraduates (REU) Site: Accessible Information and Communication Technologies.” Funding will support 30 deaf, hard of hearing, and hearing undergraduates at Gallaudet and other institutions around the country. The 10-week long summer research experience will provide a creative, collaborative, inclusive, and mentored research experience on accessible technology for deaf, hard of hearing, and deafblind users. Dr. Lorna Quandt and Ms. Melissa Malzkuhn’s “Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment” was awarded \$300,000 to develop and test a system in which signing avatars (computer-animated virtual humans built from motion capture recordings) teach users ASL in an immersive virtual environment.

Dr. Roberto Sanchez, in collaboration with Loyola University Maryland, received \$43,769 from the National Endowment for the Humanities (NEH) to host a four-week summer institute for college and university teachers called “Global Histories of Disability.” This institute allowed participants to experience Gallaudet and deaf campus life through deaf space and deaf culture, and it helped them to develop a deep appreciation for deaf culture and visual communication.

The NEH also funded Dr. Patrick Boudreault's "Exposing the Borders of Academia: Sign Language as a Medium of Knowledge Production, Preservation, and Dissemination" project in the amount of \$323,479. This project will improve the technological infrastructure of the *Deaf Studies Digital Journal* (DSDJ) and support the implementation of a fully bilingual digital platform for use by both signers and non-signers.

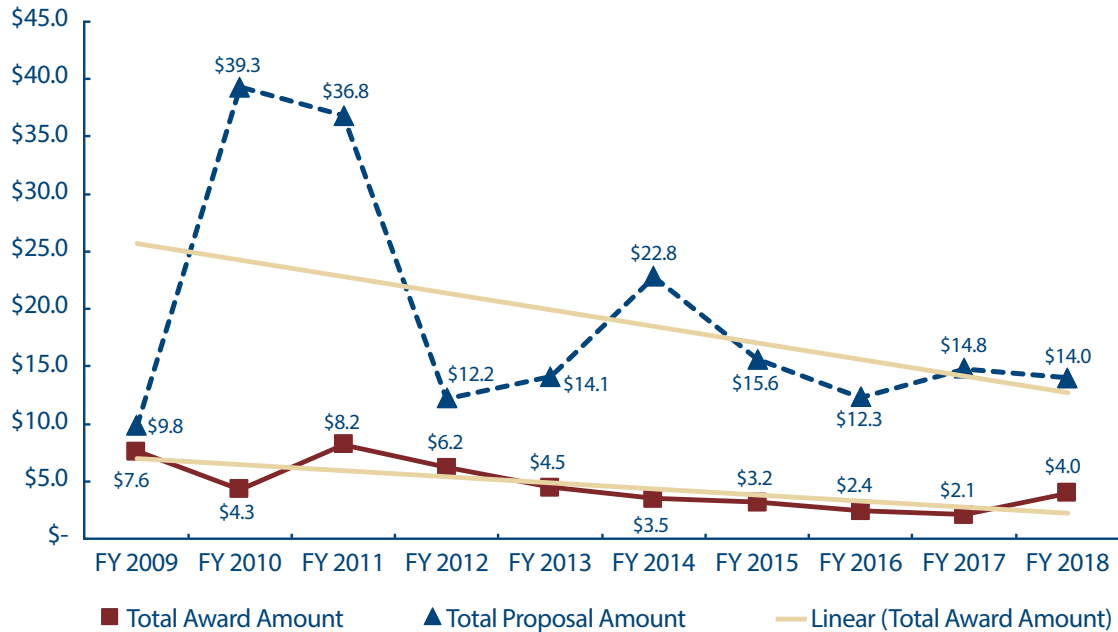
Gallaudet also received two grants showcasing Gallaudet's global reach in terms of being the premier institution of learning, teaching, and research for deaf and hard of hearing students. Ms. Melissa Malzkahn received funding from World Learning, Inc., in the amount of \$29,045 to connect young deaf people in the U.S. and Belgium through an exchange program using art, education, and technology to help them have a better understanding of the deaf communities in both countries. Mr. Gregoire Youbara received funding from the International Research and Exchange Board in the amount of \$3,770 to host two Mandela Washington Fellowship for Young African Leaders at Gallaudet. Participants acquired or improved their ASL skills and gained knowledge and experience about American culture.

Over the past four years, Administration and Finance, the OSP, and the Technology Access Program (TAP), under the direction of Dr. Christian Vogler, have laid the groundwork and nurtured a partnership with the MITRE Corporation and the Federal Communications

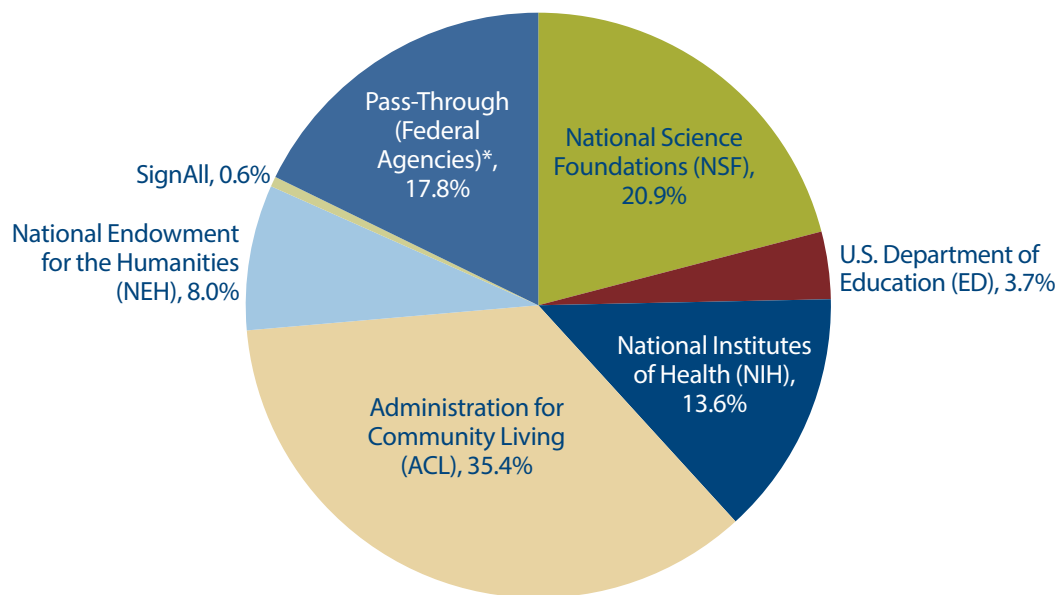
Commission (FCC). Years in the making, this performance contract between MITRE and Gallaudet has been realized with an amount totaling \$459,156 for FY 2018. This collaborative partnership with Gallaudet University's TAP provides subject matter expertise (SME) and assists MITRE with Internet Protocol Captioned Telephone Services (IPCTS), Video Relay Services (VRS) and other telecommunications user research, IP CTS quality and accuracy testing, and VRS testing.

The following chart shows the dollar amount of awards received by sponsor. Like other institutions of higher education in recent years, Gallaudet continues to contend with changes in federal policy and uncertain funding levels under the auspices of the current administration. During FY 2016 and FY 2017, awards from federal funding plummeted to new lows—\$2,403,912 and \$2,173,043, respectively. Because of the groundwork laid by the Office of Sponsored Programs and the expertise of Gallaudet faculty and staff over the past four years, new funding and more diverse revenue in the form of federal, federal pass-through, and industry performance contracts resulted in a significant increase to \$4,025,221 (\$3,496,360 in research related awards and \$528,861 in training, scholarships, and various other types of awards) for FY 2018. Gallaudet continues to submit highly competitive proposals and innovative scholarly projects to federal agencies and looks forward to acquiring additional research and development contracts with federal agencies and private organizations.

Dollar Amounts in Millions for Proposals and Awards, FY 2009–2018



Total Awards by Percentage and Sponsor Received by FY 2018



*Federal Pass-Through: American University (NASA), 5.4%; Harvard University (NSF), 10.1%; IREX (State Dept.), 0.5%; Loyola University Maryland (NEH), 6.1%; MITRE (CMS), 64.2%; University of Tennessee (IES), 3.2%; University of Maryland Center for Environmental Science (NSF & Dept. of Commerce), 6.4%; World Learning (State Dept.), 4.1%

Research Compliance

The Office of Sponsored Programs (OSP), in collaboration with the Graduate School and Continuing Studies, continued presenting Responsible Conduct of Research (RCR) training. Vicky King, the Research Compliance Specialist in the OSP, led a session focused on conflicts of interest, which was followed by discussion and analysis. The OSP and Graduate School and Continuing Studies Dean's Office are developing additional interactive and accessible sessions on other RCR topics including: Export Control, Data Management and Sharing, Mentoring, and more. In addition, Ms. King completed professional development training this year and passed the examination that enabled her to earn the designation Certified Compliance and Ethics Professional (CCEP) from the Compliance Certification Board® (CCB).

FY 2018 Research-Related Awards: Report Period October 1, 2017–September 30, 2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Award Amount	Award Date
PI: Allen, Thomas	Provost Office	Visual Language and Visual Learning (VL2)	An Efficacy Study of Strategic and Interactive Writing Instruction (SIWI): Teacher Development and Student Outcomes	University of Tennessee (U.S. Department of Education; Institute of Education Sciences)	08/01/2017–07/31/2019	\$23,096	7/30/2018
PI: Kushalnagar, Poorna	Provost Office	Deaf Health Communication and Quality of Life Center	PROMIS-ASL: Cognitive Ability and Cognitive Concerns Scales for Deaf Adults with AD and Related Dementias	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2018–08/31/2019	\$187,476	8/16/2018
PI: Kushalnagar, Poorna	Provost Office	Deaf Health Communication and Quality of Life Center	PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research Diversity Supplement	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2018–08/31/2019	\$51,244	8/3/2018
PI: Kushalnagar, Poorna	Provost Office	Deaf Health Communication and Quality of Life Center	PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2018–08/31/2019	\$307,014	8/1/2018
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CHS: Medium: Collaborative Research: Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf or Hard of Hearing	National Science Foundation	08/01/2018–07/31/2022	\$100,000	7/21/2018
PI: Kushalnagar, Raja; Co-PI: Vogler, Christian	CAS	Science, Technology, and Mathematics	REU SITE: Accessible Information and Communication Technologies	National Science Foundation	06/28/2018–01/31/2021	\$32,760	6/28/2018
PI: Kushalnagar, Raja; Co-PI: Vogler, Christian	CAS	Science, Technology, and Mathematics	REU SITE: Accessible Information and Communication Technologies	National Science Foundation	02/01/2018–01/31/2021	\$359,452	1/29/2018
PI: Langdon, Clifton	Academic Affairs	Ph.D. Program in Educational Neuroscience	Doctoral Dissertation Research: Neurobiological Correlates of Phonological Awareness and Reading Outcomes	National Science Foundation	08/15/2018–01/31/2020	\$4,838	8/2/2018
PI: Mathur, Gaurav	Provost Office	Graduate School and Continuing Studies	Graduate Research Fellowship Program (GRFP): Neural Bases of Tactile Language Processing	National Science Foundation	08/01/2018–07/31/2023	\$46,000	8/8/2018
PI: Quandt, Lorna; Co-PI: Malzkuhn, Melissa	Academic Affairs	Ph.D. Program in Educational Neuroscience	Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment	National Science Foundation	08/01/2018–07/31/2020	\$300,000	8/16/2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Award Amount	Award Date
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/01/2017–09/30/2018	\$71,947	6/20/2018
PI: Sanchez, Roberto	CAS	History, Philosophy, Religion, and Sociology	Global Histories of Disability	Loyola University Maryland (National Endowment for the Humanities)	10/01/2017–12/31/2018	\$43,769	10/26/2017
PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	11/13/2017–08/13/2018	\$38,492	1/30/2018
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	REU Site: Undergraduate Research Experiences in Estuarine Science Processes	University of Maryland Center for Environmental Science (National Science Foundation)	04/01/2018–03/31/2019	\$12,505	4/5/2018
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	Assessing the Effectiveness of the Anacostia River Tunnel in Reduction of Eutrophication	University of Maryland Center for Environmental Science (U.S. Department of Commerce)	02/01/2018–01/31/2019	\$16,805	4/19/2018
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	Assessing the Effectiveness of the Anacostia River Tunnel in Reduction of Eutrophication	University of Maryland Center for Environmental Science (U.S. Department of Commerce)	02/01/2018–01/31/2019	\$16,806	2/9/2018
PI: Vogler, Christian	Provost Office	Technology Access Program	Rehabilitation Engineering Research Centers: Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing	U.S. Department of Health and Human Services; Administration for Community Living	09/30/2018–09/29/2019	\$950,000	8/8/2018
PI: Vogler, Christian	Provost Office	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise (COE)	MITRE Corporation (Centers for Medicare and Medicaid)	09/29/2017–01/21/2019	\$323,821	2/6/2018
PI: Vogler, Christian	Provost Office	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise (COE)	MITRE Corporation (Centers for Medicare and Medicaid)	09/29/2017–01/19/2018	\$3,672	12/6/2017
PI: Vogler, Christian	Provost Office	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise (COE)	MITRE Corporation (Centers for Medicare and Medicaid)	09/29/2017–01/19/2018	\$131,663	10/17/2017
PI: Vogler, Christian; Co-PI: Kushalnagar, Raja	Provost Office	Technology Access Program	Twenty-First Century Captioning Technology, Metrics and Usability	U.S. Department of Health and Human Services; Administration for Community Living	9/30/2018–9/29/2019	\$475,000	8/8/2018
11 PI/PDs, 3 Co-PI/PDs			21 Awards			\$3,496,360	

FY 2018 Training, Scholarships, and Other Awards: Report Period October 1, 2017–September 30, 2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Award Amount	Award Date
PD: Boudreault, Patrick	SEBHS	Interpretation and Translation	Exposing the Borders of Academia: Sign Language as a Medium of Knowledge Production, Preservation, and Dissemination	National Endowment for the Humanities	01/01/2018–06/30/2020	\$323,479	12/29/2017
PD: Boudreault, Patrick; Co-PD: Vogler, Christian	SEBHS	Interpretation and Translation	SignALL – Automated Translation Project (Phase 2)	SignAll Technologies Informatikai	10/02/2017–08/31/2018	\$1,000	6/1/2017
PD: Boudreault, Patrick; Co-PD: Vogler, Christian	SEBHS	Interpretation and Translation	SignALL – Automated Translation Project (Phase 2)	SignAll Technologies Informatikai	10/02/2017–06/01/2018	\$21,567	10/4/2017
PD: Malzkuhn, Melissa	Provost Office	Visual Language and Visual Learning (VL2)	Connecting Capitals: The Intersectionality of U.S./ Belgium Deaf Heritages and Global Citizenship	World Learning, Inc. (U.S. State Department)	09/18/2017–08/31/2018	\$8,000	3/16/2018
PD: Malzkuhn, Melissa	Provost Office	Visual Language and Visual Learning (VL2)	Connecting Capitals: The Intersectionality of U.S./ Belgium Deaf Heritages and Global Citizenship	World Learning, Inc. (U.S. State Department)	09/18/2017–08/31/2018	\$21,045	11/2/2017
PD: Smith, Kendra	SEBHS	Counseling	RSA Long-Term Training Grant	U.S. Department of Education; Rehabilitation Services Administration	10/01/2018–09/30/2019	\$150,000	8/30/2018
PD: Youbara, Gregoire	CAS	World Languages and Culture	Mandela Washington Fellowship for Young African Leaders – Pre-Institute	International Research and Exchange Board (U.S. Department of State)	06/01/2018–06/30/2018	\$3,770	6/13/2018
4 PI/PDs, 1 Co-PI/PDs			7 Awards			\$528,861	

FY 2018 All Awards: Report Period October 1, 2017–September 30, 2018

Type	Number of Investigators	Number of Awards	Award Totals
Research-Related Awards	11 PI/PDs, 3 Co-PI/PDs	21	\$3,496,360
Training, Scholarships, and Other Awards	4 PI/PDs, 1 Co-PI/PDs	7	\$528,861
All Awards	15 PI/PDs, 4 Co-PI/PDs	28	\$4,025,221

FY 2018 Research-Related Proposals: Report Period October 1, 2017–September 30, 2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Arora, Gaurav; Co-PIs: Kucukkal, Tugba & Solomon, Caroline	CAS	Science, Technology, and Mathematics	NSF INCLUDES Alliance: The Alliance for Persons with Disabilities in STEM (TAPD-STEM)	Auburn University (National Science Foundation)	10/01/2018–09/30/2023	\$306,149	4/3/2018
PI: Berteletti, Ilaria	Academic Affairs	Ph.D. Program in Educational Neuroscience	Impact of Language Modality on Early Number Concepts Acquisition	National Institutes of Health; Eunice Kennedy Shriver National Institute of Child Health and Human Development	08/01/2018–07/31/2021	\$387,365	10/9/2017
PI: Bradbury, Jill; Co-PI: Peruzzi, Meredith	CAS	English	ASL Theater Digital Archive	National Endowment for the Humanities	06/01/2019–12/31/2020	\$49,999	7/19/2018
PI: Chen Pichler, Deborah	CAS	Linguistics	Family ASL: L2 Sign Acquisition by Hearing Parents of Deaf Children	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	07/01/2018–06/30/2023	\$3,097,694	10/5/2017
PI: Kuntze, Marlon	SEBHS	Government and Public Affairs	Project Teaching English through ASL Mediation (TEAM) during Reading	U.S. Department of Education; Institute of Educational Sciences	08/01/2019–07/31/2022	\$1,399,681	8/23/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	PROMIS-Deaf Profile: Cognitive Ability and Cognitive Concerns Scales for Deaf Adults with AD and Related Dementias	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	10/01/2018–09/31/2019	\$182,801	6/4/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	Deaf Oncology Patient Navigator Training Curriculum	National Institutes of Health; National Cancer Institute	08/01/2019–07/31/2021	\$314,216	5/22/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	PROMIS-Deaf Profile: Intersectionality and Health in Deaf and Hard of Hearing Women	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2018–08/31/2019	\$114,741	4/13/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	Educational Characteristics as a Predictor of Health Information Seeking Behaviors in Young Deaf Adults	National Institutes of Health; National Cancer Institute	09/01/2018–08/31/2020	\$146,044	2/9/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research Diversity Supplement	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2018–08/31/2020	\$99,638	2/2/2018
PI: Kushalnagar, Poorna	Provost's Office	Deaf Health Communication and Quality of Life Center	CommQoL: Prototype Development of a Web-Based Communicative Quality of Life Intervention Prototype	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	08/01/2018–07/31/2020	\$384,314	10/10/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CPS: Medium: Collaborative Research: A Wearable RF/IMU Based Sign Recognizer (RISR)	National Science Foundation; Division of Computer & Network Systems	08/01/2018–07/31/2021	\$328,467	5/9/2018
PI: Kushalnagar, Raja; Co-PI: Vogler, Christian	CAS	Science, Technology, and Mathematics	REU SITE: Accessible Information and Communication Technologies	National Science Foundation; Division of Information & Intelligent Systems	05/01/2018–02/28/2021	\$32,760	5/2/2018
PI: Langdon, Clifton	Academic Affairs	Ph.D. Program in Educational Neuroscience	Developmental Neuroplasticity and Timing of First Language Exposure in Infants	National Institutes of Health; Eunice Kennedy Shriver National Institute of Child Health and Human Development	09/01/2018–08/31/2021	\$320,620	10/25/2017

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Langdon, Clifton	Academic Affairs	Ph.D. Program in Educational Neuroscience	Doctoral Dissertation Research: ASL Phonological Awareness in Deaf Children & Adults	National Science Foundation; Division of Behavioral and Cognitive Sciences	08/01/2018–07/31/2019	\$4,838	1/12/2018
PI: Langdon, Clifton	Academic Affairs	Ph.D. Program in Educational Neuroscience	The Role of Auditory Experience on the Neurobiological Systems for Effortful Listening with Combined Optical Neuroimaging and Thermal Imaging	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	08/01/2018–07/31/2020	\$120,608	12/8/2017
PI: Langdon, Clifton	Academic Affairs	Ph.D. Program in Educational Neuroscience	Graduate Research Fellowship Program: Neural Bases of Tactile Language Processing	National Science Foundation	09/01/2018–08/31/2021	\$138,000	10/25/2017
PI: Mitchiner, Julie	SEBHS	Education	Creating and Testing the Usability of Family Language Planning Digital Toolkit for Families with Deaf Children	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	04/01/2019–03/31/2022	\$411,476	6/26/2018
PI: O'Brien, Catherine	SEBHS	Government and Public Affairs	Tech LEADS Across Texas	Texas Tech University (U.S. Department of Education)	09/01/2018–08/31/2023	\$1,618,208	5/16/2018
PI: Quandt, Lorna; Co-PI: Malzkuhn, Melissa	Academic Affairs	Ph.D. Program in Educational Neuroscience	EAGER: Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment	National Science Foundation; Division of Information & Intelligent Systems	01/01/2019–12/31/2020	\$300,000	5/30/2018
PI: Quandt, Lorna; Co-PI: Malzkuhn, Melissa	Academic Affairs	Ph.D. Program in Educational Neuroscience	Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment	National Science Foundation; Division of Information & Intelligent Systems	09/01/2018–08/31/2021	\$722,522	1/8/2018
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/01/2017–09/30/2018	\$71,947	3/23/2018
PI: Schneider, Joshua	CAS	Science, Technology, and Mathematics	CAREER: Simulation of multiscale systems using adaptive model refinement	National Science Foundation; Division of Mathematical Sciences	06/01/2019–05/31/2024	\$470,941	7/20/2018
PI: Shaw, Emily; Co-PI: Hochgesang, Julie	SEBHS	Interpretation and Translation	The Structure and Variety of American Sign Language in the Midwest	National Science Foundation; Division of Behavioral and Cognitive Sciences	06/01/2018–05/31/2021	\$458,322	1/13/2018
PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	11/13/2017–08/13/2018	\$38,492	10/16/2017
PI: Vogler, Christian	Provost's Office	Technology Access Program	Engage Project Plan	AppTek (Administration for Community Living)	10/01/2018–03/31/2019	\$29,957	1/12/2018
PI: Vogler, Christian	Provost's Office	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise (COE) Interpreting Supplement	MITRE Corporation (Centers for Medicare and Medicaid)	09/18/2017–01/22/2019	\$3,672	10/20/2017
PI: Vogler, Christian; Co-PI: Kushalnagar, Raja	Provost's Office	Technology Access Program	Twenty-First Century Captioning Technology, Metrics and Usability	U.S. Department of Health and Human Services; Administration for Community Living	09/30/2018–09/29/2023	\$2,374,999	4/16/2018
16 PI/PDs, 7 Co-PI/PDs			28 Proposals			\$13,928,471	

FY 2018 Training, Scholarships, and other Proposals: Report Period October 1, 2017–September 30, 2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PD: Boudreault, Patrick; Co-PD: Vogler, Christian	SEBHS	Interpretation and Translation	SignALL – Automated Translation Project (Phase II)	SignAll Technologies Informatikai	10/02/2017–06/01/2018	\$21,567	10/2/2017
PD: Bradbury, Jill	CAS	English	ASL Shakespeare Translation Platform	National Endowment for the Humanities	09/01/2018–02/29/2020	\$100,000	1/16/2018
PD: Youbara, Gregoire	CAS	World Languages and Culture	Mandela Washington Fellowship for Young African Leaders – Pre-Institute	International Research and Exchange Board (U.S. Department of State)	06/01/2018–06/30/2018	\$3,770	6/13/2018
3 PI/PDs, 1 Co-PI/PDs			3 Proposals			\$125,337	

FY 2018 All Proposals: Report Period October 1, 2017–September 30, 2018 (30 Proposals)

Type	Number of Investigators	Number of Proposals	Proposed Amount Totals
Research-Related Proposals	16 PI/PDs, 7 Co-PI/PDs	28	\$13,928,471
Training, Scholarships, and Other Proposals	3 PI/PDs, 1 Co-PI/PDs	3	\$125,337
All Proposals	19 PI/PDs, 8 Co-PI/PDs	31	\$14,053,808

X. Office of National Outreach

The Office of National Outreach brings its wealth of resources, services, and programs to deaf people, families, and professionals around the country through two major components: Gallaudet University Regional Centers (GURCs) and Youth Programs.

FY 2018 National Outreach Activities and People Served

	Activities	People Served
Training & Technical Assistance	282	8,159
Conferences/Exhibits & Performances/Recruitment	66	16,340
Marketing & Press Releases	188	335,450
Social Media Efforts	665	1,138,103
TOTAL	1,201	1,498,052

Source: Student Information System Database

National-Level Initiatives

Members of the Office of National Outreach work together as a team to accomplish national-level objectives. In addition, each of the GURCs conducts its own region-specific programs specifically designed to meet the needs of Gallaudet University constituents within the region. During FY 2018, the scope of Office of National Outreach and GURC initiatives continued to be streamlined and priorities remained aligned in support of the current University Priorities. The Office

Articulation Agreements

Working with the Department of Interpretation and Translation at Gallaudet University, the Regional Centers maintain collaborative agreements with interpreting training programs within their regions to boost educational opportunities for future sign language interpreters. This partnership allows students in the two-year degree programs in Interpreter Training Education to transfer credits into Gallaudet’s four-year Bachelor of Arts in Interpretation (BAI) program. In FY 2018, four new students entered the BAI program from Austin Community College and Northern Virginia Community College. To date, 15 interpretation students from partnering institutions have entered the BAI program through articulation agreements. Moreover, FY 2018 saw the addition of one new articulation agreement, with Tidewater Community College located in Virginia Beach,

Regional Academic Bowls

Gallaudet continues to conduct four regional competitions at different schools and one national competition at Gallaudet University. Coordinating the regional competition is a major responsibility and a highlight for the Youth Programs office as well as each GURC region.

Social Media Efforts

A conscientious effort was put into maintaining our social media outlets during FY 2018. In 2017–2018, the office posted 665 times and amassed a total of 1,138,103 views. The term “views” is defined as the number of individual people who see each post, either by visiting the page or by scrolling through their news feed.

of National Outreach and the GURCs documented 8,159 people served through training and technical assistance/consultation and another 16,340 through conferences, exhibits, performances, and recruitment activities. Through our advertising efforts, marketing and press releases—including listservs—reached 335,450 people. In addition, our social media efforts resulted in a total of 1,138,103 views.

Virginia, bringing the total number of partnerships to eight.

BAI Articulation Agreements

Regional Center	Location
Central Piedmont Community College	Charlotte, N.C.
Austin Community College	Austin, Tex.
Front Range Community College	Westminster, Colo.
Ohlone College	Fremont, Calif.
John A. Logan College	Carterville, Ill.
Northern Virginia Community College	Annandale, Va.
Wester Piedmont Community College	Morganton, N.C.
Tidewater Community College	Virginia Beach, Va.

Both units work with schools and programs to promote academic excellence and achievement for all deaf and hard of hearing students while also introducing students, parents, and educators to the myriad opportunities available at Gallaudet University.

FY 2018 Social Media Efforts

	Posts	Views
Regional Centers	418	55,767
Youth Programs	247	1,082,336
Total	665	1,138,103

Youth Programs

Gallaudet's Youth Programs office serves deaf and hard of hearing students from elementary through high school. The programs offered promote academic excellence, provide learning opportunities, and encourage social interaction among deaf and hard of hearing students. This is achieved through the Academic Bowl, the Battle of the Books, the National Literary Competition, and Summer Youth Camps.

National Academic Bowl

FY 2018 marked the 22nd anniversary of the Gallaudet University Academic Bowl for deaf and hard of hearing high school students. This event was established with the goal of promoting academic excellence and achievement among deaf and hard of hearing students. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides social opportunities for development and collegiality among students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the University.

During FY 2018, four regional Academic Bowl competitions and one national Academic Bowl

competition were held. During the 2018 competition year, 80 high school teams participated, with a total of 313 students and 154 coaches. Of the 98 seniors participating in the competitions, 31 (32 percent) enrolled at Gallaudet this fall.

Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2016	FY 2017	FY 2018
Schools/Programs	77	79	80
Teachers/Staff	153	155	154
Students	297	312	313

Regional Academic Bowls

Hosting the four regional competitions requires collaboration between Youth Programs, GURCs, and host schools. The regional competitions took place at four different schools, with participation from about the same number of schools or programs across all four regions.

FY 2018 Regional Academic Bowl Host Institutions

Region	Host Institution
East	American School for the Deaf, Hartford, Conn.
Midwest	Iowa School for the Deaf, Council Bluffs, Iowa
South	Tennessee School for the Deaf, Knoxville, Tenn.
West	University High School, Irvine, Calif.

FY 2018 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	FY 2015	FY 2016	FY 2017	FY 2018
Schools/Programs	20	20	20	20
Teachers/Staff	40	37	40	37
Students	78	80	80	75

Battle of the Books

During FY 2018, Gallaudet’s Battle of the Books entered its sixth year. The purpose of the Battle of the Books is multi-faceted: to promote literacy, to foster a spirit of academic competition and good sportsmanship, and to develop critical thinking and independent reading skills among deaf and hard of hearing middle school students. During the 2018 competition, 84 teams from 42 schools or programs participated, with a total of 335 students and 72 chaperones. Out of a total of 135 eligible seniors who

National Literary Competition

During FY 2018, Gallaudet held its third annual National Literary Competition (NLC), open to all deaf and hard of hearing students in grades 2–12 across the nation. The NLC is co-sponsored by the Phi Kappa Zeta Sorority of Gallaudet University. There are two categories in the competition: ASL and Writing. The purpose of the ASL competition is to further the development of academic ASL, to promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the writing competition is to allow

Summer Youth Camps

During FY 2018, one session of the Summer Youth Camps (SYC) was held between June 23–30. There were five camps under SYC: Immerse into ASL, Discover Your Future, Bison Brainiacs (formerly known as Exploring the Sciences), Blackbox Theatre Camp, and Got Skills?. Immerse into ASL is an intensive program in which deaf and hard of hearing high school students experience a total immersion into deaf culture and learn ASL. Discover Your Future is a career-oriented program designed for deaf and hard of hearing high school students and provides them with the opportunity to explore their postsecondary and career goals and interests. Bison Brainiacs (formerly Exploring the Sciences) is for deaf and hard of hearing high school students who have an aptitude for science and technology. Blackbox Theatre Camp is for deaf and hard of hearing high school students who are interested in the field of theater. Got Skills? is a “design your own” camp experience for deaf and hard of hearing middle school students in which campers choose from an array of leadership and sports activities. Out of the 111 seniors who have participated in at least one SYC session

competed in at least one year, 41 enrolled at Gallaudet—for an enrollment rate of 30 percent.

Participation in Battle of the Books Trend

	FY 2016	FY 2017	FY 2018
Schools/Programs	42	45	42
Teachers/Staff	82	75	72
Students	320	383	335

students to showcase their ability to express themselves in written English and to instill pride and ownership in their work. Out of the 71 seniors who participated in the NLC at least once, 16 (23 percent) enrolled at Gallaudet this fall.

Participation in the National Literary Competition Trend

	FY 2016	FY 2017	FY 2018
Students	323	630	430

since FY 2015, 26 (23 percent) enrolled at Gallaudet this fall.

In FY 2018, two SYC programs were modified in order to better serve and meet the needs of deaf and hard of hearing students. Exploring the Sciences was renamed to Bison Brainiacs to reflect the added component of technology to the camp curriculum. In addition to traditional sciences such as chemistry and marine biology, Bison Brainiacs campers learned about and experimented with drones, coding, and other technological fields. Immerse into ASL (IIASL) has traditionally been open to deaf, hard of hearing, and hearing campers, with deaf and hard of hearing campers receiving priority placement. In FY 2018, the decision was made to admit only deaf and hard of hearing campers into the IIASL program. Accepting only deaf and hard of hearing campers allowed our campers to benefit from a totally inclusive environment in which they were able to interact and develop connections with their deaf and hard of hearing peers.

Total Participation in Summer Youth Camps Trend

	FY 2016	FY 2017	FY 2018
Number of Campers	90	172*	83

*In FY 2017, two SYC sessions were held, and hearing campers were admitted to the IIASL program.

FY 2018 Participation in Summer Youth Camps

	Participants
Immerse Into ASL	14
Discover Your Future	19
Bison Brainiacs	12
Blackbox Theatre Camp	8
Got Skills?	30

Gallaudet University Regional Centers

Through partnerships with Gallaudet University Regional Centers' (GURCs) host institutions, the regional centers share Gallaudet's undergraduate and graduate programs and Laurent Clerc National Deaf Education Center's resources and expertise through training programs, workshops and conferences, youth programs, technical assistance, and consultation. The regions and host institutions are indicated below:

Gallaudet University Regional Center Locations

Region	Regional Center	Location
East	Northern Essex Community College	Massachusetts
Midwest	John A. Logan College	Illinois
South	Austin Community College	Texas
West	Ohlone College	California

The GURCs play a significant role in accomplishing the goals and objectives of the current University Priorities. Each GURC develops and implements a plan of outreach that serves constituents in their respective region and responds to the current University Priorities. The work of the GURCs supports the University Priorities, specifically the concepts of diversity and equity (priority #2), student success (priority #3), and academic vitality and strategic positioning (priority #5). Examples of the centers' work include sponsoring conferences and exhibits, providing Youth Empowerment training, sharing resources with families, and presenting about Gallaudet University, in addition to many other initiatives.

This section focuses primarily on the GURCs role in creating a campus climate and experience that welcomes all and is owned by everyone. Continuing efforts to recruit, retain, and engage our students—as well as influencing the world by sharing resources unique to

Gallaudet—are central to achieving our mission. The GURCs promote Gallaudet as the “first choice” for deaf and hard of hearing students throughout the world, as well as for hearing students pursuing fields related to deaf and hard of hearing people.

FY 2018 GURC Activities and People Served

	Activities	People Served
Training & Technical Assistance	282	8,159
Conferences/Exhibits & Performances/Recruitment	66	16,340
Marketing & Press Release	188	335,450
Total	536	359,949

Regional Initiatives

GURC-East Region at Northern Essex Community College, Haverhill, Mass.

New Family Sign Language Program (FSLP)

Coordinator: GURC-East hired a new part-time Family Sign Language Program Coordinator. The FSLP Coordinator is responsible for FSLP planning, organizing, and state-wide implementation. The new coordinator will develop and maintain close collaborations with Early Intervention centers, maintain a supervisory relationship with independent contractors, and establish and maintain contact with families receiving ASL instruction through the FSLP.

Family Sign Language Program (FSLP): GURC-East is currently in the third year of a five-year grant from the Massachusetts Department of Public Health to coordinate the statewide Family Sign Language Program (FSLP). A new FSLP logo and tagline were created to effectively represent GURC-East's continued dedication to the coordination of this vital program in the state of Massachusetts. A new DVD featuring basic sign vocabulary and introductory phrases in ASL was also developed as a tool for parents, caregivers, and guardians of deaf and hard of hearing children to familiarize themselves with the language. Many of the FSLP tutors use this DVD as part of their instruction.

Shared Reading Program (SRP): GURC-East successfully secured a \$5,000 grant from the TD Bank Charitable Foundation to continue the coordination of the monthly Shared Reading Program in Lawrence, Mass., which is now in its 13th year. This program continues to attract parents, caregivers, and guardians of deaf and hard of hearing children from as far away as southern New Hampshire and south of Boston. It is the only program of its kind in New England.

College and Career Readiness Training: GURC-East provided a two-hour training on College and Career Readiness for high school students at two schools in the region—the American School for the Deaf (ASD) in Hartford, Conn., and Willie Ross School for the Deaf in Longmeadow, Mass.. It was so well received that ASD asked GURC-East to provide the training again in FY

2019. The center's goal is to expand the offering of this training, as well as the Youth Advocacy Training, to other schools and programs for deaf and hard of hearing students in the region.

Early Intervention & Regional Connections: The GURC-East has become increasingly visible at meetings organized by Early Intervention professionals in Rhode Island as well as Massachusetts, with the goal of establishing connections, providing support, and sharing resources. GURC-East also gave a presentation on its Rhode Island Sign Language Initiatives program to the Rhode Island Commission on the Deaf and Hard of Hearing. The GURC-East director has also begun to attend monthly meetings of the provisional chapter of Hands and Voices in New Hampshire in order to build connections with families and professionals who are involved with the chapter and to learn more about the various opportunities in the state where GURC-East can share resources.

GURC-Midwest Region at John A. Logan College, Carterville, Ill.

Early Intervention & Regional Connections: One of the GURC's primary responsibilities is to actively connect and work with Early Intervention organizations and family organizations. As a result of continuous networking endeavors, GURC-Midwest established new contacts with three Hands and Voices Midwest chapters (Ind., Minn., and Ohio) and maintained contacts with three chapters (Ill., Mich., and Wis.). GURC-Midwest also sustained connections with 11 outreach programs and agencies that serve families of deaf and hard of hearing children (Ark., Ill., Ind., Iowa, Kan., Mich., Minn., Mo., Ohio, S.D., and Wis.). GURC—Midwest attended 14 family learning events and three family meetings. GURC-Midwest also led 15 workshops for families and shared many resources from Gallaudet University, including Gallaudet's Youth Programs, the Clerc Center, and the Visual Language and Visual Learning (VL2) Center. GURC-Midwest also partnered with the GURC-West director and led a training at the 22nd Annual Family Learning Weekend

for the deaf and hard of hearing students at Montana School for the Deaf.

Transition Fairs/Conferences and/or Event Exhibits:

Another primary goal of the GURC is to provide ongoing visibility for Gallaudet University through outreach and collaboration with families, students, and professionals in various communities. During FY 2018, GURC-Midwest attended four professional conferences (Ill., Ind., Minn., and Ohio), four seminars (S.D. and Ohio), and co-sponsored seven learning events for professionals and families (Ill., Mich., Minn., N.D., Ohio, S.D., and Wis.). GURC-Midwest's sponsorship efforts enabled President Cordano to lead a keynote presentation and Dr. Laurene Simms to lead an all-day workshop at the third annual Collaborative Experience Conference in November 2017 for professionals who serve students who are deaf, deafblind, and hard of hearing. GURC-Midwest also worked with the Gallaudet Center for Continuing and Online Education and the Ohio School for the Deaf (OSD) to sponsor a "Deaf Learners with Autism" workshop at OSD in the fall of 2017.

GURC-Midwest collaborated with the Ohio Outreach Center for Deafness and Blindness and the Ohio Center for Autism and Low Incidence (OCALI), participating for the first time in their annual OCALI Conference (OCALICON) in November 2017. Over 1,800 people from the U.S. and abroad attended this event. GURC-Midwest had an exhibit booth, led a presentation, and co-facilitated a small group discussion during the OCALICON's Summit on Sensory Disabilities. GURC-Midwest sponsored David R. Schleper's visit to the summit to be a part of a panel discussion focusing on literacy skills. Schleper is the author of the "15 Principles for Reading to Deaf Children" from the Clerc Center. Seventy-three people registered for the summit.

College and Career Readiness Training: GURC-Midwest provided ongoing visibility for Gallaudet University with deaf and hard of hearing students by offering 15 trainings to high school and middle school students in seven Midwest states (Ill., Ind., Mich., Minn., Okla., S.D., and Wis.). Nine of the workshops focused on college and career readiness skills, and nine of the workshops focused on self-advocacy and self-empowerment skills.

GURC-Midwest partnered with the GURC-East director and led two college and career readiness trainings in Connecticut and Massachusetts. GURC-Midwest also collaborated with the GURC-South director to lead a college and career readiness training in Florida and attend two youth learning events in Kentucky. Information about Gallaudet's Undergraduate Programs and Gallaudet's Youth Programs were shared at these events.

GURC-Midwest established a new partnership with the Indiana Deaf and Hard of Hearing Transition Alliance and, in March 2018, attended their annual Indiana Deaf and Hard of Hearing Transition Conference titled "Prepare for Success: Life After High School" in Indianapolis, Ind. GURC-Midwest managed an exhibit booth and led three college and career readiness trainings. GURC-Midwest presented to 45 high school freshmen and sophomores, 50 high school juniors and seniors, and 29 parents and professionals.

GURC-South Region at Austin Community College, Austin, Tex.

Host School Collaboration/Community Diversity: The center's ongoing collaboration with Gallaudet University and Austin Community College (ACC) have made some significant progress. GURC-South continued connecting ACC with statewide events that allow them to market the deaf and hard of hearing programs at ACC, which helped bring in at least 15 new students for the fall 2018 semester. In addition, GURC-South helped ACC re-establish their "Working with DeafBlind Persons" course for their interpreter training program with the support of a local deafblind professional. GURC-South co-hosted and sponsored two workshops related to community diversity. The first workshop was held at the Austin Deaf Club for the Texas School for the Deaf's PRIDE organization to educate others on supporting LGBTQIA+ students and community members while creating affirming environments. The second workshop was held at the Texas School for the Blind and Visually Impaired in collaboration with the DeafBlind Camp of Texas to educate others on supporting deafblind students and community members. Both workshops were beneficial to community members and professionals throughout

the Austin metro area. ACC provided interpreters for both workshops.

Academic Bowl: GURC-South co-coordinated the South Regional Academic Bowl with Gallaudet University's Youth Programs and south region host school. This year, Tennessee School for the Deaf hosted the competition in February 2018. The competition brought in 20 teams from all over the South region. GURC-South hosted the first Bison Luncheon, serving all teams, families, and Academic Bowl staff. Academic Bowl is a yearly event that brings the best of Gallaudet University to prospective students.

Transition/Networking/Partnerships/Professional Development: GURC-South's achievements occurred with the support of local and regional organizations, agencies, and educational partners. FY 2018 saw the establishment of new partnerships with two Texas vocational rehabilitation agencies in developing the first transition conference for deaf and hard of hearing youth. One was held in Houston, Tex., as a one-day event with pre-employment transition services-related workshops, team building activities, lunch, and a keynote presentation. Additionally, GURC-South's Director took on several professional development courses for the benefit of the center's operations.

Transition Fairs/Conferences and/or Event Exhibits: GURC-South attended and provided exhibition and technical assistance for transition fairs, educational events, and conferences. At these events, Gallaudet University is one of several trade schools, colleges, universities, and employment agencies to appear and provide information and resources to deaf and hard of hearing students and parents, as well as staff members who work with deaf and hard of hearing individuals. In FY 2018, GURC-South attended five transition fairs and had exhibits at two special events, two family events, and three conferences. These events provide prospective students and educational professionals the opportunity to learn about Gallaudet University and develop awareness around the opportunities that are present.

Youth Empowerment/College & Career Readiness Training: The Youth Empowerment and College and

Career Readiness trainings are a major part of GURC-South's mission in supporting the success of deaf and hard of hearing students. They provide them with leadership and empowerment tools, as well as guidance in preparing them for life beyond high school. In FY 2018, six Youth Empowerment trainings and two College and Career Readiness trainings were provided to deaf and hearing students across the South region.

GURC-West at Ohlone College, Fremont, Calif.

Regional Connections: Building relationships with schools and programs is essential to the process of providing opportunities to share resources. School and program visits during this year included topics of interest to potential first-time and transfer undergraduates, faculty and administration of K-12 schools and community colleges, Academic Bowl and Battle of the Books participants/schools, and potential partners in professional development. GURC-West concentrated on reconnecting and developing new contacts within the state of Hawai'i. The programs visited in Hawai'i were from Kapi'olani Community College (Honolulu, O'ahu), Pearl City High School (Pearl City, O'ahu), Kaua'i Community College (Lihue, Kaua'i), and Kaua'i School District (Lihue, Kaua'i). Informational meetings took place on Kaua'i with counselors from Kaua'i Community College and the Department of Rehabilitation.

Early Intervention & Family Involvement: To support Gallaudet's efforts to reach Early Intervention providers, K-12 teachers, and parents, GURC-West engaged in multiple activities during the year, including hosting exhibit tables, providing resources, recommending names of and/or logistical planning for presenters, and participating in presentations and meetings. Activities took place during the Early Hearing Detection and Intervention (EHDI) conference in Denver, Colo., the California Educators of the Deaf (CAL-ED) conference in Sacramento, Calif., the California Statewide EHDI special interest group meeting at the American Society for Deaf Children Conference in Salt Lake City, Utah, and the Hands and Voices 2018 Leadership Conference in Cheyenne, Wyo.

Continuing a longstanding relationship to provide the families of the state of Montana with resources, the

GURC-West provided support to the Montana School for the Deaf and the Blind (MSDB), support to presenters from Gallaudet University, and materials from Gallaudet and the Clerc Center for the Annual Family Learning Weekend. Sheri Cook, Director of the GURC-Midwest, gave a presentation to parents and professionals on the topic of the importance of family involvement. Shelby Bean, Admissions Counselor from Gallaudet University, gave two presentations to parents and professionals and to middle school through high school deaf and hard of hearing students on the topic of the athlete in a deaf child. Both presenters met with families throughout the weekend, sharing their personal journeys and insights.

Transition Fairs/Conferences and/or Event Exhibits: In an ongoing partnership with the Center for Childhood Deafness and Hearing Loss (CDHL) in Washington State, which is responsible for Washington School for the Deaf and Statewide Outreach and Training, GURC-West continued to be involved with the planning of professional development as well as youth and family activities. This partnership evolved to include a larger role for GURC-West's participation in the planning and operations of the annual BizTown and Finance Park activity that CDHL runs within the Junior Achievement (JA) program. The culminating event, "Deaf2Deaf Experience," as well as the BizTown and Finance Park activity, took place with students from all over Washington State in attendance. In addition to the JA programs, students met deaf role models from a variety of work backgrounds and attended workshops on self-advocacy. Parents attended workshops on similar topics and met Department of Rehabilitation personnel from their areas. Gallaudet University provided additional support by sending two representatives to work with the students, provide information, and meet with families as deaf role models in their fields.

During the American Society of Deaf Children conference, GURC-West supported partners in the Center for Childhood Deafness and Hearing Loss (CDHL) during a presentation on the topic of BizTown as a teaching tool for soft skills and transition skills. After meeting with the Junior Achievement office in Salt Lake City and with the Utah Schools for the Deaf and the Blind (USDB) administrators, work began on hosting a similar event for the state of Utah for the upcoming year.

Transfer Students/Programs: In ongoing support of transfer students through Ohlone College, GURC-West provided on-site opportunities for these students to learn about Gallaudet's programs for deaf and hearing students. This included face-to-face meetings and proctoring for Gallaudet's ASL Proficiency Interview. Supporting students in higher education at Ohlone also included representing Gallaudet University and facilitating the transfer processes during New Student Orientation and Welcome Day.

Strategic discussion meetings began this year to determine improved processes for assisting transfer students with successful pathways to Gallaudet.

Youth Empowerment Training: GURC-West provided Youth Empowerment training workshops in partnership with the Arizona School for the Deaf and the Blind (ASDB) in Tucson, Arizona. These workshops took place during ASDB's Camp Leap for middle school and high school students. Each group had a three-hour session each day for two days. Evaluations by all participants indicated students found value in the presentation, as did the staff who attended. Of most interest was the exploration of identity as a deaf or hard of hearing person.

Center for Continuing and Online Education

In summer 2017, under the leadership of the Dean of Graduate School and Continuing Studies, the Center for Continuing Studies (CCS) merged with the Office on Distance Education (ODE) to form the Center for Continuing and Online Education (CCOE). CCOE provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies and includes both credit and noncredit offerings within a bilingual (ASL/English) learning environment. To meet participants' learning needs, instruction is conducted in multiple formats—face to face, online, hybrid, or customized as needed by its constituents—to deliver professional development and enrichment courses,

programs, and services both on campus and at sites around the country through its network of Gallaudet University Regional Centers.

CCOE manages a diverse portfolio:

Professional Studies and Training

Professional Studies and Training (PST) courses are offered on campus, online, and at sites across the United States. The following tables show enrollment figures of students enrolled in PST classes during FY 2018.

PST Annual Headcount Enrollment Trend

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Students enrolled only in PST courses	604	588	521	551	715
Undergraduate/graduate students also enrolled in PST courses	113	87	68	63	68

PST Enrollment Counts Per Class by Student Type

	FY 2014	FY 2015	FY 2016	FY 2017 ¹	FY 2018 ¹
Students enrolled only in PST courses	887	806	768	807	977
Graduate students enrolled in PST courses	112	122	68	63	67
Undergraduate students enrolled in PST courses	47	18	23	13	17
Total	1,046	946	859	883	1,061
Faculty/Staff	61	59	68	72	70
Online	380	376	387	415	654

¹As of late Spring 2016, consortium student enrollment is no longer included in the counts per an agreement with the Consortium of Universities of the Washington Metropolitan Area.

PST Fall Census Enrollment Trend¹

Fiscal Year	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Students	122	119	119	151	139

¹Excludes graduate and undergraduate students enrolled in PST classes.

Gallaudet also offers a number of non-credit activities throughout the year, including conferences, trainings, and special events. Participation in these events is not part of the PST figures (headcount or enrollment in courses).

Non-Credit Program Offerings and Participation Trend (outside of PST courses)

	FY 2016	FY 2017	FY 2018
ASL-related activities	15	27	8
Non-ASL-related activities	2	4	5
Total activities	17	31	13
ASL-related participants	372	559	191
Non-ASL-related participants	17	85	143
Total participants	389	644¹	334

¹Participation increase is due to open house events.

Online Degree Completion Program

Online Degree Completion Program (ODCP) is an online undergraduate degree attainment avenue for degree completion students who have accumulated 80 hours of college credits, are unable to finish their degree program on campus full-time, and seek a study program in Deaf Studies or Psychology. ODCP prepares its graduates to be bilingual, critical thinkers who are knowledgeable about their field of study and mindful of their ethical and social responsibilities while mastering the technological skills necessary to succeed in a rapidly changing world. Students can earn college credits through coursework offered in a variety of settings, including online courses owned by the University and taught by its faculty, as well as online courses from the Online Consortium of Independent Colleges and Universities (OCICU) of which Gallaudet is a participating institution.

ODCP Students by Degree Program

Academic Year	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Deaf Studies	20	14	12	12	12
Psychology	2	1	4	2	0
Total	22	15	16	14	12

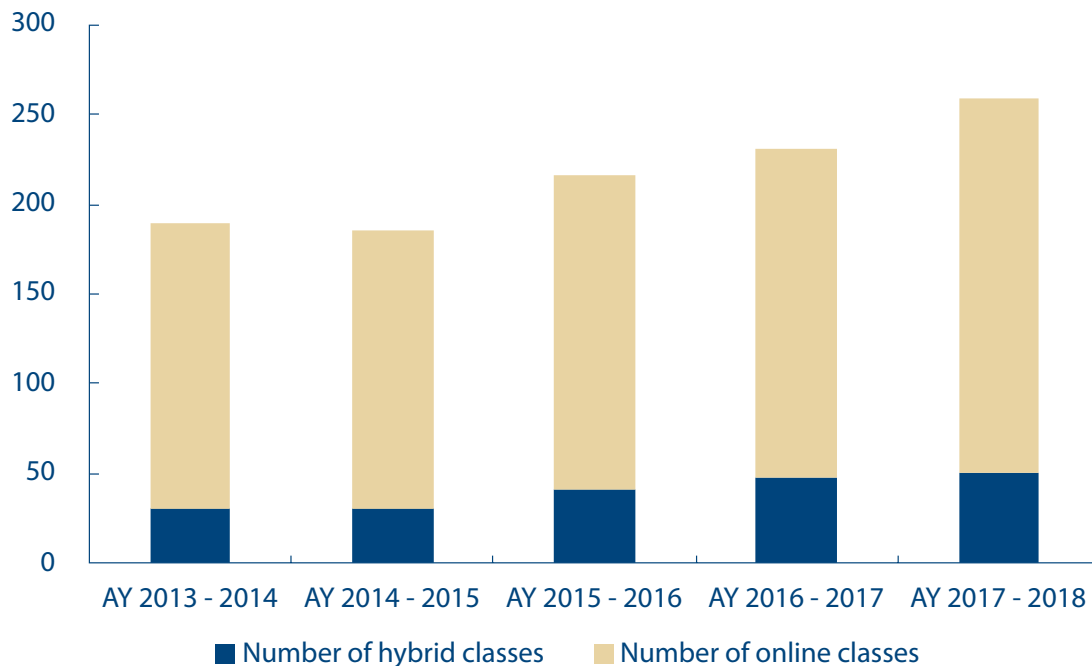
ODCP Graduates by Degree

Academic Year	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Deaf Studies	6	11	2	3	7
Psychology	1	0	0	1	0
Total	7	11	2	4	7

Online and Hybrid Course and Program Development

Gallaudet University offers a wide selection of online and hybrid courses and programs for undergraduate, graduate, and professional studies credit. The number of online and hybrid classes being offered at Gallaudet has risen 33 percent in the past five years. These “anytime, anywhere” learning opportunities allow students at a distance to engage in learning at the time and place of their choosing. CCOE supports the development of online and hybrid courses by providing Instructional Designer Services and overseeing the Gallaudet University Online Teaching Certification.

Online and Hybrid Classes by Academic Year (AY)



Full-Time Faculty and Adjuncts Who Taught Online and Hybrid Courses

Semester	FA 13	SP 14	SU 14	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16	FA 16	SP 17	SU 17	FA 17	SP 18	SU 18
Full-Time Faculty	19	18	21	17	29	17	31	28	16	27	29	13	32	27	18
Adjunct Faculty	21	24	15	27	16	12	20	20	16	27	33	12	26	38	15
Total distinct count	40	42	36	44	45	29	51	48	32	54	62	25	58	65	33

Instructional Designer Services

Established in March 2018, Instructional Designer Services (IDS) supports faculty development and student academic success in online and hybrid formats by providing training to faculty to effectively teach in online and hybrid learning environments, by promoting current and emerging instructional technologies, and by sharing best practices and trends in bilingual education, deaf education, and accessibility in online-driven learning environments. Since the inception of IDS, one instructional designer has been contracted to oversee

the Gallaudet University Online Teaching Certificate process to provide consultation to faculty in online and hybrid course development and to directly develop quality online courses.

Instructional Designer Service	March–August 2018
Individual Consultations	66
Instructor Headcount	34
Distinct Courses Developed	4

Gallaudet University Online Teaching Certification

Faculty and adjuncts are to be fully certified prior to teaching online and hybrid courses. IDS coordinates the certification process. Since its implementation in 2014, **141 faculty and adjuncts** (69 faculty and 72 adjuncts) have successfully undergone a rigorous training program, which includes Quality Matters Applying the Rubric, and have been certified to teach online.

Faculty and Adjuncts Certified to Teach Online and Hybrid Courses for Gallaudet University

Fiscal Year	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Faculty and adjuncts	20	47	30	16	28

XI. International Affairs, FY 2018

International Affairs (IA) continued its involvement in support of Gallaudet’s participation in the American Council on Education’s (ACE) Internationalization Laboratory (IZN), an initiative that began in FY 2017 to underscore the University’s commitment to become a major global hub for research and outreach. (See Achievements section below for more about IZN’s progress during FY 2018.)

Another notable accomplishment that took place in FY 2018 to expand Gallaudet’s global influence was the signing of a memorandum of agreement between Gallaudet University and the Peace Corps to establish a Peace Corps Preparatory Program as part of the University’s undergraduate curriculum. It is anticipated that this program will foster interest among globally-minded students to play a role in fulfilling the Peace Corps’ mission to promote world peace and friendship,

and give them skills that will make them more eligible as prospective volunteers. The agreement advances the goals of the Peace Corps to more effectively serve host countries by sending trained men and women to improve their living conditions, as well as foster mutual understanding between the U.S. and the host countries. The Peace Corps Prep Program also advances the goals of the University by providing an opportunity for students to combine coursework with international outreach.

IA's efforts in advancing the IZN process (*see below*) were among a significant number of international objectives in Gallaudet University's 2017–20 Short-term Strategic Plan that it supported in FY 2018. Specifically, IA made contributions in four of the six priority areas of the Strategic Plan: #2—Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community; #3—Student/Learner Success and Experience: Creating

Background

IA is a component of the Office of Research Support and International Affairs (RSIA) and under the auspices of the Office of the Provost. It reinforces Gallaudet's commitment to global education and outreach by fulfilling the University's mission to enhance scholarly research and engage the global deaf community.

IA serves as the initial point of contact for strategic international visitors and scholars from outside the U.S. who travel to the Gallaudet campus. Another key function of IA is to cultivate and strengthen international partnerships that benefit Gallaudet students and deaf

Internationalization

Approximately 80 people on campus, including several RSIA staff members, have been involved in the Internationalization (IZN) process, with over 1,200 hours logged to date. IZN is an invitational learning community led by the American Council on Education (ACE). The University's objectives for participating in the two-year initiative, which began in FY 2017, are to reaffirm its aim to be a major global hub for research and outreach by review international activities across campus, clarify institutional goals, recommend internationalization goals and priorities, and develop a strategic action plan.

ACE's six pillars to guide IZN are: articulated institutional commitment; administrative leadership, structure, and staffing; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships. Due to the unique nature of Gallaudet, the University's IZN

learners, leaders, innovators, and change-makers as part of Gallaudet's bilingual (ASL/English) mission; #4: Invest in Institutional Infrastructure: Strengthening Gallaudet's strategic positioning for transformation; and #5—Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and Deaf-Blind People and for All of Humanity.

people around the world, and encourages personal and academic growth for the University's faculty and students by overseeing and facilitating intercultural education opportunities.

Gallaudet University's programs for scholars around the world are supported by IA. These allow scholars to come to campus on a long- or short-term basis to study, conduct research, or take advantage of the University's notable resources on Deaf culture. Achievements during FY 2018 include:

Steering Committee added capacity building projects for international collaborations to the sixth pillar.

Early findings of IZN at Gallaudet focus on three themes: growing demand for experiential and global learning; pathways for international student success; and international collaborations with mutual and sustainable benefits that can contribute to Gallaudet's role in an increasingly globalized world. The schedule and progress that has been made were shared with the University's Board of Trustees at its May meeting on campus by the steering committee, with support from President Roberta Cordano and Provost Carol J. Erting.

Related to Gallaudet's commitment to internationalization, Provost Erting accepted an invitation this year to serve as a member of the Commission on IZN and Global Engagement, which serves as an advisory body for ACE and its international initiatives. Her term on the commission lasts through June 30, 2021.

Education Abroad

Exciting developments have taken place in the Education Abroad program at Gallaudet, another component of RSIA. One that has been extremely helpful to students seeking information about studying and interning outside the United States is a new, dedicated website, abroad.gallaudet.edu. The site also features a new process that allows students to fill out applications online instead of on paper and enables coordination with support units across campus to help ensure safe and fulfilling experiences for students who travel outside the U.S.

Another accomplishment that Education Abroad is proud to announce is the availability of two funding opportunities that will provide more Gallaudet students with a more culturally enriching education through learning outside the United States. One is U.S. Department of State Gilman Scholarships, which provide up to \$5,000 to students of limited financial means to study or intern abroad for a summer or semester, thereby gaining skills critical to U.S. national security and economic prosperity. The other is Council on International Educational Exchange (CIEE) Generation Study Abroad Access grants. Gallaudet University and California State University Northridge were selected from a field of nearly 200 submissions as recipients of \$20,000 in CIEE grant funding.

Senior undergraduate Sophie Yesuneh was Gallaudet's first applicant and first winner of a Gilman Scholarship. She interned for the spring 2018 semester at the Anusarnsunthorn School For The Deaf in Chiang Mai, Thailand. Other Gallaudet students who won Gilman Scholarships during the spring semester were Joshua Caleb Arledge, \$2,500 to go to India; Angel Cloud, \$3,500 to participate in the Siena Deaf Studies Program from June to July; and Doris Alcantara, \$5,000 for an internship in the Dominican Republic and to conduct a research project there. In addition, Pawel Smistek was awarded alternate status and will find out by the end of the summer if he won a scholarship. Darriyan Thomas, who is doing an internship in Xalapa, Mexico, was awarded alternate status. This summer, 13 students are taking classes or interning outside the U.S. Two students are in the Siena Deaf Studies program in Siena, Italy,

where they are studying Italian Sign Language (LIS), and spoken/written Italian, and Italian Deaf Culture and History. This exciting three-week summer program offers signers an opportunity to broaden their experience in the Deaf world.

In addition, JamiLee Hoglind was with the National Association of the Deaf Youth in Sweden; Paulette Melendez and Darriyan Thomas were with Resurrección de sordos, A.C. in Mexico; CJ Hirsch was with Las Voces del Silencio (LAVOSI) School for the Deaf in Guatemala; Doris Alcantara and Gennete Liriano were with Ansordos in the Dominican Republic, and Irisa MacAulay was with Listen Up! In Bulgaria. Most of these students received a stipend from the Career Center to help fund expenses related to their internships.

The Generation Study Abroad Access grant is part of CIEE's long-standing commitment to expand study abroad opportunities for students underrepresented in international education. In addition to the \$20,000 grant, CIEE awards over \$5,000,000 a year in scholarships and grants, so all students who want to experience study abroad can do so. Two students have taken advantage of CIEE grant funding during FY 2018. Christopher Jappah, a business major, completed an eight week internship in South Africa. He received two grants from CIEE totaling \$3,000. Nora Rodriguez, an interpretation major and Spanish minor, is in the Dominican Republic studying Spanish for four weeks and living with a Dominican family. She received a \$1,250 grant from CIEE towards her program expenses.

With help and insight from the Career Center, the Education Abroad program has developed a more streamlined process for students applying for internships abroad. Students are now provided a checklist explaining how to obtain an internship as well as sample letters they can use to communicate with international organizations.

Education Abroad launched its student ambassadors initiative at the beginning of the fall 2018 semester. The ambassadors, students who have traveled outside the U.S. to learn as part of their higher education and are passionate about the outcome, volunteer their time

to meet casually with students who are interested in education abroad and share their experiences. This serves as a personal testimony to the value of education abroad and helps promote it as an important part of working toward a University degree.

Programs for International Students

Following up on an IA initiative that began in FY 2017 to enhance Gallaudet University's retention of international students and enhance their lives as a valued part of the campus community, IA's International and Scholar Services (ISSS) hosted three series to help ease international students' adjustment to life in the United States and at Gallaudet, from their time of arrival to full integration into academics and other aspects of campus life—Global Connection Gatherings provide an opportunity for international and domestic students to engage in conversations, create friendships, share cultures, and strengthen their bonds with the Gallaudet community in a casual and comfortable environment. Students are also encouraged to mingle and relax with ISSS staff over tea and coffee. Global Discussion provides transition support and clarity on any issues international students have questions or concerns about. International Coffee Hours enrich the University community by presenting and discussing diverse topics and themes that showcase available resources and support systems at Gallaudet. ISSS strives to create a relaxed atmosphere where the University community interacts with international students, U.S. students, faculty, and staff to share experiences.

By attending these activities, it is anticipated that International students will become more familiar with norms and expectations of living in the United States and at Gallaudet, as well as the many services available at Gallaudet to support them with personal issues, adjustment to a new living environment, and other important matters. Other goals of the ICHs are that international students will connect with one another, the staff of International Affairs, and appropriate University offices, and that international students will express their

Lastly, Education Abroad held its first orientation on April 27, 2018. The orientation provided students with health and safety information, as well as gave them tips on how to be respectful of cultures that are new to those that they are accustomed. This prepared them to be ambassadors for Gallaudet and the United States while they are abroad.

opinions and participate in shared problem-solving efforts with the appropriate University offices.

One particularly notable International Coffee Hour that benefited more than Gallaudet's international students took place on October 18, 2017 when a group of local attorneys shared their expertises with all members of the University's immigrant community on October 18, by providing advice on how to navigate the complex path to living legally in the U.S. More than 100 people representing 28 countries, as well as U.S. citizens, attended the presentation that was led by immigration law attorney M. Lucero Ortiz, Esq., After Ortiz shared basic steps to follow for legal relief and legal rights under U.S. immigration laws, seven attorneys from the Washington, D.C. law firm Morgan, Lewis & Bockius LLP met individually with more than 30 audience members, accompanied by Gallaudet Interpreting Service (GIS) interpreters, for confidential, one-to-one advice and referral sessions. The program was made possible by Christina Christina Payne-Tsoupros, an attorney at Morgan, Lewis & Bockius and the mother of a child attending Gallaudet's Laurent Clerc Center, who offered the firm's assistance in organizing the event.

‘Global Connection’

The RSIA published its third issue of *Global Connection*, a newsletter dedicated to disseminating information about Gallaudet University’s programs aimed at improving the lives of deaf people around the world through education and advocacy. It highlights the University’s outreach efforts, including partnerships it has formed with other countries, and shares the success stories of international scholars whose lives have been changed for the better through their connection with Gallaudet.

The newsletter also reports on steps the University has taken, and previews future plans, to offer and oversee international and intercultural education opportunities for Gallaudet students and faculty, as well as the global community, through enrollment and retention, research, development, and outreach. It demonstrates Gallaudet’s commitment to producing graduates who understand the importance of connecting with other societies around the world and sharing their knowledge.

International Scholars on Campus

A total of 130 students from 41 countries outside the United States were enrolled at Gallaudet University in FY 2018. That year, 27 international students graduated from the University—16 at the bachelor’s level, 10 at the master’s level, and one at the Ph.D. level.

Gallaudet welcomed 16 new students from 8 countries to International Student Orientation (ISO) prior to the start of the fall 2018 semester. Student leaders and

representatives from many departments across campus shared their time and expertise to assist RSIA with ISO. Their efforts helped ease these new students’ transition to campus and academic life at Gallaudet, and therefore help ensure their success and well-being. ISO is a component in Gallaudet’s ongoing commitment to provide “transition support” for entering international students to facilitate their indoctrination to a new country with a different language and culture.

International Special Student Program (ISSP)

The International Special Students Program (ISSP) provides a tremendous learning experience for non-U.S. students who are not pursuing an academic degree at Gallaudet University. While at Gallaudet they can audit courses, be exposed to what is happening on campus, and visit schools, organizations, and agencies. International special students (non-degree) are now

offered an opportunity to develop a customized “learning agreement” to assist them in choosing the courses and support services that they need to reach their goals at Gallaudet, including preparing to enter a degree program. In FY 2018, there were five ISSP participants on campus, one each from China, Iran, and United Arab Emirates, and two from Japan.

International Visiting Researcher Program (IVRP)

The International Visiting Researcher Program (IVRP) at Gallaudet University was established to accommodate a limited number of scholars who wish to use the facilities at Gallaudet University each academic year to work on their research studies. During FY 2018, there were three IVRP participants on campus, two from France and one from Belgium.

Visiting researchers are sponsored by a variety of organizations, including the U.S. State Department’s Fulbright Scholars program. The Fulbright Program aims to increase mutual understanding between the peoples of the United States and other countries, through the exchange of knowledge and skills.

International Scholarships

Support for international students to attend Gallaudet is provided by individuals and organizations from the United States and other nations. Gallaudet works with donors to seek ways for more people outside the U.S. to study at the university, thereby enriching their lives and the cultural diversity of the campus community. The Fulbright-Roberto Wirth Grant in Deafness and 12 small but important scholarships helped make a Gallaudet education possible to 16 international students in FY 2018.

The generosity of the Nippon Foundation of Tokyo, Japan, has continued to produce benefits for individuals from developing nations, under the World Deaf Leadership (WDL) and Sasakawa International Scholarship funds. The Sasakawa International Scholarship (SIS) Fund provides financial assistance to qualified, deserving, deaf international students who are enrolled in at least their second year of a degree-granting program at Gallaudet University to help ensure they have the financial means to complete their degree and graduate. Preference is given to students who are residents of developing countries. For FY 2018, there were nine new and continuing students, from China, Mongolia, Nigeria, and Sri Lanka working on degrees at Gallaudet, thanks to SIS scholarships.

The World Deaf Leadership (WDL) Scholarship is an endowed scholarship funded by the Nippon Foundation, Tokyo, Japan. Gallaudet selects WDL Scholars from developing nations who demonstrate the ability to become international leaders and make significant contributions to their nation and possibly the world. Two worthy awardees of the prestigious Gallaudet-Nippon World Deaf Leadership Scholarship Fund have received a Gallaudet education, beginning with the fall 2017 semester, and are continuing their studies at the University, and a third WDL scholar completed her studies in FY 2018. Expressions of interest for a 2019–2020 WDL Scholarship were submitted by potential applicants during FY 2018. They will be reviewed in order to determine eligibility to formally apply for the scholarship.

As current WDL scholars, Raphael V. Domingo, Manila, Philippines, is pursuing a Ph.D. in linguistics, and Olufemi Olaolu Ige, Abuja, Nigeria, is enrolled in the

Master of Public Administration and International Development program. The WDL scholarship covers their full tuition, room, and board, plus provides a stipend for personal expenses. Both scholars have been granted a leave of absence from their jobs to further their education at Gallaudet.

Mr. Domingo leads the Learner-centered Education Access for the Deaf section at De La Salle-College of St. Benilde in Manila. When he graduates from Gallaudet, he will become the first deaf Filipino Ph.D. Dr. Miako Rankin, an associate professor in the Department of Linguistics, will serve as Domingo's mentor during his studies at Gallaudet as a WDL scholar. Mr. Ige is an administrative officer at the Federal Ministry of Environment in Abuja. Dr. David Penna, chair of the Department of Government and Public Affairs, will be his mentor.

Hanan Aly from Cairo, Egypt, was the first deaf teacher in her country when she came to Gallaudet as a WDL scholar. She pursued a degree in government and public affairs to better understand the legal process and work with the Egyptian government more effectively to make changes. She has already succeeded in convincing the Egyptian government to allow deaf people to vote. Now that she had graduated, Ms. Aly's goal is to improve every aspect of life for deaf Egyptians, beginning with education. Her plan is to found a Center for Deaf Education in Egypt that will accept and teach deaf people of all ages. From this center, she hopes deaf leaders and rights advocates will emerge.

The Nippon Foundation is the world's foremost educational benefactor of deaf and hard of hearing people. Its mission is to create a society without barriers that stand in the way of an individual's ability to achieve a fulfilling, productive life. Since WDL was founded in 2003, 18 scholarships have been awarded to students pursuing a Gallaudet education.

The selection of WDL scholars is highly competitive, and a top priority shared by the Nippon Foundation and Gallaudet University. Both agree that WDL scholars should have a great impact on the lives of deaf people once

they return home. Therefore, great attention is given to the selection process to ensure that scholarships are awarded to candidates whose personal goals fit with Gallaudet’s degree offerings, and that their desired area of study meets the needs of their country.

The process also re-emphasizes the importance of a WDL Scholar candidate’s demonstrated commitment to working with their deaf community as a vehicle of social change. This is accomplished by encouraging deaf leaders from the scholar’s country to stay in contact with them via regular webinars.

International Strategic Visitors

The University regularly receives visits by people from around the world. These range from leaders in higher education and special education who look to Gallaudet to share its expertise in improving opportunities for their country’s deaf and hard of hearing population, to individuals and small groups visiting the U.S. who are familiar with Gallaudet’s world renowned reputation and want a tour of campus as part of their itinerary when visiting Washington, D.C.

A subset of international visitors is seen as representing a strategic opportunity to advance Gallaudet’s student recruiting, academic exchanges, and institutional partnerships. Working with the offices of the president and provost, Gallaudet welcomed 150 strategic visitors representing 26 countries in FY 2018. These visitors were provided assistance in meeting the university’s leadership, students, and faculty in observing classes and discussing key issues of concern. Support for these visitors was provided by the U.S. Department of State, embassies, educational agencies and organizations, and many others.

Partnerships

Gallaudet University’s formal agreements with universities and institutions around the globe aim to advance opportunities to share knowledge, primarily through student exchange. A number of international cooperative agreements are under consideration in FY 2018, including a three-year agreement between

Gallaudet, Wesley University, Ondo, Nigeria, and the Nigerian National Association of the Deaf to promote international academic cooperation and strengthening of educational and career opportunities for deaf and hard of hearing Nigerian citizens.

XII. English Language Institute

Gallaudet’s English Language Institute (ELI) is a non-federally funded, self-supported English as a Second Language (ESL) program for deaf students. The program is currently the only ESL program serving deaf international students in the United States that is accredited by the Commission for English Language Accreditation (CEA). While ELI’s accreditation was renewed for four years during FY 2016, the CEA reaccreditation process began on August 14, 2017, and the program continues to make progress towards reaccreditation. During FY 2018, ELI continued to be a source of international student enrollment for Gallaudet’s undergraduate and graduate programs.

English Language Institute Enrollment Trend

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
64	78	81	91	73	71	57	52	45	43

XIII. ASL Professional Studies Programs

In direct support of Gallaudet University's bilingual mission, the American Sign Language (ASL) Professional Studies Program provides ASL instruction to Gallaudet faculty, staff, and students, as well as students from other area schools and colleges, federal government employees, area businesses, and other individuals and entities interested in learning the language. It offers ASL I-VI, classifiers, fingerspelling, and visual gestural communication, credit-bearing courses, and other ASL learning opportunities such as customized courses and training tailored for the needs of specific disciplines, departments, or units. The program also offers ASL I-IV online courses for external students. Area businesses, government agencies, schools, and organizations that have contracted for ASL Professional Studies through the Center for Continuing and Online Education and the Program and Business Development Offices courses include:

- U.S. Food and Drug Administration
- Upward Bound, U.S. Department of Education
- U.S. Department of Agriculture
- World Bank Group
- Office of the State Superintendent of Education (OSSE)
- National Aeronautics
- U.S. Department of Justice

- Kellogg Conference Hotel
- Upside Travel Company
- Office of Diversity, Equity, and Inclusion
- Politics and Prose

The biggest ASL Professional Studies Program Achievement for FY 2018 (fall 2017 through summer 2018) is the 104 percent increase in enrollment for ASL online courses. This increase in enrollment in ASL education—with a total of 773 students compared to 631 students in the previous year for fall, spring, and summer—is mainly due to online course offerings for ASL during summer.

The American Sign Language Professional Studies Program is engaged in a marketing plan designed to expand ASL learning opportunities for local/community interests, credit-seeking individuals, families, agencies, and organizations by means of media and advertising. The program has partnered with local businesses to provide free community courses for local residents, patrons, and employees. Due to high demand, the development of the ASL Certificate Program is currently in the works, and its release will occur in 2019. The ASL placement testing pilot has been completed and is in the final stage of implementation. The ASL tutoring platform has been developed and is used for ASL Program online courses.

ASL Professional Studies Programs Classes and Enrollment

Classes	F 2015	Sp 2016	Su 2016	Total FY16	F 2016	Sp 2017	Su 2017	Total FY17	F 2017	Sp 2018	Su 2018	Total FY18
On-Site	10	15	27	52	9	10	29	48	8	10	27	45
Online	8	10		18	9	10		19	14	13	8	35
Contract				18				25				12
Total classes				88				92				92

Enrollment	F 2015	Sp 2016	Su 2016	Total FY16	F 2016	Sp 2017	Su 2017	Total FY17	F 2017	Sp 2018	Su 2018	Total FY18
On-site	84	88	274	446	79	77	293	449	75	75	252	402
Online	66	99		165	86	96		182	128	137	106	371
Total enrollment	150	187	274	611	165	173	293	631	203	212	358	773



Priority Six: Optimize Resources: Improving Financial Planning and Management Practices and Strengthening and Diversifying Revenue Streams

Strengthen Gallaudet's long-term financial well-being by growing and diversifying revenue streams and by improving the efficiency and effectiveness of financial planning and management practices.

I. Recent Resource Efficiency Steps—Fiscal Year 2018

Gallaudet University continued to pursue revenue growth opportunities and carefully manage its resources in FY 2018.

1. During FY 2018, the federal government increased the appropriation support to Gallaudet University by \$6.725 million to \$128 million, a 5.5 percent increase over the FY 2017 amount of \$121.275 million. Gallaudet plans to invest this increase in three areas:
 - Adaptive learning and hybrid course design—“Connect”
 - Language acquisition research and dissemination—“Discover”
 - Expanding resources and opportunities to enhance career pathways—“Influence”
2. The Board of Trustees approved a FY 2019 operating budget of \$185.7 million, a \$6.4 million or 3.5 percent increase from the FY 2018 budget of \$179.3 million. The contingency amount has been increased to 2 percent of the budget, from \$2.1 million to \$3.7 million.
3. Included in the FY 2019 operating budget is a conservative reduction in the expected net tuition revenue from \$19.5 million in FY 2018 to \$18.2 million, as well as a flat overall nonfederal revenue expectation from FY 2018. The expense budget was adjusted to reflect these lower expectations.
4. During FY 2018, Gallaudet combined the financial aspects of its continuing transformational activities, e.g., Rapid Response Team, Academic Portfolio Review, and Administrative Services Review, into a single initiative called the Budget Reconciliation and Reinvestment Initiatives (BRRI). BRRI is intended to focus the University administration’s efforts on developing a more sustainable financial model and further diversifying its revenue sources.
5. BRRI has led to opportunities for increased revenue by renting out the residence halls that are not in use during the summer, for example, and by increasing online sales of University merchandise. To reduce costs, the University is looking into reducing its payroll expense and reviewing policies regarding consultants and contractors, network printers and copiers, furniture and equipment, and cell phones.
6. This initiative is expected to continue through FY 2019 and beyond.
6. Gallaudet management continued its Sixth Street property redevelopment efforts during FY 2018. The design and planning of Creativity Way are slowly but surely taking shape with the involvement of the campus and neighboring communities. Creativity Way will seamlessly integrate its redeveloped Sixth Street property with the historic portion of campus while highlighting Gallaudet’s 21st-century innovation and discovery and becoming a D.C. destination point.
7. Gallaudet completed a three-year, \$3 million project to upgrade its network, phone systems, and equipment during FY 2018. Beginning in FY 2019, the University will focus on upgrading its wireless capabilities for three years at an annual cost of \$750,000.
8. Gallaudet fundraising is on track to meet the goal of \$4–6 million for calendar year 2018 as measured by CASE standards as follows:
 - \$2 million in endowment gifts supporting student programs and scholarships
 - \$1 million estate gift for general operations
 - Continued success with planned giving through a matching gift challenge (initial goal of \$1.8 million with nearly \$6 million raised overall)
 - Corporations are recognizing and partnering with Gallaudet on academic and research interests: Pigmental, Convo, IBM, Google, Microsoft, and others
9. During FY 2018, the University continued to carry out its student retention strategies. Under the leadership of the new Associate Provost for Student Success, Gallaudet’s Office of Student Success and Academic Quality is rounded out with units such as:

Photo: students, faculty and staff mingle during the grand opening reception of the newly renovated Sandbox space. The Sandbox is an initiative providing students with collaborative space for innovation outside the traditional classroom.

- Academic and Career Success, which uses a comprehensive approach to academic support through research and an outcomes-oriented curriculum to meet the individual needs of each student both inside and outside the classroom
- Student Success, a unit that manages orientation and mentorship programs that prepare students for success in their academic career at Gallaudet

10. Gallaudet is implementing Guide, a mobile App for its students, and Navigate, a desktop platform for its faculty and professional staff. These provide a “coordinated care network” that brings together a number of campus services to strengthen student success. Guide helps students overcome roadblocks to graduation and make better choices along the way through interactive checklists, reminders, and alerts. Combining best-practice research, student-centered design, and a proprietary analytics engine, Navigate allows institutions to scale their existing student success initiatives with defined paths to college success, ongoing responsive guidance, automated interventions, and a comprehensive administrative dashboard.
11. For better faculty management, the Office of the Provost secured a contract with Interfolio, Inc., effective Fall 2018. It is an automated system used by

more than 800 institutions throughout the country with a “faculty first” approach to track faculty teaching activities, service, scholarship, and research efforts. It will significantly reduce the workload of department chairs while streamlining the reporting activities for academic units university wide. The reduction in department chair workloads is expected to return senior faculty to the classroom, a direct benefit for Gallaudet’s students.

12. The Office of Sponsored Programs, the Graduate School and Continuing Studies, and Research Support and International Affairs came together in an effort to share resources by employing a new grants management system (GMS). To be launched towards the end of this calendar year, the Cayuse GMS will simplify the management of a grant from the development of a proposal to award close out. Furthermore, the GMS will bring pre-award components and various components of post-award into one system, thereby saving time, providing transparency, and offering robust reporting functions. By bringing internal Gallaudet grant funding of research and external federal funding into one system, administrators and key personnel will quickly have a more accurate and complete picture of its funding portfolio.

II. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan is a 10-year campus development plan required by the District of Columbia Zoning Commission. The Campus Plan was influenced by the 2010–2015 Gallaudet Strategic Plan to provide guidance for the development of capital projects to support the mission and goals of Gallaudet while ensuring the best use of the University’s physical assets and fiscal resources.

The Campus Plan sets a bold vision for the campus that builds upon the goals of the 2002–2012 Facilities Master Plan and responds to changes in higher education, the university’s strategic goals, and the surrounding community. Given the dynamic nature of academia in the 21st-century and the University’s physical surroundings, the Campus Plan is intended as an aspirational guide and a vision for future development. It is also intended to serve as a foundation for the University’s capital budget planning process.

Led by a steering committee consisting of representatives from a cross-section of Gallaudet students, faculty, and staff, the Campus Plan is the culmination of input from the campus community and beyond. Over 18 months, students, faculty, and staff participated in a series of

campus workshops focusing on facility needs related to academics and research, sustainability and accessibility, campus life, and DeafSpace design concepts. The Urban Land Institute led a week-long workshop to assist Gallaudet planning staff in developing strategies for building stronger physical and programmatic connections with the surrounding community. Broadly stated, these workshops yielded a commitment to the following planning principles:

- Accommodate enrollment growth and support Gallaudet Strategic Plan goals.
- Increase and enhance on-campus housing.
- Revitalize the heart of the campus and increase density.
- Integrate physical accessibility and sustainability.
- Build new connections with the local community.

During FY 2018, Gallaudet University undertook a series of efforts to assess and prioritize projects in the Campus Plan that will best fit the living and learning needs of students. This project prioritization will be finalized in FY 2019.

See the following section for a map of the 2022 Campus Plan.



101 Chapel Hall	231 Student Union Building	538 University Dining Hall	Commons
102 College Hall	232 Student Academic Center	569 Central Receiving	B New Academic Building
103 Dawes House	243 Central Utilities Building	581 MSSD House 100/200	C New 6th Street Mixed-Use Apartments
104 Kendall Hall	248 Field House	582 MSSD House 300/400	D New Innovation Lab/Business Incubator
105 Fowler Hall	265 Sorenson Language & Communication Ctr.	589 MSSD Gym. & Pool Building	E New Visitors Center
106 Gate House	290 Penn Street	641 Kendall Demonstration Elementary School	F New Recreational Gym
107 EMG Residence	317 Peet Hall	771 Security Kiosk	G New MSSD Residence Hall
108 Ballard House	318 Living Learning Residence Hall	772 Grandstand	H New MSSD School
109 Fay House	327 Ballard Hall – West	791 Field House Parking Garage	
110 Denison House	328 Ballard Hall – North	792 Hanson Plaza Parking Garage	
115 Peikoff Alumni House	335 Clerc Hall	793 KDES Parking Garage	
214 Kellogg Conference Center	336 Benson Hall	794 MSSD Parking Garage	
219 Hall Memorial Building	345 Carlin Hall	795 Sixth Street Parking Garage	
223 Elstad Auditorium	537 Health Center	A New Student Learning	
229 Washburn Fine Arts Building			

III. Sixth Street Planning

In FY 2017, the District of Columbia Zoning Commission approved the Gallaudet and JBG Smith Stage One Planned Unit Development (PUD) for development on the east and west sides of Sixth Street. The Stage Two PUD is currently on hold pending an appeal.

Creativity Way is located on the east side of the development on Sixth Street and is led by the Creativity Way Steering Committee, which is comprised of Gallaudet administrators, faculty, and staff who are developing the programmatic aspects of the project. Creativity Way is described as follows by Dr. Laura-Ann Petitto, a member of the Steering Committee: “Gallaudet’s Creativity Way is to be a world of fascinating visual-

tactile sensory experiences, a site with state-of-the-art knowledge, learning, and discovery, a site with living, breathing futuristic growth and creativity. It is to be a place to advance the latest knowledge—and to catapult new knowledge—that will captivate, compel, and ignite great conceptual change. It will ‘change minds and hearts’ in individuals and society. It is a destination designed to advance policy and education in ways that will positively impact the lives of all people, especially deaf children and adults. It is designed to impart new skills, new entrepreneurial and Washington, D.C.—community partnerships, and new solutions that are vitally needed in students and society to thrive in a 21st-century global world.”

IV. Gallaudet Innovation and Entrepreneurship Institute

The mission of the Gallaudet Innovation & Entrepreneurship Institute (GIEI) is to inspire a culture of student entrepreneurship education. GIEI had a very successful first year culminating with a pitch competition in April 2018 where eight teams vied for cash prizes to help launch their businesses. Recent student alumni competitors who went through the GIEI program include Streetcar 82 and reFort.

During the summer of 2018, GIEI supported Youth Summer Programs (YSP) through innovation and entrepreneurial activities such as teaching high schoolers how to code using small toy drones, teaching them design-

thinking by building their ideal “college dorm room,” and teaching them social entrepreneurship through a group activity developing solutions to keep our oceans clean and animals safe.

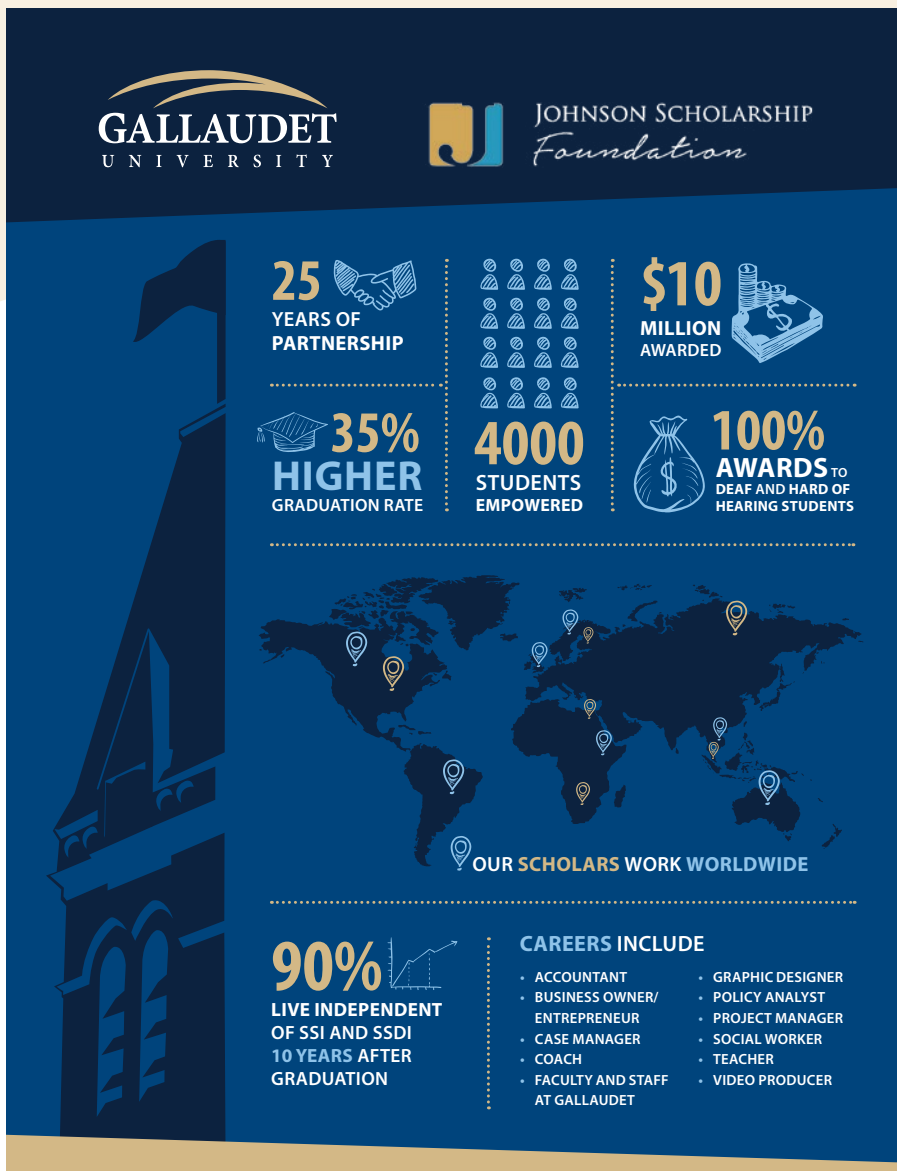
During the Fall 2018 semester, GIEI offered a brand-new course on social entrepreneurship. Furthermore, in addition to offering self-employment workshops such as the Global Startup Weekend sponsored by Grow with Google and weekly mentoring sessions for students, GIEI is also piloting BisonTalks, a new speaker series focusing on innovation, entrepreneurship, and leadership.

V. Development and Alumni Relations

The mission of Development and Alumni Relations is to engage alumni, families and friends, foundations, and corporate partners in the life of the University. Staff work to ensure an active and committed alumni community and to encourage financial investment in Gallaudet programs and scholarships from all constituencies.

During FY 2018, fundraising provided \$6.4 million in new gifts and pledges. The alumni engagement rate was 78 percent.

The Spring 2018 edition of the Gallaudet Today Magazine described 25 years of giving from the Johnson Scholarship Foundation.



FY 2018 Individual Gifts or Pledge Payments of \$10,000 and More

- Ms. Caroline A. Amplatz
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Mr. Jameson and Mrs. Meredith Crane
- Dr. Samuel K. Weisman and Dr. Nancy J. Crown
- Mr. Kenneth C. Mikos
- Ms. Jacqueline A. Muller
- Mr. Bennett C. and Mrs. Shannon Stichman
- Mrs. C. Ann Tennis
- Ms. Joni L. Henderson and Ms. Patricia A. Underbrink
- Mr. David and Mrs. Julie Van Scott
- Mrs. Joan Williams
- Anonymous

First Gallaudet Alumni with a Giving Total of \$1 Million



Gerald "Bummy" Burstein, '50 and H-'86, passed away on Friday, August 31, 2018. One of the University's best-known and most instantly recognizable alumni, he will be the first graduate of Gallaudet to realize a giving total of more than \$1 million, thanks to his generous testamentary gifts. His legacy will endure at Gallaudet through an endowment supporting the Burstein Center for Excellence in Leadership and Innovation.

FY 2018 Corporate and Foundation Gifts or Pledge Payments of \$10,000 and More

- Dorothy G. Bender Foundation
- Bou Family Foundation, Inc.
- The Hilda E. Bretzlaff Foundation
- Clark-Winchcole Foundation
- Community Foundation of Southern Arizona
- Congressional Football Game for Charity, Inc.
- FLIK Hotels & Conference Centers
- Google, Inc.
- GUAA – National
- The Theodore R. & Vivian M. Johnson Scholarship Foundation
- Kantor Foundation, Inc.
- The Maguire Foundation
- The Charlotte W. Newcombe Foundation
- Raytheon Company (MG)
- Sorenson Communications, Inc.
- The James Lee Sorenson Family Foundation
- Sorenson Impact Foundation
- Hattie M. Strong Foundation
- National Philanthropic Trust of the Van Scott Charitable Foundation
- World Vision, Inc.
- ZVRS & Purple Communications, Inc.
- Anonymous (2)

FY 2018 Bequest Gifts or Pledge Payments of \$10,000 and More

- Estate of Richard S. Beaattie
- Estate of Ms. Alice L. Burgess
- Estate of Dr. C. J. Giangreco
- Estate of Dr. Marshall S. Hester
- Estate of Tamozelle Jennings
- Estate of Mrs. Norma D. Smith
- Estate of Louis Wagner

FY 2018 New Members of the Abraham Lincoln Legacy Society for Planned Gift

- Ms. Candas I. Barnes
- Ms. Pamela F. Collins

- Ms. Shirley D. Hicks
- Mr. Michael L. Kaufer and Mr. Matthew E. Davis
- Mr. Kenneth C. Mikos
- Mr. Randy A. Prezioso and Ms. Carlene D. Thumann-Prezioso

- Ms. Joni L. Henderson and Ms. Patricia A. Underbrink
- Dr. Stephen F. and Dr. Mary T. Weiner
- Ms. Elizabeth Weyerhaeuser

FY 2018 New Members of the Abraham Lincoln Legacy Society for Endowment

- Dr. Donalda K. Ammons and Dr. Diane Dyer Morton
- Mr. Robert J. Bufo, Jr.
- Mr. Phillip H. and Mrs. Mary S. Dall
- Mr. Robert J. and Mrs. Bea H. Grossman
- Ms. Marcia A. Zisman
- Anonymous

Macfadden Legacy Challenge



Photo by Zhee Chatmon

Gallaudet fulfilled the Macfadden Legacy Challenge in FY 2018. This matching gift challenge enabled alumni to make an immediate impact when they made or reported a new planned gift to Gallaudet University (e.g., via bequests in a will or living trust, through retirement plan beneficiary designations, etc.).

Upon documenting a new planned gift to Gallaudet University, the donor could direct the matching funds to any Gallaudet fund they desired, such as a specific scholarship, a specific program, or even their class reunion fund.

Moreover, if the estimated value of their planned gift was worth \$100,000 or more, the donors were recognized for their generosity by having their names and photos printed on a beautiful lamppost banner

displayed on campus around the Hotchkiss Field during Homecoming weekend.

For every new documented planned gift, Jim and Holly Macfadden ('62 and '64) donated \$1,000 in the donor's honor to any Gallaudet fund of their choice.

- Offered to 25 alumni or spouses of alumni, 50 years and older
- Donors must make or report a new planned gift with documentation and estimated value

Alumni who qualified for the Macfadden Legacy Challenge for a grand total of \$6 million in new commitments:

- Dr. Donalda Ammons & Ms. Diane Morton
- Ms. Candas Barnes
- Dr. Gerald "Bummy" Burstein
- Ms. Pam Collins
- Mr. Clark & Mrs. Rosalee Connor
- Mrs. Mary & Mr. Phillip Dall
- Mr. Jack & Ms. Roslyn Gannon
- Mr. Bob Grossman
- Ms. Shirley Hicks
- Mr. Chris Hoerr & Mr. Cesar Morata
- Ms. Patricia Lee Jacobs
- Mr. Michael Kaufer
- Dr. Eddy Laird
- Mr. James & Mrs. Holly Macfadden
- Mr. Ken Mikos

- Mr. Randy & Ms. Carlene Prezioso
- Ms. Helena Schmitt
- Ms. Jane Sutcliffe
- Dr. Ronald & Mrs. Agnes Sutcliffe
- Ms. Patricia Underbrink

- Dr. Stephen & Ms. Tammy Weiner
- Ms. Elizabeth Weyerhaeuser
- Mr. J. Sterling White
- Ms. Sara Winchester & Ms. Deborah Penrose
- Ms. Marcia Zisman

Gallaudet University Employee Giving

An employee payroll giving campaign launched September 2018 via email, direct mail, social media, Daily Digest and a web site. Example:

SCHOLARSHIPS HELP STUDENTS BECOME FUTURE LEADERS!

gallaudet.edu/payrollgiving

PAYROLL GIVING MADE *easy*

EMAIL INSTRUCTIONS

- Email giving@gallaudet.edu
- Specify your payroll gift amount
- Specify which fund to support
- You're done!

or

ONLINE INSTRUCTIONS

- Go to gallaudet.edu/payrollgiving
- Specify your payroll gift amount
- Specify which fund to support
- You're done!

WHY WE GIVE

GALLAUDET UNIVERSITY

CANDAS BARNES, G-'07
Giving to Gallaudet since 2001

CATHERINE VALCOURT-PEARCE, '95 & G-'07
Giving to Gallaudet since 1995

VI. Employee Demographics

The first five tables of this section provide the number of employees by various categories, with the first table providing a total of all employees and the four subsequent tables each showing a different category of employee. Additional tables provide historical summaries of employees by category as well as by staff hire demographics.

Total All Types Employees as of October 1, 2018

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	44	74	63	55	88	30	118
Faculty	71	113	97	87	126	58	184
Clerc Center Teachers	16	39	48	7	41	14	55
Professional Staff Academic/Student Support	57	110	118	49	107	60	167
Professional Staff Administrators/Institutional Support	71	121	99	93	121	71	192
Secretary/Clerical	7	30	14	23	10	27	37
Technical	23	9	24	8	17	15	32
Service	74	42	49	67	41	75	116
Maintenance	13	17	4	26	1	29	30
Total	376	555	516	415	552	379	931*

*Totals include regular status, extended temporary, grant-funded, and auxiliary funded employees.

Regular Status Employees as of October 1, 2018

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	41	69	60	50	81	29	110
Faculty	70	112	96	86	125	57	182
Clerc Center Teachers	16	39	48	7	41	14	55
Professional Staff Academic/Student Support	54	102	109	47	100	56	156
Professional Staff Administrators/Institutional Support	67	109	90	86	108	68	176
Secretary/Clerical	7	26	13	20	9	24	33
Technical	21	9	23	7	15	15	30
Service	70	38	41	67	35	73	108
Maintenance	13	17	4	26	1	29	30
Total	359	521	484	396	515	365	880

Extended Temporary Employees as of October 1, 2018

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	0	0	0	0	0	0	0
Faculty	1	1	1	1	1	1	2
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff Academic/Student Support	0	1	1	0	0	1	1
Professional Staff Administrators/ Institutional Support	3	8	8	3	8	3	11
Secretary/Clerical	0	1	1	0	1	0	1
Technical	1	0	1	0	1	0	1
Service	0	0	0	0	0	0	0
Maintenance	0	0	0	0	0	0	0
Total	5	11	12	4	11	5	16*

*Four of the extended temporary employees have positions that are grant funded; the other twelve have positions that are federally funded.

Grant-Funded Employees as of October 1, 2018

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	2	0	1	1	2	0	2
Faculty	0	0	0	0	0	0	0
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff Academic/Student Support	0	2	0	2	2	0	2
Professional Staff Administrators/ Institutional Support	1	1	1	1	2	0	2
Secretary/Clerical	0	0	0	0	0	0	0
Technical	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0
Maintenance	0	0	0	0	0	0	0
Total	3	3	2	4	6	0	6

Auxiliary Funded Employees as of October 1, 2018

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	1	5	2	4	5	1	6
Faculty	0	0	0	0	0	0	0
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff Academic/Student Support	3	5	8	0	5	3	8
Professional Staff Administrators/Institutional Support	0	3	0	3	3	0	3
Secretary/Clerical	0	3	0	3	0	3	3
Technical	1	0	0	1	1	0	1
Service	4	4	8	0	6	2	8
Maintenance	0	0	0	0	0	0	0
Total	9	20	18	11	20	9	29

Deaf and Hard of Hearing Individuals in the Workforce in Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2018	53	53	87	60	42	55

Members of Traditionally Underrepresented Groups in the Workforce in Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2018	25	31	25	36	67	41

FY 2018 Staff Hire Demographics by Grade for Regular Status Employees

Grade	# Pos.	# Appl.	White or unknown appl.	TUG ¹ appl.	Hearing or unknown appl.	Deaf or Hard of Hearing appl.	White or unknown hired	TUG ¹ hired	Male hired	Female hired	Other sex or not available hired	Hearing or unknown hired	Deaf or Hard of Hearing hired
Union	1	11	4	7	4	7	0	1	1	0	0	0	1
1–3 ²	7	87	36	51	26	61	3	4	2	5	0	1	6
4	7	43	15	28	22	21	2	5	3	4	0	3	4
5	7	94	47	47	30	64	3	4	3	4	0	1	6
6	2	13	5	8	9	4	0	2	2	0	0	1	1
7	10	107	72	35	13	94	6	4	2	8	0	1	9
8	8	105	72	33	26	79	6	2	4	4	0	3	5
9	9	38	21	17	14	24	5	4	2	7	0	5	4
10	4	35	21	14	8	27	2	2	2	2	0	1	3
11–14 ^{2,3}	7	75	58	17	18	57	5	2	6	1	0	1	6
Subtotal	62	608	351	257	170	438	32	30	27	35	0	17	45
Open positions ⁴	26	-	-	-	-	-	-	-	-	-	-	-	-
Canceled positions ⁵	13	-	-	-	-	-	-	-	-	-	-	-	-
Temporary positions	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Positions	101	-	-	-	-	-	-	-	-	-	-	-	-

¹ Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

² Data are combined because of small numbers of positions.

³ Data does not include applicant data for position filled through external hiring process.

⁴ Final data are not available because these positions were opened or on hold at the end of the year.

⁵ Hiring data are not available as these positions were cancelled during the year.

VII. Communication Access—Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) is a campus resource offering:

- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration
- Comprehensive after-hours emergency response program for on-campus emergencies
- Emerging Signers Program, providing classroom support services for deaf, hard of hearing, and deafblind undergraduate students who are new to learning American Sign Language
- Captioning Services Program, which focuses on increasing quality and options of captioning services available to students while also reducing expenses to the university for such services
- DeafBlind Paraprofessionals Program, which increases inclusion of both deafblind students and students seeking to explore working with deafblind persons
- Results! Mentoring Program, which provides mentoring, training, consultation, and supervision to intern interpreting students and freelance interpreters
- Workshops on a variety of topics

GIS employs approximately 30 staff interpreters and 75 additional part-time, contract interpreters. GIS interpreters are vetted by a screening process that surpasses national standards, and interpreters working on campus bring at least five years of professional interpreting experience. While the majority of GIS services are American Sign Language (ASL)-English, Tactile, and intralingual interpreting services for academic endeavors, all of the following services can be requested through GIS:

- ASL-to-English and English-to-ASL interpreting
- DeafBlind interpreting (Tactile, Pro-Tactile, Close-Vision, Low-Vision)
- Captioning, on-site and remote Communication Access Realtime Translation (CART)
- Legal and law enforcement interpreting
- Medical/mental health interpreting
- Consultation/workshops
- Video Remote Interpreting

- Interpreting in International setting

While GIS is a service unit that supports communication needs in educational, employment, and administrative functions, GIS also collaborates with the Office of Student Success to provide sufficient communication access for undergraduate students who are learning American Sign Language (ASL), as well as cultural inclusion for these students while they are given resources and tools to become independent users of ASL and members of the Gallaudet deaf community. GIS modified how interpreting services are provided, and it offered additional services to encourage students to learn through immersion when possible without compromising access to classroom communication. This unit includes a high level of interaction with students regarding their communication needs.

GIS administers the Results! Mentoring Program, which provides structured support to students with emerging interpreting skills and to professional working interpreters who desire skills refinement or skills specialization.

GIS provides emergency communication support to faculty, staff, and students both at Gallaudet University and at the Clerc Center (Model Secondary School for the Deaf and Kendall Demonstration Elementary School campuses). GIS works closely with the Department of Public Safety (DPS), Residential Life staff, and external emergency support personnel in assessing, determining, and providing communication support. This model program is staffed with interpreters who are nationally certified; many hold additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

The following graphs and tables provide the number of hours of direct student services, including interpreting for all direct services such as classroom, internships, externships, student teaching, and consortium courses, as well as for other services provided for students. For the Clerc Center, this includes the Parent-Infant Program and Emerging Signers Program.

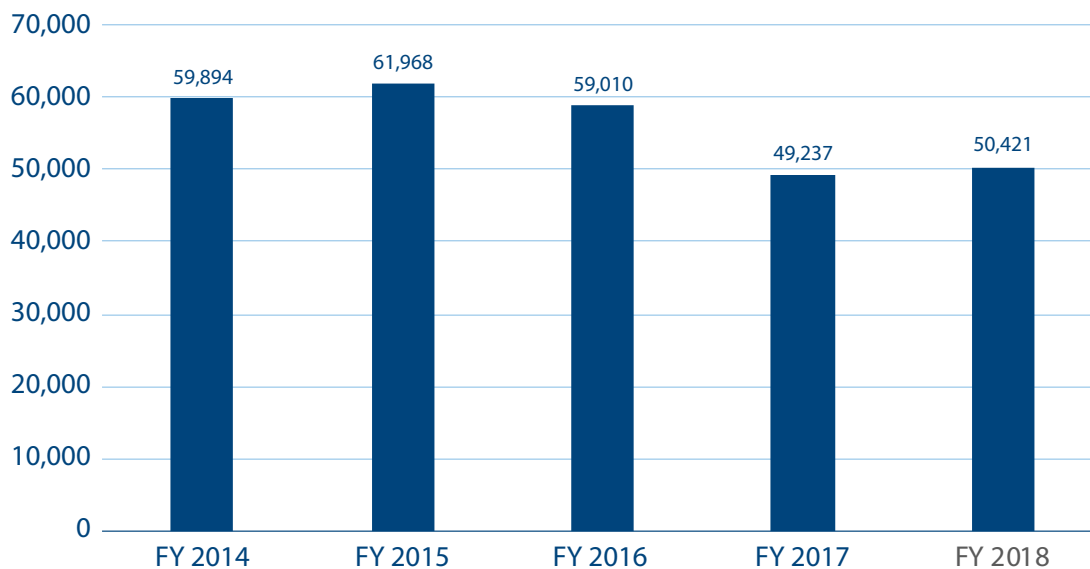
Courses Supported by Semester and Service

Service	Fall 2014	Spring 2015	Total AY15	Fall 2015	Spring 2016	Total AY16	Fall 2016	Spring 2017	Total AY17	Fall 2017	Spring 2018	Total AY18
Captioning	34	43	77	51	48	99	55	42	97	45	36	81
ASL-English	102	86	188	100	90	190	42	46	88	56	53	109
DeafBlind	75	93	168	68	76	144	74	52	126	55	61	116
Total	211	222	433	219	214	433	171	140	311	156	150	306

Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
President	28	7	-	-	13
Administration and Finance	274	0	-	7	6
Academic Affairs	50,496	54,536	53,101	42,508	42,719
Clerc Center	9,096	7,425	5,909	6,722	7,683
Total	59,894	61,968	59,010	49,237	50,421

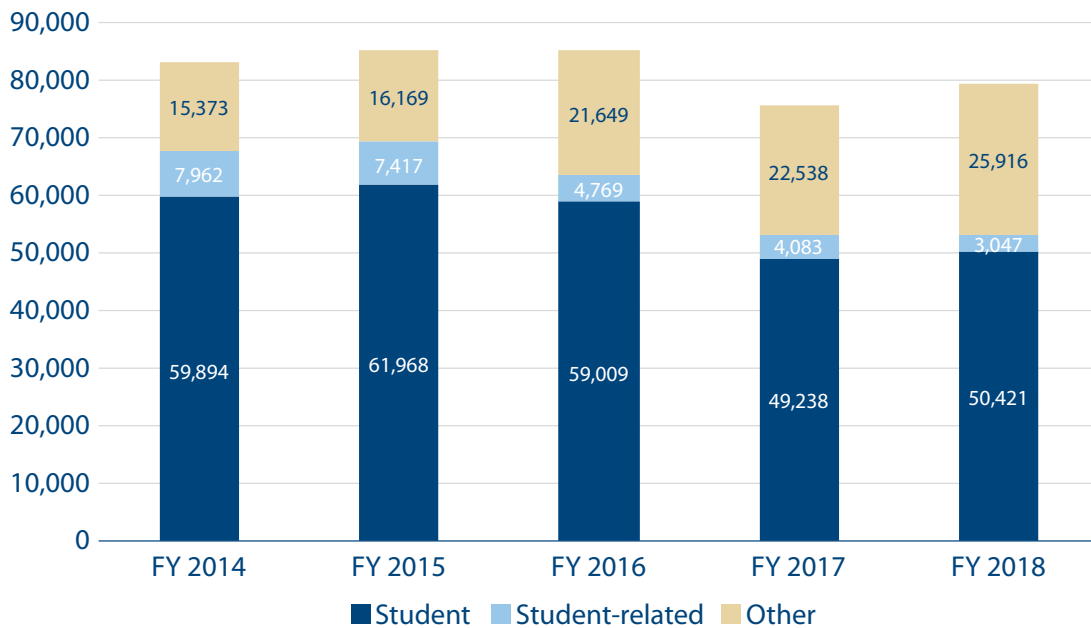
Direct Student Services Hours Provided by Fiscal Year



Hours of Direct Total Services Provided University-Wide by Fiscal Year and Type

Type	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Student	59,894	61,968	59,009	49,238	50,421
Student-Related	7,962	7,417	4,769	4,083	3,047
Other	15,373	16,169	21,649	22,538	25,916
Total	83,229	85,554	85,427	75,859	79,383

Hours of Direct Total Services Provided University-Wide by Type



Percent of Student Services (Direct and Related) Provided University-wide

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Percent of student services	82%	81%	75%	65%	64%

Photo: at BisonFest (part of New Student Orientation) recent Gallaudet graduate Shara Bonilla displays the summer's bountiful strawberry harvest grown in the nearby Gally Gardens.



Shara Bonilla
GALLAUDET



Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curriculum, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the nation.

I. Overview of the Clerc Center

While providing an exemplary education to the students attending Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. This partnership is the cornerstone for activities designed to have national impact. Its goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower achieving academically, who

come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or cultural groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and publicizes its research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing and the professionals who work with them.

FY 2018 Highlights

The Clerc Center engaged in activities designed to improve the education and outcomes of deaf and hard of hearing children at the Clerc Center and throughout the nation during FY 2018. The Clerc Center demonstration schools implemented refinements in instructional support, teacher training, and resource allocation to continue to enhance

teacher instructional skills, and ultimately, student achievement. The Clerc Center also continued planning and implementation of initiatives in demonstration school and national priority areas that comprise the Clerc Center Strategic Plan 2020 (CCSP 2020).

Highlights from KDES and MSSD

- Strengthened support for teachers' skills in the area of ASL and English bilingual instruction through the following: creation of a new position—director of bilingual education—to coordinate oversight of all bilingual instructional support; planning and training for all teachers in using bilingual education strategies; provision of ongoing support from instructional support personnel to reinforce and sustain the work.
- Used information from research and evidence-based practice to continue implementation of the CCSS-aligned curricula in ELA and mathematics K–12 through the development of new curricular units, while also adopting a new assessment to track student progress throughout the academic year and better guide planning for individual students.
- Refined approaches to providing support for instructional planning by combining embedded professional learning opportunities for teachers with ongoing consultation assistance from instructional personnel; coordinated efforts under the leadership of a new director of instruction position; continued focus on using research- and data-based approaches to instructional planning.
- Following accreditation using the Excellence By Design (EBD) protocol from the Middle States Association (MSA) and the Conference of Educational Administrators of Schools and Programs for the Deaf, completed initial steps in clarifying and defining goal areas in order to facilitate development of seven-year action plans.
- Expanded a literacy intervention program school-wide at KDES and developed plans for a more structured data collection in order to better implement interventions and measure impact on student achievement; also expanded to include pilot groups at MSSD.

Photo: After school, MSSD students can choose between participating in athletics, performing arts, or the After School Program, which includes various outdoor/indoor activities like the media club, bike club, Botball for the robotics enthusiasts. Photo credit: Matthew Vita

Highlights from the Clerc Center's National Service

During FY 2018, the Clerc Center addressed challenges to the public input process that led to weaknesses in representation based on ethnicity and race, a critical step in reducing under-representation of traditionally underserved groups in the process. The Clerc Center continued to develop and provide resources that support professionals working with deaf and hard of hearing children across the country, ranging from those with significant knowledge of educational strategies for deaf and hard of hearing students to those who may only have one deaf or hard of hearing student in their career.

- Focused efforts on obtaining public input from traditionally underserved groups through refinement of data collection strategies, provision of Spanish-language surveys upon request, directly targeting families of color with deaf or hard of hearing children through the use of focus groups as part of a research study, and undertaking a research study to learn more about educational and advocacy experiences of families of color. This effort also included attending conferences and events geared towards families of color with the express purpose of gathering public input from these groups.
- Hosted the first in a series of professional learning opportunities for educational interpreters, *Debunking the Myth of "Just" Being an Educational Interpreter*,

a week-long online experience that accommodated educational interpreters' work schedules.

- Released the 2018 issue of *Odyssey* with the theme of "The Future of Deaf Education: Factors Impacting Positive Change." This issue includes 18 articles written by a total of 28 professional and parent authors that present a recurrent theme—that of the need for collaboration to meet the changing needs and reflect the diverse characteristics of today's deaf and hard of hearing students.
- Created and disseminated two new resources. *Supporting Students Who Are Hard of Hearing—Promoting a Positive Educational Experience* is targeted to both related service providers and teachers, and *Supporting Students Who Are Deaf or Hard of Hearing—Recommended Practices in a General Education Setting* is targeted specifically to related service providers.
- Created a national professional online community designed to build various online learning communities that enhance professional development opportunities. This community now has 2,354 members, with 375 new members from a September 2018 online discussion for educational interpreters.
- Continued to provide relevant information to stakeholders through archived webcasts. During FY 2018, nine archived webcasts were viewed a combined 54,500 times.



II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110–315), directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines both the primary responsibilities of the Clerc Center and the demonstration schools and the

reporting requirements for Gallaudet University, many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where “...” appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation.

The EDA requires the Clerc Center’s elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or cultural groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See section VII.)
- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf, to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare

such individuals for college, other postsecondary opportunities, or the workplace. (See section VII.)

The EDA also mandates the Clerc Center to:

- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See section VI.)
- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs.... (See section VI.)
- Establish and publish priorities for research, development, and demonstration through a process that allows for public input. (See section III.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:

- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a State, adopted and implemented, as appropriate, pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and

Photo: a KDES teacher, who incorporates the works and perspectives of people of color in her classroom, talks with her students about the life and legacy of Martin Luther King, Jr. Photo credit: Matthew Vita

- implement such standards and assessments for such programs by no later than the beginning of the 2009–10 academic year;
- Annually determine whether such programs at the Clerc Center are making adequate yearly progress...; and
- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress.... (See section VII.)

Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University ... 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 Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:

- The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, and who left without completing a program of study reported under each of the programs of the University (i.e., elementary, secondary).... (See sections VIII and IX.)
- 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:
 - The number of students enrolled full time and part time. (See sections VII, VIII, and IX.)
 - The number of these students who completed or graduated from each of the educational programs. (See sections VII and IX.)
 - The disposition of these students on the date that is one year after the date of graduation or completion of programs at...the University and its elementary and secondary schools in comparison to students from non-minority backgrounds. (See section IX.)
 - The number of students needing and receiving support services (e.g., tutoring, counseling) at all educational levels. (See section VIII and IX.)
 - Strategies (e.g., parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing and the number of parents who have been served as a result of these activities. (See section VII.)

Note: This annual report satisfies these requirements.

III. Public Input

Through the EDA, the Clerc Center is required by the United States Congress “to establish and publish priorities for research, development, and demonstration through a process that allows for public input.” In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported

by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans.

Priority Setting

During its most recent public input cycle, 2010–2012, the Clerc Center used a series of mechanisms to gather public input, including targeted meetings, surveys, conference exhibits, and individual contacts. Following analysis, public input information was used to guide the Clerc Center’s priority setting process for the national service portion of the CCSP 2020.

To establish its priorities, the Clerc Center convened a National Priority Setting Meeting in February 2013. Participating were parents, teachers, school professionals, early intervention service providers, organizational leaders, and university professionals from across the nation. The Clerc Center used the Structured Dialogic Design Process (SDD) designed by Dr. Alexander “Aleco” Christakis. Christakis has more than 35 years of working in the field of complex change and consulted with the Clerc Center to plan and execute this meeting or “co-laboratory.” Co-laboratories are focused, action-oriented, democratic meetings during which every perspective is recognized and honored. The SDD process was selected

because it promotes consensus building and shared ownership and would result in the identification of priorities based on the collective wisdom of Clerc Center stakeholders. By the end of the process, all participants developed a shared understanding of the challenges that, if addressed by the Clerc Center, would have a positive impact on the success of current and future generations of deaf and hard of hearing children.

The process resulted in the identification of three priorities that serve as the foundation for the CCSP 2020:

1. Professional Development—The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.
2. Family-School Partnerships—The Clerc Center will promote the development of knowledge necessary



for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

3. Collaboration—The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

The Clerc Center has developed and is continuing to develop resources to address each of the CCSP 2020 priority areas, which are described in more detail later in this chapter. While the Clerc Center is midway through the CCSP 2020 cycle, the second public input-strategic plan cycle, which will lead to the development of CCSP 2025, is also underway. The timelines for the CCSP 2020 and 2025 cycles are provided below.

CCSP 2020	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Phase 3: Development and Dissemination									
CCSP 2025	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Phase 1: Public Input									
Phase 2: Priority Setting									
Phase 3: Development and Dissemination									

Public Input Cycle: FY 2017–2019

In FY 2017, the Clerc Center completed its review of its three-stage public input process. As a result of this review, the Clerc Center utilized new approaches to communicate about and disseminate the public input survey, which was shared with the U.S. Department of Education. Changes include use of current technologies to improve survey design, dissemination strategies, and data collection, and also the development of a survey that includes both ASL videos and English text. These changes were intended to enhance the Clerc Center’s efforts to maximize its reach to key stakeholders in the education of deaf and hard of hearing students from birth through high school.

Although the number of survey respondents exceeded expectations based on the last public input cycle, demographics of survey respondents suggested a need to improve representation based on ethnicity and race, one of the traditionally underserved groups (members of ethnic and racially diverse groups). Under-representation of these groups may be due to several reasons, including

1) inability to complete the survey due to lack of access to technology, 2) lack of awareness of or knowledge about the public input survey, and 3) challenges with reaching out to traditionally underserved groups. Several modifications to the public input process were made to address these concerns:

1. Refining data collection strategies to work more closely with schools and programs for deaf and hard of hearing students and organizations to involve parents in the public input process
2. Providing hard copies of surveys in English and Spanish for parents and caregivers upon request from a school for the deaf
3. Incorporating the public input question as part of a research study using focus groups involving families of color with deaf and hard of hearing children

The Clerc Center has undertaken a research study to learn more about educational involvement and

advocacy experiences of families of color (e.g., Black/African American, Latino/Hispanic) with deaf and hard of hearing children (described in more detail in the Evaluation and Research section). The study about these families' experiences explores challenges and needs of families of color advocating for their deaf and hard of hearing children's education, which relate to the overall question asked in the public input survey. The study involves implementation of several small focus groups in different parts of the United States.

This method of collecting public input from members of traditionally underserved and/or underrepresented groups using focus groups addresses limitations of the survey methodology that may have generally impacted participation of ethnically and/or racially diverse families. Participating families will have the opportunity to provide input in a way that best suits them and also will enable us to collect input from groups that are traditionally hardest to reach. In this way, the Clerc Center is working to remove barriers for these families so they can also participate in the public input process that, in turn, will

better inform the Clerc Center of their needs. Findings related to this public input question collected from focus groups will be shared in a supplemental report to complement the final report of public input survey results.

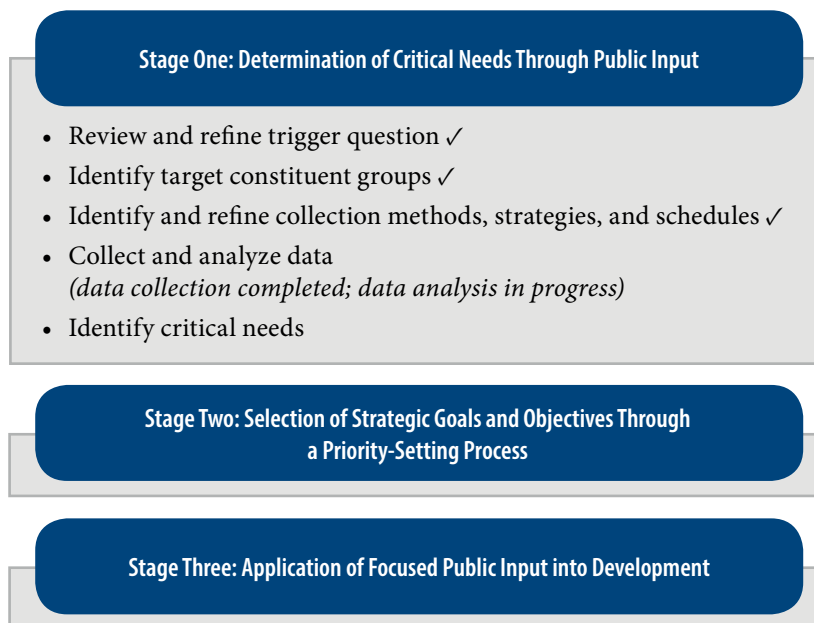
Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. These stages are cyclical, and the Clerc Center has now begun its second public input cycle.

The framework for the three-stage public input process continues to guide the second public input cycle. The three stages include: 1) determination of critical needs, 2) selection of strategic goals and objectives, and 3) application of focused public input into development. Current work focuses on the first stage, which is expected to be completed during FY 2020—an extension of the timeline due, in part, to the number of survey respondents exceeding expectations. Stage one activities that are checked have been completed; current ongoing activities involve coding and analysis of public input data.

Strategic Planning Five-Year Cycle

(As projects near completion, cycle begins again.)



Stage One: Determination of Critical Needs

This stage is essential to identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. Stage One activities during FY 2018 included identifying target constituent groups; identifying and refining collection methods, strategies, and schedules; and collecting and analyzing public input data.

The current public input survey asks respondents the following question: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” from the first public input cycle. The survey also asks respondents to select from a list of areas of need that they consider to be most critical to address and to write comments about these needs. Additionally, the survey asked respondents about their role; the educational setting of their child/student; their ethnicity/race; and self-identification as deaf, hard of hearing, or hearing. The survey was available in four languages: ASL, English, Spanish, and Chinese.

The public input survey, first launched during mid-year of FY 2017, continued through FY 2018. The survey was shared via social media, online via the Clerc Center home page and a dedicated web page about the public input (www3.gallaudet.edu/clerc-center/research/research-evaluation.html), and through targeted e-mail to specific groups (using a customer relations management [CRM] system), to contact parents/caregivers of deaf and hard of hearing children from birth through high school, educators, and professionals throughout the United States.

Extending similar dissemination efforts from FY 2017, the Clerc Center also shared information about the public input conference at state and national conferences between October 1, 2017, and June 30, 2018, with a special effort to reach new audiences and/or underrepresented groups. Conferences include the following:

- 5th Biennial Council de Manos Conference: Breaking Barriers, California
- 38th Annual Conference on Mainstreaming Students with Hearing Loss, Massachusetts
- A.G. Bell 2018 National Convention, Arizona

- American Sign Language Round Table (ASLRT)
- American Speech and Hearing Association (ASHA) Convention, California
- Council for Exceptional Children National Conference, Florida
- Council of Administrators of Special Education (CASE) conference and meeting with Board of Directors, Nevada
- Deaf Latinos y Familias Organization
- Early Hearing Detection and Intervention (EHDI) annual conference, Colorado
- Educational Support Service Personnel (ESSP) Conference, New York
- Florida Educators of Students Who are Deaf & Hard of Hearing
- Hands and Voices Leadership Conference, Illinois
- Maryland EHDI Annual Conference
- Maryland State Steering Annual Meeting
- Missouri Speech-Language-Hearing Association annual conference
- National Alliance of Black Interpreters, District of Columbia
- OCALICON (The Nation’s Premier Autism and Disabilities Conference), Ohio
- Opening Doors—Unlocking Potential 2018, annual state-wide meeting, Virginia

Clerc Center staff who provided training and workshops for parents, teachers, deaf mentors, and professionals also shared information about the public input survey. Training and workshops included:

- Deaf Mentor training in multiple states (Midwest region)
- Family Dynamics workshop (Colorado)
- Presentations to outreach providers in multiple states (Southwest and Midwest regions)
- Family Learning Programs throughout the United States
- Community Café events (Washington State)

Public input demographic data guided the Clerc Center’s effort to collect public from traditionally underserved groups and from general education settings as well as schools for the deaf and programs for deaf and hard of

hearing students. As of November 30, 2017, 891 people responded to the survey, surpassing the number of respondents participating in the 2010–2012 public input process. Demographic data at the time suggested a need to strengthen representation of respondents based on ethnicity/race and educational setting as well as parental and professional roles.

To improve efforts to better include underserved and underrepresented groups in the public input process, data collection strategies were refined to work more directly with the Gallaudet University Regional Centers (GURCs); schools and programs with sizable enrollment of deaf and hard of hearing students who are ethnically and racially diverse and/or reside in rural areas; outreach service providers; and professional and parent organizations.

A brainstorming meeting was held with all the GURC directors to discuss ways to reach more stakeholders representing greater ethnic/racial diversity and parents and professionals involved in early intervention services as well as to reach more general education professionals and the families they serve. This meeting led to sharing the public input survey with families during Shared Reading events as well as with early interventionists and their families, especially focusing on Spanish-speaking families. Through the efforts of the GURC directors, the Ohio Hands & Voices organization posted the public input survey on their website. Direct contacts were provided for a variety of stakeholders in different regions of the United States to further personalize and support the Clerc Center's efforts.

Additionally, several schools for the deaf and programs with large numbers of deaf and hard of hearing students from traditionally underserved groups were contacted for assistance with sharing information about the survey with parents and caregivers. New strategies, depending on the need, request, and available resources of the

schools, included 1) Clerc Center staff presenting about the public input process to parents/caregivers, educators, and school staff; 2) establishing stations with laptops allowing parents/caregivers and professionals to complete the survey on site depending on the timing of the school's program (e.g., during the day, in the evening, or during the weekend); and 3) sending hard copies of surveys in both English and Spanish to select schools and programs for distribution to families in their area.

The Clerc Center also collaborated with professional and parent organizations to share information about the public input survey and the survey link with their members. Electronic newsletters and distribution lists were used by collaborating organizations and companies (e.g., Success for Kids with Hearing Loss, Oticon Hearing Aid Solutions Corporation, CASE). The following organizations reported they posted the public input survey on their websites and/or in their blogs:

- Educational Audiology Association
- American Speech-Language-Hearing Association
- Conference of Educational Administrators of Schools and Programs for the Deaf

The national survey closed on June 30, 2018. To address gaps in representation, focused outreach efforts continued through September 2018, generating additional survey responses; 1,438 individuals responded to the survey. Results are reported about demographic characteristics for parents, educators, and professionals, such as educational setting; membership in one or more of the traditionally underserved groups; ethnicity and race; and self-identification as deaf, hard of hearing, or hearing. Results are reported for three groups of respondents: educators and professionals (N=846), parents (N=289), and those who are both parents and educators or professionals (N=165).

Demographics of Respondents Who Are Educators and Professionals Only (N=846)

Self-Identification As...	Percent
Hearing	74%
Deaf	17%
Hard of hearing	7%
No response	2%

Race/Ethnicity	Percent
White	86%
Hispanic	4%
Black/African American	3%
Two or more	3%
Asian	1%
American Indian/Alaska Native	<1%
Native Hawaiian/Other Pacific Islander	<1%
No response	2%

Professional Role	Percent
Classroom teacher	22%
Itinerant teacher	17%
Audiologist/speech-language provider	13%
Other ¹	11%
Interpreter	10%
School/district administrator	8%
Outreach service provider	4%
Early intervention professional	4%
Social worker, psychologist, counselor, behavior specialist	4%
University faculty, staff member, researcher	3%
Classroom aide/other resource staff	2%
Allied medical professional	<1%
Undergraduate or graduate student	<1%
No response	<1%

Work Settings	Percent
Public school	35%
School for the deaf	26%
Program for deaf students within a public school setting	18%
Other	7%
Early intervention	6%
College/technical training program	4%
Private practice, hospital, or community-based practice	3%
Private school	1%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%
No response	<1%

Working with Traditionally Underserved Groups ²	Percent
Deaf or hard of hearing children who are lower achieving academically	83%
Deaf or hard of hearing children with disabilities	82%
Who are members of a racial or ethnically diverse group	80%
Whose families spoke a language other than English	79%
Rural areas	58%
None of the above	3%

¹Other roles include deaf mentor, consultant, and VR provider.

²Respondents may select more than one group. Note: Percentages may not sum to 100 percent due to rounding.

Photo: the Early Childhood Education program serves children from birth through pre-kindergarten. Infants and toddlers with their parents attend classes twice week to participate in a variety of sensory-based learning in a bilingual environment. Photo credit: Matthew Vita

Demographics of Respondents Who Are Parents Only (N=289)

Self-Identification As...	Percent
Hearing	68%
Deaf	55%
Hard of hearing	11%
No response	2%

Race/Ethnicity	Percent
White	69%
Hispanic	17%
Black/African American	5%
Two or more	3%
Asian	2%
American Indian/Alaskan Native	2%
Native Hawaiian/Other Pacific Islander	1%

Child's Current Academic Enrollment Status	Percent
Is currently enrolled in an early childhood program (including preschool) through high school	65%
Is currently receiving early intervention services or is too young to go to school	17%
Has graduated from high school	10%
Other	4%
Is currently enrolled in a nontraditional educational program (e.g., home school, correspondence program, GED program)	2%

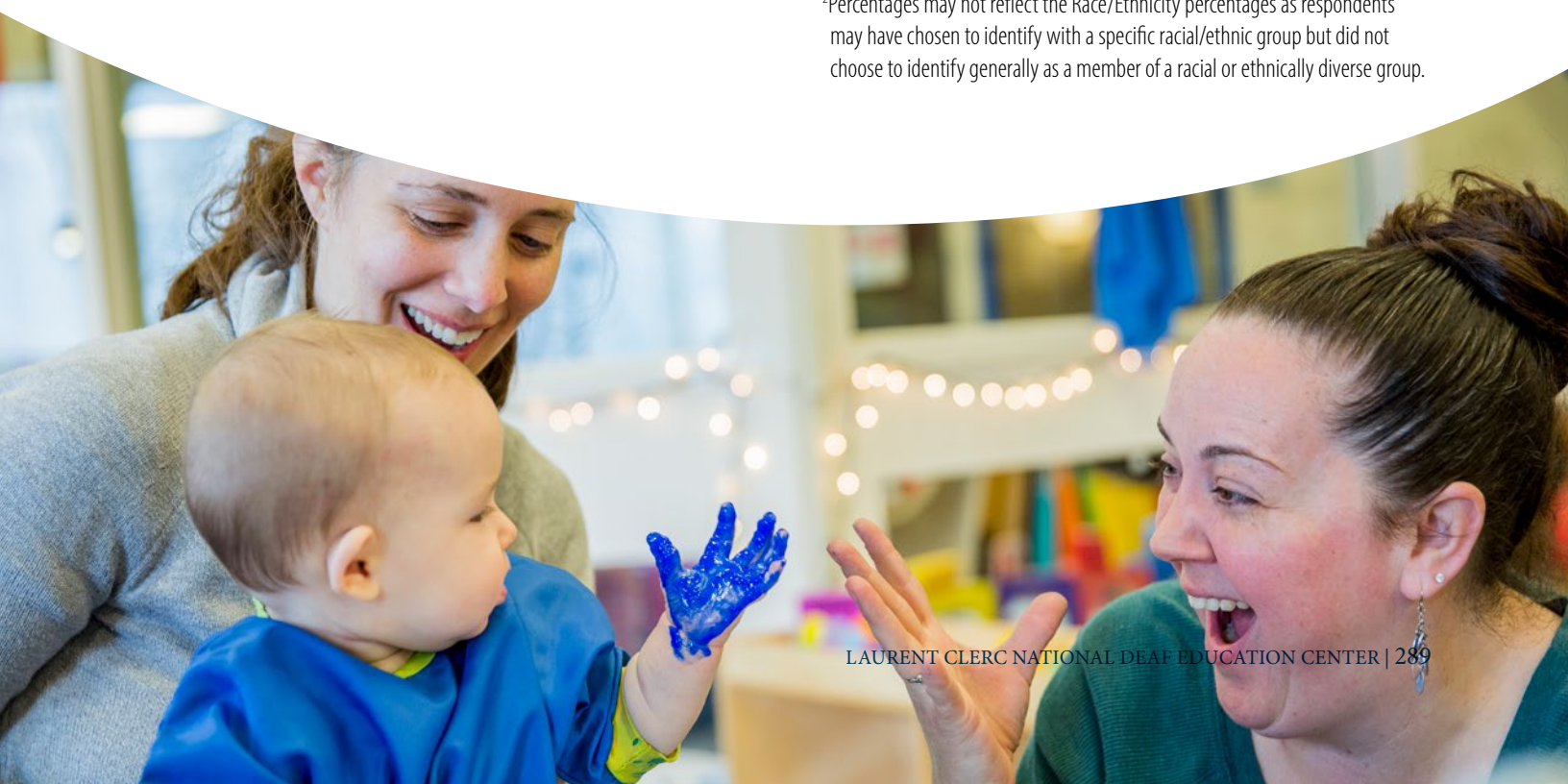
Child's Current Educational Setting	Percent
School for the deaf	35%
Public school	25%
Early intervention program	13%
Program for deaf students within a public school setting	9%
Private school	6%
Other	5%
College/technical training program	3%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%
Private practice, hospital, community-based practice	<1%
No response	3%

Self-Identification as Members of Traditionally Underserved Groups ¹	Percent
Have a deaf or hard of hearing child with disabilities	31%
Have a deaf or hard of hearing child who is lower achieving academically	25%
Rural	22%
Spoke a language other than English	17%
Are members of a racial or ethnically diverse group ²	9%
None of the above	35%

Note: Percentages may not sum to 100 percent due to rounding.

¹Respondents may select more than one group.

²Percentages may not reflect the Race/Ethnicity percentages as respondents may have chosen to identify with a specific racial/ethnic group but did not choose to identify generally as a member of a racial or ethnically diverse group.



Demographics of Respondents Who Are Both Parents and Educators or Professionals (N=165)

Self-Identification As ...	Percent
Hearing	59%
Deaf	34%
Hard of hearing	6%
No response	1%

Race/Ethnicity	Percent
White	81%
Black/African American	4%
Two or more	4%
Hispanic	7%
Native Hawaiian/Other Pacific Islander	1%
Asian	<1%
American Indian/Alaskan Native	<1%
No response	2%

Child's Current Academic Enrollment Status	Percent
Is currently receiving early intervention services and/or is too young to go to school	5%
Is currently enrolled in an early childhood program (including preschool) through high school	46%
Has graduated from high school	39%
Other	7%
Is currently enrolled in a nontraditional educational program (e.g., home school, correspondence program, GED program)	4%

Self-Identification as Members of Traditionally Underserved Groups ¹	Percent
Have a deaf or hard of hearing child with disabilities	24%
Have a deaf or hard of hearing child who is lower achieving academically	22%
Rural	19%
Spoke a language other than English	18%
Are members of a racial or ethnically diverse group ²	8%
None of the above	38%

Child's Current Educational Setting	Percent
School for the deaf	36%
Public school	21%
Other	12%
Program for deaf students within a public school setting	11%
College/technical training program	8%
Early intervention program	6%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	4%
Private	2%
Private practice, hospital, or community-based practice	<1%

Professional Role	Percent
Other ³	22%
Outreach service provider	7%
Classroom teacher	21%
Interpreter	8%
Classroom aide, other resource staff	7%
School/district administrator	7%
Audiologist	7%
Early intervention professional	6%
Itinerant teacher	6%
University faculty, staff member, researcher	4%
Social worker, psychologist, counselor, or behavior specialist	3%
No response	3%

Work Settings	Percent
School for the deaf	33%
Public school	19%
Other	11%
Program for deaf students within a public school setting	11%
Early intervention program	7%
College/technical training program	6%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	6%
Private school	3%
Private practice, hospital, or community-based practice	2%
No response	3%

Working with Traditionally Underserved Groups ¹	Percent
Deaf or hard of hearing children with disabilities	72%
Deaf or hard of hearing children who are lower achieving academically	71%
Who are members of a racial or ethnically diverse group	69%
Whose families spoke a language other than English	66%
Rural	52%
None of the above	9%

¹ Respondents may select more than one group.

² Percentages may not reflect the Race/Ethnicity percentages as respondents may have chosen to identify with a specific racial/ethnic group but did not choose to identify generally as a member of a racial or ethnically diverse group.

³ Example of other includes advocate.

Data analysis of public input data continued during FY 2018. An external consultant with expertise in

quantitative and qualitative methodologies was hired to support the internal coding team's coding process. While coding will continue into FY 2019, the focus will shift towards analysis of public input data and preparation of findings to support the planning for the priority-setting process during FY 2019.

Photo: MSSD students and teachers spent an evening in conversation with six authors at the first Epic Reads Summer Meet Up hosted by East City Bookshop in Southeast Washington, D.C., in June. In addition to having the opportunity to get to know several featured authors, the group was fortunate to meet Jason Reynolds (back row, center), the New York Times best-selling author of All American Boys, Long Way Down, and several other books that received the Newbery Honor. Reynolds, who had dropped in to show his support for the other authors, told the students that he lived a couple of blocks from Gallaudet University. The students also taught him to sign READ. Photo credit: Matthew Vita



IV. Clerc Center Strategic Plan 2020

The CCSP 2020 focuses on the Clerc Center's national service and demonstration school activities through 2020. The national service portion of the plan supports professionals and parents of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation. The national service goal focuses on three priority areas identified during the Clerc Center's National Priority Setting Meeting which took place in February 2013 on the Gallaudet University campus in Washington, D.C.

The process to focus each priority area, develop the objectives, and select the strategies that the Clerc Center will undertake through 2020 was based on input and

information from a number of national sources. These included dialogue during the National Priority Setting Meeting; collection and analysis of public input from 2010–2012, a summary of which can be found at www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html; evaluation feedback on select trainings and products; and current research, practice, and resources in the priority areas. The strategies were carefully selected based on their potential impact in each priority area as well as on the Clerc Center's ability to complete them with the limited human and fiscal resources available. The completed strategic plan was carefully reviewed to ensure alignment among the Clerc Center mission, the national service goal and related objectives, the strategies, and compliance with the EDA.

National Service Goal

The Clerc Center supports professionals and families through the dissemination of resources, training, and evidence-based information in the areas of professional development, family-school partnerships, and national collaborations to meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.



Photo: KDES science teacher Brandon McMillan teaches his students about supercell and tropical thunderstorms. Photo credit: Matthew Vita

Professional Development

The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Increase the understanding and awareness of teachers and professionals with limited knowledge or experience in teaching and/or working with children who are deaf or hard of hearing about how to foster student success and enrich their educational experiences through current teaching and professional practices.

Strategies worked on in FY 2018	<ul style="list-style-type: none">Continued development of a workshop series to increase awareness and understanding among general education professionals
FY 2018 Major Activities	<ul style="list-style-type: none">Published the 2018 issue of Odyssey, Theme: “The Future of Deaf Education: Practices Impacting Positive Change”
Additional Strategies for Objective 1	<ul style="list-style-type: none">Develop a module on promoting fostering a positive sense of self in students who are deaf or hard of hearing

Objective 2

Increase knowledge and strengthen effective teaching and professional practices of educators and other professionals who are knowledgeable and experienced in working with children who are deaf or hard of hearing.

Strategies worked on in FY 2018	<ul style="list-style-type: none">Worked on developing a framework for focus groups to learn about needs and experiences of families of color that will lead to new resources for professionals who work with them
FY 2018 Major Activities	<ul style="list-style-type: none">Hosted the Interpreted Education Webcast and DiscussionDeveloped and disseminated resources for related service (allied) professionals<ul style="list-style-type: none">a resource that supports students who are hard of hearinga resource for students who are alone in general education settingsCompleted and disseminated the K–12 ASL Content Standards web pageCompleted and disseminated the online training for the effective use of the Students with Cochlear Implants: Guidelines for Educational Program PlanningCompleted transferring Shared Reading Project site training to a self-paced, online formatPublished 2018 Odyssey (see Priority 1, Objective 1)
Additional Strategies for Objective 2	<ul style="list-style-type: none">Develop an action plan to support K–12 ASL Content Standards implementation and dissemination

Objective 3

Adopt a comprehensive plan for improving the awareness of professionals with limited knowledge or experience in working with children who are deaf or hard of hearing as well as parents of those children across the United States about the resources, support, and activities of the Clerc Center.

Strategies worked on in FY 2018	<ul style="list-style-type: none">Continued implementing the comprehensive multiyear dissemination plan
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FY 2018 Major Activities	<ul style="list-style-type: none">Completed redesign and expansion of Info to GoDeveloped a review system for the life cycle of online resources
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Family-School/Agency Partnerships

The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Disseminate resources and information to parents and caregivers to increase their knowledge to effectively advocate for the needs of their children who are deaf or hard of hearing when interacting with school or agency professionals.

Strategies worked on in FY 2018	Began development of the 2019 Odyssey with the theme of “Parent-School Advocacy”
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FY 2018 Major Activities	Completed development of a Parent Advocacy app. The app was developed in partnership with the American Society for Deaf Children, Hands & Voices, and the National Association of the Deaf
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Additional Strategies for Objective 1	<ul style="list-style-type: none">Develop an information series on parent-school/agency partnerships in general education environmentsExpand content in Info to Go related to parent advocacy and parent-school partnerships
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Objective 2

Disseminate resources and information to increase the awareness and understanding of school personnel and administrators with limited prior knowledge of or experience with children who are deaf or hard of hearing about how to foster home-school/agency partnerships that value the parent and caregiver advocate role.

Strategies worked on in FY 2018	Began development of the 2019 Odyssey with the theme of “Parent-School Advocacy”
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Additional Strategies for Objective 2	Develop an information series on parent-school/agency partnerships in the general education environment
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Collaboration

The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1 (Years One and Two)

Increase the internal capacity of the Clerc Center professionals to identify and carry out activities that will promote meaningful dialogues to identify areas for potential partnerships among agencies at the national level that will foster/enhance the educational experiences of all children who are deaf or hard of hearing and their families.

FY 2018 **Major Activities**

- Collaboration work continued at the institutional level in FY 2018
 - Completed the review of practices and processes for collaboration and identified the indicators and measurements of successful collaborations, with suggested ways the Clerc Center can further work in this area.
 - Established a collaboration with Hands & Voices for the Family Leadership in Language and Learning (FL3) federal grant.
 - As part of the grant, the Clerc Center will provide human resources, training, webcasts and access to resources developed by the Clerc Center
-



Demonstration Schools Goal

The goal of the demonstration schools is to implement teaching and learning practices and promote a school climate that maximizes the academic potential of students who are deaf or hard of hearing in preparation for graduation and transition to postsecondary education and/or the workplace.

Reading and Writing

Objective

By 2025, students enrolled in KDES and MSSD will demonstrate improved academic performance in ASL/English Language Arts as measured by:

- Percentage of students meeting their individual growth target on the Reading portion of the Measures of Academic Progress assessment (KDES and MSSD)
- Percentage of students meeting their individual growth on the Language Arts portion of the Measures of Academic Progress assessment (KDES and MSSD)
- Percentage of students demonstrating independent reading skills within the following ranges on the identified reading targets of their current grade level as measured by the Developmental Reading Assessment (DRA) (KDES)
- Percentage of juniors taking the ACT earning a score of 14 or above on the reading subtest (MSSD)
- Percentage of students scoring a 3 or above using the holistic 6+1 scoring rubric on a scale of 1–5 (KDES and MSSD)

Strategies worked on in FY 2018

- Implement and monitor a systematic approach to reading and writing instruction across all content areas
- Establish individualized ASL/English bilingual plans for all students
- Develop a system to provide students with opportunities to take Common Core online practice reading and writing assessments
- implement a research-based reading intervention program—Leveled Literacy Intervention
- Develop accurate and cohesive Individualized Education Programs
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

FY 2018 Major Activities

- Monitored implementation of professional development training/topics in the classroom through observations and discussions
 - Provided professional learning sessions on reading across the curriculum
 - Developed long-range plans for academic courses incorporating ASL and English
 - Monitored implementation of curriculum maps and long-range plans
 - Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)
 - Implemented the Measures of Academic Progress (MAP) assessment
 - Created a director of bilingual education position
-

Mathematics

Objective

By 2025, students enrolled at KDES and MSSD will demonstrate improved academic performance in mathematics as measured by:

- Percentage of students leaving 2nd grade achieving a score level of D or above in all areas of the Early Childhood (KDES)
- Percentage of students meeting their individual projected growth target on the mathematic portion of the Measures of Academic Progress assessment (KDES and MSSD)

Percentage of juniors taking the ACT earning a score of 16 or above on the mathematics subtest (MSSD)

Strategies worked on in FY 2018

- Develop, implement, and monitor a systematic approach to mathematics instruction
- Develop a system to provide students with opportunities to take Common Core online practice math assessments.
- Select and implement a research-based math intervention program(s)
- Develop accurate and cohesive Individualized Education Programs
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

FY 2017 Major Activities

- Continued flexible grouping for math in grades 3–8
 - Reviewed and determined a Pre-algebra and Algebra I curriculum
 - Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)
 - Acquired a new math textbook series K-8 with significant online resources
 - Implemented the Measures of Academic Progress assessment
-



School Climate

Objective

By 2025, KDES and MSSD will demonstrate improved school climate as measured by:

- Percentage of teachers/staff satisfaction on USDE School Climate Survey (EDSCLS) on the following domains: Engagement—Cultural and Linguistic Competence; Engagement—Relationships; Environment—Instructional Environment
- Reducing the percentage of MSSD students who report bullying experiences as measured by the Olweus Anti-Bullying Program Student Questionnaire
- Percentage of True or Very True responses of a high quality of life in school on an internal measure of student satisfaction at KDES

Strategies worked on in FY 2018

- Select and implement school connectedness strategies for administrators, teachers, and students
- Develop and implement a teacher induction program
- Establish a shared decision-making matrix among administrators, teachers, and staff

FY 2018 Major Activities

- Continued work with both schools' climate committees to plan and implement school-wide activities to enhance school climate
 - Conducted discussions at school-wide meetings to gather input and make collective decisions about select school issues
 - Shared data and collected input school-wide on action plan strategies to implement as part of the School Improvement Plan (SIP) development process
 - Provided new teachers with a three-day orientation program prior to the fall kick-off and ongoing support and mentoring activities
 - Implemented PBIS Rewards program at KDES
 - MSSD School Climate Committee planned monthly events for students
 - Began work on revising the Code of Conduct
-



V. Research Plan, Priorities, and Projects

The Clerc Center’s Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through 21 years of age. It is aligned with the CCSP 2020 and addresses identified gaps in knowledge and research as they relate to national service and demonstration school priority areas. This published list of priorities within the Research Agenda fulfills mandates set forth by the EDA and agreements made with the U.S. Department of Education to “establish and publish priorities for research, development, and demonstration.”

Gaps noted in the Research Agenda are based on current available research and practices as well as on the Clerc Center’s national public input process. The agenda serves to delineate priority areas of focus for internal research, to establish priorities for collaborations with external researchers, and to call attention to key areas that researchers and agencies across the country should consider when identifying areas of research need. The

Clerc Center’s research efforts support its mandate to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing across the nation as is mandated by the U.S. Congress and the EDA. The Clerc Center intends to communicate and disseminate findings concerning methods, materials, and ways of organizing research that are shown to be effective or ineffective in the education of students who are deaf or hard of hearing. The Clerc Center recognizes the need for collaboration with external researchers to address key priority areas within its Research Agenda. External researchers who are interested in working with the Clerc Center should use these priorities as a guide for ideas and topics that would be acceptable for collaborative research.

Establishing the Research Agenda

The Clerc Center’s Research Agenda was established in the spring of 2015 using data from its 2009–2012 public input process and is aligned with the priority areas of the CCSP 2020.

Resource 1: Public Input

The formal collection of public input assists the Clerc Center in establishing and publishing priorities for research, development, and demonstration as required by Congress. During the three-year cycle of collection, as accepted by the U.S. Department of Education, input was sought from diverse stakeholder groups and individuals to ensure a broad range of perspectives was obtained. Public input findings from 2009–2012 were published in 2013 as *Critical Needs of Students Who Are Deaf or Hard of Hearing: A Public Input Summary*. This summary included an analysis of over 1,400 comments from 775 respondents who provided input based on the following trigger

question: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” The analysis identified four thematic areas in and five major barriers to the education of children who are deaf or hard of hearing.

The themes identified were:

- Deaf and hard of hearing students’ need for language and communication access
- Limited resources (e.g., information, training and education, services) available for parents, teachers, and professionals as well as for students who are deaf or hard of hearing

Photo: in spring 2018, for the very first time, MSSD offered a “MSSD History” class for students, taught by both Dr. Mary Ann Seremeth, ASL teacher, and Ricardo Lopez, MSSD librarian. As well as learning more about MSSD history, students learned how to collect historical data, use technology applications, create a website, and strengthen teamwork, time management, work quality, and patience skills. Two students in the class designed MSSD history t-shirts to recognize the hard work and dedication of the class. The front of the shirt says “MSSD History 2018” and the back lists the names of the 10 students who participated in the class. Photo credit: Matthew Vita

- Need to address deaf and hard of hearing students' social-emotional needs and development
- Lack of direct service personnel (e.g., teachers, professionals) qualified to meet the various needs of students who are deaf or hard of hearing in K–12

The overarching barriers identified were:

- Need for knowledge and education of caregivers, professionals, and the general public
- Collaborative efforts
- Qualified professionals and services

- Meeting the needs of the student within a given school system
- Child's own development of self-concept

The themes and barriers were similar for all respondents regardless of their background, race, ethnicity, communication modality, or setting in which they worked. This suggested that identified barriers to educating children who are deaf or hard of hearing transcend language, setting, and location. Complete public input findings are available on the Clerc Center website at www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html.

Research Agenda Areas of Focus

The Clerc Center's Research Agenda highlights three areas of focus: 1) family engagement, 2) educational best practices, and 3) social and emotional well-being. The areas of focus are designed to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them. Information about the Research Agenda is available online at www3.gallaudet.edu/clerc-center/research/research-agenda.html.

Each area of focus is described below along with related guiding research questions. These questions were devised based on a review of existing research and are consistent with findings from the Clerc Center's public input process. These research questions will serve as the foundation for the Clerc Center's long-term Research Agenda and will also help to ensure alignment with the CCSP 2020. The Research Agenda will be shared via the Clerc Center's website as well as in its Annual Report of Achievements. Annual updates will inform potential research about the initial development and ongoing refinement of the guiding research questions and related research activities. The Clerc Center recognizes that education is a dynamic field and, as such, the guiding questions and related projects will evolve in relation to changes in knowledge, available resources, and potential collaborating partners.

Area of Focus #1: Family Engagement

Promoting parental engagement and family-school partnerships emerged as a priority during both the Clerc

Center's National Priority Setting Meeting and the KDES/MSSD school accreditation process. This need is consistent with current research and educational practices that indicate the importance of understanding and promoting consistent and substantial parental engagement as crucial to the academic, linguistic, and social-emotional development of young deaf and hard of hearing children. These sources further suggest that a better understanding of how parents perceive their engagement and how schools and professionals foster involvement can minimize barriers and maximize student success.

Family engagement research of school-aged deaf and hard of hearing children is limited. While research shows that early family involvement in early intervention programs is linked with later positive outcomes (Moeller, 2000), the impact of family engagement and its relationship to the long-term successes of deaf and hard of hearing children in school is not known or well understood. For parents of children who are deaf or hard of hearing, involvement and engagement are rooted in parental self-efficacy (DesJardin, 2006), knowledge of the unique needs of the child, successful mediation of the parental stress of raising a child with a disability (Raya, Ruiz-Olivares, Pino, & Herruzo, 2013), and the ability of the parents to navigate their child's disability in the community and at school (Fishman & Nickerson, 2014). Current models (e.g., Hoover-Dempsey & Sandler, 2005) of family engagement and involvement and, ultimately, family-school partnerships may not fully consider these variables

and thus may be incomplete for families of students who are deaf or hard of hearing, including those with disabilities. Further, since children who are deaf or hard of hearing are also at risk for multiple disabilities (van Dijk, Nelson, Postma, & van Dijk, 2010), behavioral challenges (Barker et al., 2009), and academic challenges (Marschark & Knoors, 2012), the role of family engagement and family-school relationships may be complicated in its perception and actualization. The Clerc Center believes parental engagement may be a key factor to long-term positive outcomes for deaf and hard of hearing students with disabilities.

The Clerc Center's focus on family engagement offers opportunities to contribute to the expansion of research in multiple disciplines (e.g., deaf education, special education, family engagement, child development), particularly since gaps have been identified in the research addressing the engagement of families in the education of deaf and hard of hearing children with and without disabilities. Results generated by research in this area will also support the Clerc Center's use of evidence to develop resources and information related to family engagement and advocacy, including a Parent Advocacy Literature Review and development of a Parent Advocacy app. It will further assist the demonstration schools in selecting possible strategies to facilitate family engagement and enhance school climate.

The research questions below are intended to guide possible research efforts internally, externally, and collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- How do parent engagement and parent-school partnerships impact the academic, emotional, or behavioral outcomes of a student?
- What is the role of parent advocacy, and what are the variables that may influence a parent's ability, knowledge, and/or willingness to advocate for the needs of his or her child? What are the perceptions of parents and professionals regarding family involvement and engagement, and how are these perceptions similar or different among these groups?

- Is the current Hoover-Dempsey model of parental involvement an accurate model for families of children who are deaf or hard of hearing?
- What school-based initiatives could yield positive parents-school partnerships for parents who do not feel knowledgeable about the needs of their child? How are the initiatives different than those for parents who feel more confident in their knowledge?
- Are there any established tests of measures that would effectively measure parent engagement in education or in other critical aspects in the lives of children who are deaf or hard of hearing?

Area of Focus #2: Educational Best Practices

Professional development for educators new to working with children who are deaf or hard of hearing and for experienced educators addressing new content standards, instructional practices, and related assessments was identified as a priority during the Clerc Center National Priority Setting Meeting and for educators in the Clerc Center's demonstration schools.

The majority of professionals responsible for teaching or providing services to deaf and hard of hearing children are not deaf or hard of hearing themselves, and they likely have limited experience or training in working with students who are deaf or hard of hearing (e.g., Ferrell, Bruce, & Luckner, 2014). This limited experience coupled with the ever-evolving demands of professionals creates further challenges to effectively plan for and meet the needs of individual students. Teachers experienced in working with deaf and hard of hearing students face their own challenges, including increasing accountability, a need to implement rigorous standards-based instruction and related assessments, and the ongoing move towards data-based decision making.

Current research poses significant gaps in the knowledge and understanding of what educational best practices are effective for specific subgroups of deaf and hard of hearing students from birth through high school (e.g., students exposed to sign language from birth vs. those who learn sign language later). There is a clear need for more qualified professionals, more resources, and a better understanding of how to adapt and implement evidence-based practices during academic instruction and early

intervention. Some research is beginning to emerge identifying evidence-based programs and interventions that may be beneficial for children who are deaf or hard of hearing. For example, Ferrell et al. (2014), Marschark & Knoors (2012), and Luckner (2011) have all published in-depth summaries of evidence-based programs for reading, writing, and math for deaf and hard of hearing children. However, little is known about school-wide implementation, efforts to make these practices more consistent across educators, and what progress can be expected if programs are implemented with fidelity.

The Clerc Center's focus on educational best practices will contribute to a better understanding of effective practices in the classroom, at school, and at home. Results in this area will support the Clerc Center's development of resources and information, including new training, workshops, and printed resources for professionals. Further, the research will assist the demonstration schools in their practice of using research and data to inform instruction and implement effective classroom instruction and related student interventions.

The research questions below are intended to guide possible efforts internally, externally, and collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- What are the current evidence-based strategies for reading and mathematics interventions that may be applicable for students who are deaf or hard of hearing? What are the necessary modifications, if any, to those intervention programs in order to yield positive results?
- How can alternative classroom designs (e.g., grouping students by skills rather than grade, designing classrooms to capitalize on visual gain) assist in academic outcomes?
- Are there any strategies that effectively mediate early intervention delivery services to foster long-term language development?
- What is the role of new technology (e.g., LENA technology for spoken language, online testing vs. paper testing) in ensuring student outcomes are measurable?

Area of Focus #3: Social and Emotional Well-Being

Furthering the knowledge of the social and emotional well-being of deaf and hard of hearing children and young adults was identified as a need by the Clerc Center's public input process and the National Priority Setting Meeting. The public input summary reports that while there is considerable information about what deaf and hard of hearing children and young adults cannot do or do not do well related to their social and emotional well-being, little is known about the characteristics or strengths of those children who are happy and healthy. Research in this area has historically had a "weakness-based" or mental-health focus (e.g., Fellingner et al., 2005; Fellingner et al., 2007; Fellingner et al., 2009) rather than a "strength-based" one. Emerging research suggests the importance of identifying the proactive social and emotional strategies successful deaf and hard of hearing young adults use to navigate daily challenges as well as those associated with critical milestones in their lives, such as transitioning from school to college and/or work (Cawthon, Schoffstall, & Garberoglio, 2014; Luft, 2013; Luft & Huff, 2011). Strength-based research specific to children who are deaf or hard of hearing suggests that variables such as self-control, sustained motivation, reframing negative thoughts, goal-oriented behavior, persistence, choosing social and professional settings that are a good fit, creatively learning proactive strategies, and resourcefulness may promote more healthy outlooks on life and greater overall happiness (Jacobs, 2012). Moving towards a strength-based approach would allow for investigation into the protective factors, resiliency factors, and positives of being deaf or hard of hearing.

Although societal challenges to social and emotional well-being of students who are deaf or hard of hearing may not be preventable, the Clerc Center seeks to provide these students and their families with tools and knowledge that can provide more positive social and emotional experiences. A strength-based focus on 'what works' offers a richer understanding of quality social participation, characteristics of healthy personality (e.g., Hintermair, 2008) and a better understanding of the key variables that educators can foster to ensure deaf and hard of

hearing children can become resilient self-advocates and ultimately happy and healthy adults.

There is also a need to consider how professionals working with and teaching deaf and hard of hearing children can foster positive social and emotional well-being for both the child and the family. The need for collaboration amongst professionals was often highlighted as essential to this effort. At the Clerc Center, the demonstration schools have recognized this by working to increase positive supports for students that ensure positive behavioral outcomes and implementing evidence-based programming aimed at reducing bullying and harassment (e.g., Olweus, Positive Behavioral Interventions and Supports [PBIS]).

The Clerc Center's focus on social and emotional well-being as part of its Research Agenda offers opportunities to better understand the whole child and family using a lens of strengths rather than deficits. Research in this area of focus has the potential to allow multiple disciplines (e.g., deaf education, special education, family engagement, child development) to consider deaf and hard of hearing children through a positive lens, something that has historically been lacking in the research. Results generated by efforts in this area will also support the Clerc Center's development of resources and information, including an online training designed to teach professionals how to foster social and emotional well-being in their students. Further, research will support the demonstration schools in maintaining their commitment to promoting positive behavior, reducing the prevalence of bullying, and fostering a positive sense of community.

The research questions below are intended to guide possible research efforts internally, externally, and

collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- What are the attributes that foster a positive sense of self leading to resiliency?
- Are there current measures and instruments available to help school-based personnel understand a child's strengths rather than weaknesses? How can this recognition lead to greater social and emotional well-being?
- Are school-wide intervention programs (e.g., Olweus, PBIS) designed to improve the social-emotional health of deaf and hard of hearing students effective?
- How does parent and/or educator self-efficacy and knowledge of deafness contribute to the social and emotional well-being of a student who is deaf or hard of hearing?
- What is the role of parent and/or educator advocacy and expectations on academic success and persistence of a student who is deaf or hard of hearing?

The Clerc Center strongly believes that by establishing and publishing its priorities for research, development, and demonstration in family engagement, educational best practices, and social and emotional well-being, it can establish collaborations with researchers across the country and draw attention to these areas of need as well as focus its efforts within the demonstration schools. This work affords the opportunity to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them.

Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those

areas where significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center

has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:

Project Types Defined

Following the subsequent sections detailing the three areas of focus is a data table which includes the names of the projects, the type of each project and its funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:

1. Internal – Projects conducted solely by Clerc Center personnel
2. Internal and collaborative – Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution

Evaluation and Research Activities

In accordance with the EDA, the Planning, Development, and Dissemination unit of the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. Five research and evaluation staff members and five graduate assistants within Planning, Development, and Dissemination supported research and evaluation activities consistent with the above federal mandates. The costs of research and evaluation activities in FY 2018 were \$155,680 in payroll and \$27,695 in non-payroll expenses.

1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources
2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement
3. External – Projects funded and led by researchers outside of the Clerc Center but involve Clerc Center personnel

Specifically, internal funding refers to a project with fiscal resources allocated primarily by the Clerc Center, and, where appropriate, the project budget, the internal fiscal allocation for FY 2018, is provided. External funding sources are those that were provided by outside researchers, collaborators, or organizations, and as such, no budget information is provided. External projects often require Clerc Center personnel to facilitate logistics or data collection or to participate in the research study but do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

During FY 2018, the Clerc Center continued its implementation of its new Research Agenda, which is aligned with its strategic plan, the CCSP 2020. It engaged in two major internal research projects and supported a limited number of external research projects with a focus on working with researchers to share findings with the Clerc Center community. The Clerc Center also focused research and evaluation resources to support the planning and development of selected CCSP 2020 national service projects. This support included conducting literature reviews, leading guided discussions related to the research, and working with Clerc Center personnel to support their research and evaluation needs. Staff worked with CCSP project and Clerc Center leaders to review demographic and evaluation information regarding reach,

relevance, usefulness, and quality of its new resources and to review training and technical assistance activities.

Examples of these activities included:

- Meetings with CCSP 2020 project leaders to discuss findings about reach and evaluations of resources, evaluation needs, and training and technical assistance activities
- Establishment of a multi-year research study, focusing on advocacy and educational involvement experiences of families of color with deaf and hard of hearing children
- Meetings with external researchers to share information about research agenda priorities, Clerc Center procedures for research request submissions and Gallaudet University Institutional Review Board requirements, and provision of internal staffing support for approved research projects

- Meetings with Clerc Center personnel to support internal research and evaluation projects
- Use of a rubric and research review summary template for the Clerc Center's internal review
- Redesign of the Clerc Center's monitoring, evaluation, and research webpages and refinement of the online research request form
- Meetings with Clerc Center and Gallaudet personnel regarding the redesign of electronic surveys

During FY 2018, work to enhance the Clerc Center's ability to better measure its impact and reach across the nation was continued. These efforts can best be seen via the Clerc Center's website on which identified resources are being tracked via an electronic pop-up survey that collects targeted demographic information. Meetings with Clerc Center and Gallaudet personnel were held to review and discuss the redesign of the electronic surveys to better align them with the new design of Gallaudet's website and to collect information more effectively.

Summary of FY 2018 Research Projects and Activities

Area of Focus #1: Family Engagement

Critical Review of Measures of Parent Engagement and Involvement

(Internal Research Project)

In previous fiscal years, the Clerc Center investigated measures of parental engagement and involvement currently used by professionals. Since these measures have not typically been used with children who are deaf or hard of hearing, the information could be useful to other researchers as well. This project was not continued due to the need to focus on other priority projects.

Literature Review on Family Engagement and Parental Involvement

(Internal Research Project)

The Clerc Center conducted an in-depth review of family engagement and parent involvement literature. This work was intended to supplement and enhance information relating to measures of family engagement and parental involvement. This project was not continued due to the need to focus on other priority projects.

Parent Advocacy Survey

(Internal Research Project. Principal Investigators: Dr. Susan Schatz and Dr. Lori Lutz, Clerc Center)

The Clerc Center designed a survey to better understand the advocacy process experienced by parents of deaf and hard of hearing children. The Clerc Center intentionally selected variables that are unique to families of children who are deaf or hard of hearing. Over 1,000 parents and caregivers completed the survey. Preliminary analysis suggests that advocating was, at times, a difficult and challenging process and that it required parents to rely on numerous support networks specific to the needs of the child.

Content analysis of more than 300 survey comments was completed during 2017. In FY 2018, based on content analysis, themes related to parents' advocacy experiences were identified. A draft description of the methodology and themes was completed. In FY 2019, a draft report will be completed and prepared for internal discussion regarding the next steps for dissemination.

Families of Color Advocacy Study

(Internal Research Project. Principal Investigators: Dr. Susan Schatz and Dr. Lori Lutz, Clerc Center)

The Families of Color Advocacy Study is based on the work of two internal research projects: the Parent Advocacy Survey project (ongoing) and the Literature Review on Families of Color and Parent Advocacy project completed in FY 2017. The purpose of the Families of Color Advocacy study is to gain a better understanding of the strategies and resources families of color use to advocate for their deaf and hard of hearing children's education, the challenges they face when supporting their children's education, and the types of supports families want in order to support their advocacy efforts.

In late FY 2018, a focus group was conducted. In addition to sharing their advocacy experiences, participants were asked to provide comments about barriers that prevent deaf and hard of hearing children from achieving their academic, linguistic, and social-emotional potential—a question asked of individuals participating in the Clerc Center's public input process. The incorporation of the public input question as part of the focus group process marks the Clerc Center's effort to address possible concerns with accessibility and underrepresentation of public input survey respondents who are members of traditionally underserved and/or underrepresented groups.

Additional focus groups are planned during FY 2019; other related research activities include data analysis and preparing an article for publication in the 2019 *Odyssey* issue.

Literature Review on Family/Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved

(Internal Research Project. Project Manager: Dr. Mary Ann Kinsella-Meier, Clerc Center)

To better understand the parent advocacy needs of families who may be disconnected, alienated, and underserved, the Clerc Center completed a review of the current literature and practices related to parent advocacy in this area. It explored parent advocacy generally and specifically to families of deaf and/or hard of hearing children, challenges diverse families face with their

advocacy efforts, and implications of this research for consideration of future work. A foundational document, drawing from research, was finalized and is being prepared for dissemination as an article and web-based resource in FY 2019.

Area of Focus #2: Educational Best Practices American Sign Language Content Standards for Grades K–12

(Collaborative Research Project. Principal Investigators: Dr. Lori Lutz and Leslie Page, Clerc Center; Dr. Rory Osbrink, California School for the Deaf)

The Clerc Center maintains its commitment to ensuring the K–12 ASL Content Standards are rooted in evidence and reflect the language and rigor of the Common Core State Standards. In November 2017, the content standards for grades 9–12 were reviewed by ASL instructors at the national ASL Round Table. During FY 2018, work focused on completing the final revision of the content standards resource, which includes four parts: an introduction and rationale used in developing the content standards, the K–12 ASL content standards, a reference section, and an ASL glossary.

The Clerc Center also implemented an open-comment process to collect national feedback about the K–12 ASL Content Standards. Two hundred and thirty-three people responded to the open comment survey disseminated in late FY 2017. Analysis of national feedback collected during the open comment period was completed and feedback used to guide the design and development of the K–12 ASL Content Standards as a web-based resource to support the instruction of ASL teachers and specialists who teach ASL as L1 to deaf and hard of hearing students. The K–12 ASL Content Standards was disseminated in January 2018, with the addition of the standard-, grade-, and ASL-specific filtering system in spring of 2018.

Fingerspelling Our Way to Reading

(External Research Project. Principal Investigator: Dr. Brenda Schick, University of Colorado)

During FY 2017, the Clerc Center participated in a national research study using a randomized controlled trial design to assess effectiveness of a new curriculum, *Fingerspelling Our Way to Reading*. This curriculum

is designed specifically for young deaf and hard of hearing children. This was one of the first studies of its kind involving deaf and hard of hearing children to be developed to meet What Works Clearinghouse criteria for intervention efficacy. The purpose of the study, which was led by Dr. Brenda Schick, is to investigate the effects of the Fingerspelling Our Way to Reading curriculum on young deaf and hard of hearing children's early literacy skills. The curriculum intervention was implemented at KDES during FY 2017. During FY 2018, the fingerspelling curriculum became part of and continues to be part of KDES' K-2 instructional program. Also, one of the teacher participants attended the Train-the-Trainer workshop at Georgia State during the summer of 2018.

Understanding Best Practices—Collaborative Efforts
(Internal Research Project. Project Manager: Dr. Mary Ann Kinsella-Meier)

To understand how organizations can better work together to meet the needs of deaf and hard of hearing children and their families, the Clerc Center completed a collaboration paper, drawing from research and practice, which was used for internal knowledge and capacity building as part of the CCSP 2020 in FY 2017. Preparation of the collaboration paper for dissemination was begun during FY 2018 and will be continued in FY 2019.

Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development
(External Research Project. Principal Investigators: Dr. Melissa Herzig and Dr. Thomas Allen, Gallaudet University)

The purpose of this study was to learn about emerging readers' gain of awareness of new vocabulary words through teachers' use of VL2 storybook apps in their classrooms. Participating teachers provided vocabulary lessons with storybook apps using ASL and English text. Findings from the study will enable researchers and developers to design future app editions, including app vocabulary activities. The researchers expect to complete this study and provide a workshop to parents in FY 2019.

Supporting Deaf Latinos: Teachers' Narratives
(External Research Project. Principal Investigator: Magen Otwell, Gallaudet University)

The purpose of this national study was to examine the instructional experiences of teachers teaching deaf Latinos in schools and to develop a knowledge base of these instructional experiences. These findings also have potential to provide new understanding regarding the relationship between school practices and these students' academic success or failure. Culturally affirming practices that support deaf Latino students' academic potential will be highlighted. This was completed in FY 2018.

Area of Focus #3: Social and Emotional Well-being

Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills
(External Research Project. Principal Investigator: Angela Turner)

The purpose of this study was to learn from parents how their deaf or hard of hearing child who has a disability or special needs develops social skills. Findings from the study are intended to help other parents, educators, and healthcare professionals learn more about the needs and social skills of deaf and hard of hearing students with disabilities. The study was completed during FY 2017; the principal investigator provided a summary of findings to be shared with parents, educators, and professionals during FY 2018. Dissemination of this information is planned for FY 2019.

Parent-Child Interaction Therapy Program Adaption
(External Research Project. Principal Investigator: Dr. Lori Day, Gallaudet University)

Researchers from Gallaudet University's Psychology Department developed an adaptive model of the Parent-Child Interactive Therapy program for families with deaf or hard of hearing children. The Clerc Center supported the researchers with the recruitment of KDES families in FY 2017.

Findings from this research project were used by Dr. Day and her research team to develop a two-part workshop about positive parenting strategies for parents of young deaf children. This workshop was provided to families at KDES during FY 2018. Approximately 40 KDES families attended the workshops.

Summary Information FY 2018 Research Projects

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2018	Estimated number of Clerc Center Staff Involved
Critical Review of Measures of Parent Engagement and Involvement	Internal	Internal	Not Applicable	Not Applicable
Literature Review on Family Engagement and Parental Involvement	Internal	Internal	Not Applicable	Not Applicable
Parent Advocacy Survey	Internal	Internal	Not Applicable	1 Staff, 1 Research assistant
Families of Color Advocacy Study	Internal	Internal	\$25,875 ¹	4 Staff, 2 Research assistants
Literature Review on Family/ Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved	Internal	Internal	Not Applicable	2 Staff
American Sign Language Content Standards for Grades K–12	Internal	Collaborative	\$1,820	3 Staff
Fingerspelling Our Way to Reading	External	External	Not applicable	Not applicable
Understanding Best Practices – Collaborative Efforts	Internal	Internal	Not Applicable	1 Staff
Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development	External	External	Not applicable	1 Staff
Supporting Deaf Latinos: Teachers' Narratives	External	External	Not applicable	Not Applicable
Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills	External	External	Not Applicable	1 Staff
Parent-Child Interaction Therapy Program Adaptation	External	External	Not Applicable	Not Applicable

¹This includes \$3,380 in interpreting costs that were covered by the Clerc Center.

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VI. Training and Technical Assistance

There are approximately 76,000 deaf and hard of hearing students in the U.S., and 87 percent are being placed in general education settings across the country. Due to the low incidence of deafness, some school districts, schools, and teachers may not have the knowledge, expertise, or training to provide the best education to the deaf and hard of hearing students in their classrooms. The technical assistance offered through the Clerc Center continues to be essential in providing information and resources to these educational professionals.

The Clerc Center, during FY 2018, strategically allocated resources to reach professionals who work with those

students as well as the families raising them. The Clerc Center continues to find ways to provide training and technical assistance for the broad range of stakeholders of educators and families. The Clerc Center also provides technical assistance, as mandated in the EDA, through distribution of web-based and video-based products and publications, direct outreach by exhibiting and presenting at relevant conferences, and professional development sessions both online and in person. To effectively broaden its effort, the Clerc Center collaborates with agencies and organizations serving professionals and families.

New Web-Based and Video Products and Publications

New products created and disseminated included one web-based resource and eight publications.

K–12 American Sign Language Content Standards

The K–12 ASL Content Standards, a web-based resource, was created and delivered to the public in January 2018. This resource is designed to help teachers plan for ASL instruction for deaf and hard of hearing students nationwide. The final stage of the development of the Standards focused on the development of its website. The Standards site features the content standards, anchor standards, a glossary, FAQs, and references. The website also includes a highly efficient and quick-to-find filtering system that allows teachers and other users to pull up specific grade-level standards to fit their needs. As a result of the high demand for more knowledge and information on the Standards, the Clerc Center has given 10 live web demonstration presentations that will continue in FY 2019.

2018 Odyssey Magazine

Odyssey magazine's 2018 issue, "The Future of Deaf Education: Factors Impacting Positive Change," takes a look at the future of deaf education and explores how teaching practices, programs, and ongoing professional development opportunities are changing to reflect the diverse characteristics of today's deaf and hard of hearing students. A recurring theme throughout the issue is the importance of collaboration and allyship in meeting students' needs. The issue includes a total of 18 articles written by 28 professional and parent authors, on such topics as building communities of practice; strategies for itinerant teachers in general education settings; teacher preparation programs, including how to incorporate the needs of students who are deaf-blind; mentoring deaf

and hard of hearing students of color; perspectives on the "language wars of deaf education"; and guidelines for educational program planning for teachers of students with cochlear implants. *Odyssey* has a subscription list of 25,661 that includes schools, individual educators, libraries, parents, and other stakeholders. An additional 1,619 copies were distributed at conferences. The issue can also be downloaded at no cost on the Clerc Center website.

Tips to Go: Two Publications with Additional Online Information

Two resources were created to support students in general education settings:

- *Supporting Students Who Are Hard of Hearing—Promoting a Positive Educational Experience* is targeted to both related service providers and teachers
- *Supporting Students Who Are Deaf or Hard of Hearing—Recommended Practices in a General Education Setting* is targeted specifically to related service providers

These resources include a printed tip sheet and associated in-depth online information. They, and other resources to come, will be shared in a newly developed section of the Clerc Center's website called Tips to Go.

Target Audience Bookmarks

Five marketing bookmarks full of resources for specific target audiences were updated and professionalized to provide a quick reference to the Clerc Center's resources. The five targeted audiences include: general education professionals, educators, families, speech and hearing professionals, and early intervention professionals.

Distribution of Publications and Resources

During FY 2018, resources and publications were distributed at conferences and exhibits as well as through downloads from the website, email distributions, social media, and sales. The number of materials distributed through sales, at no-cost distribution, and conferences are as follows:

- Sales: 635 orders, including 3,162 Shared Reading Project sets and other products
- Material distribution: Over 30,000 resources and products were distributed to 23,006 participants at conferences, exhibits, and training presentations
- Conferences and exhibits: Clerc Center staff exhibited at 18 conferences and events to showcase materials and provide information on educating deaf and hard of hearing students

Conferences and Exhibits

Representatives from the Clerc Center attended 18 events and conferences to give presentations, distribute and showcase materials, and provide information and support to event attendees. Events were carefully selected to ensure attendees represent a wide cross-section of families and professionals, with an emphasis on those who work with deaf and hard of hearing students from traditionally underserved groups and in general education, public school programs. Events included the following:

- Hands & Voices Leadership Conference
- Maryland State Steering Committee Conference
- Conference of Educational Administrators of Schools and Programs for the Deaf
- Option School Annual Meeting
- Council for Exceptional Children
- Alexander Graham Bell Conference
- American Society for Deaf Children Conference
- Midwest Conference on Deaf Education
- Western Regional Early Intervention Conference
- American Speech-Language-Hearing Association

- Clarke Conference on Mainstreaming Students with Hearing Loss
- Ohio Council for Autism and Low Incidence Conference
- Early Hearing Detection and Intervention Annual Meeting
- Association of College Educators
- National Outreach Conference
- National Black Deaf Advocates Conference
- National Deaf Education Conference
- New York Educational Support Service Personnel Conference.

In order to expand outreach efforts, the Clerc Center also sent materials for sharing and dissemination to various events. Further, Clerc Center staff provided showcase presentations and poster sessions, and attended caucuses, board meetings, and other small group events at select conferences. Through these events, the Clerc Center provided materials, resources, and support to thousands of participants.

Creation of Videos

As a result of an increased need for video resources for the purpose of ASL-English bilingual communications and training videos for presentations, video production has significantly increased. During FY 2018, a total of 197 videos were produced, including videos for internal communication for the Clerc Center's demonstration schools as well as videos for national resources. Video topics included the accreditation process, the Code of

Conduct, the K-12 ASL Content Standards, and Info to Go, as well as videos for the Clerc Center's online learning communities. Videos for national resources are delivered with full communication access, which includes captions, spoken English, ASL, and English text. Video creation continues to be in high demand for training and outreach needs along with in-house communications.

Professional Development and Family Training

In FY 2018, the Clerc Center provided 98 presentations and workshops to 7,397 individuals who are professionals working with deaf and/or hard of hearing students. The number of training presentations and workshops more than doubled with an increase of 55 more sessions. The number of individuals served increased by 4,523 people, as compared to FY 2017. Venues for training include mainstream and residential academic schools, professional conferences, training centers, community programs for families, and small group meetings.

During FY 2018, the Clerc Center provided a wide variety of training, including on-site training, eLearning opportunities, and hybrid training opportunities. The Clerc Center has expanded dissemination opportunities by providing 15 on-site trainings for visitors coming to the campus seeking resources and information on educating deaf and hard of hearing students in FY 2018. The Clerc Center provided four Visual Phonics workshops (in person and virtually); four workshops on language acquisition and bimodal bilingualism; one social-emotional presentation; one social justice workshop; two general education presentations for teachers not familiar with deaf education; eight language planning workshops; two workshops addressing audiology; 13 presentations on early intervention; seven presentations on the educational, linguistic, and social-emotional needs of students with cochlear implants; two presentations addressing educational interpreting; the educational interpreting webcast, the three-day online discussions and a week-long online learning community for interpreters series; and 19 presentations designed for people who have limited knowledge about the products and services offered by the Clerc Center.

Clerc Center representatives provided 11 presentations at state, regional, and national conferences such as the Clarke Mainstreamed Schools Conference, the Early Hearing Detection and Intervention Conference, the American Society for Deaf Children Conference, the

National Deaf Education Conference, the Educational Audiology Association Annual Conference, the Maryland Stakeholders Meeting, the Maryland Statewide Deaf Educators Conference, and the Missouri Speech-Language-Hearing Association Conference.

The Clerc Center provided over 28 hours of on-site training to parents of deaf and hard of hearing children at eight different family learning events in Colorado, Hawaii, Utah, and Maryland. In total, the Clerc Center provided 269 hours of live professional learning to parents, educators, and professionals who have or work with children/students who are deaf or hard of hearing. Two new presentations focusing on families were developed and used during FY 2018, including a six- to eight-hour workshop on ASL and English bilingual programs. The workshop was pilot tested in Colorado and Hawaii using the hybrid training format that includes content from archived Clerc Center webcasts. The feedback was very positive, so this will continue to be an area of focus for FY 2019.

The Clerc Center offered this hybrid learning training model with two schools for the deaf in 2017. In FY 2018, the Clerc Center hosted three workshops that included both live and the hybrid learning format. The 83 participants were administrators, educators, and support staff. Hybrid learning includes participants viewing content from Clerc Center websites along with opportunities to participate in facilitated discussions on site.

Through a working collaboration, the Clerc Center participates in the SKI-HI Deaf Mentor Program curriculum training that has been offered to four states and approximately 75 deaf mentors in FY 2018. The training focuses on using the Deaf Mentor Program Curriculum and typically lasts three days. During the training, new deaf mentors are also given a presentation about Clerc Center national resources.

Webcasts as a Tool for Online Learning

The Clerc Center launched its most ambitious eLearning opportunity for professionals and educators in general education settings in FY 2018. A national professional online community was created for the purpose of creating various learning communities to enhance professional development opportunities. The Clerc Center's online professional learning community site has 2,354 members, with 375 new members from the September online discussion for educational interpreters.

Since its official launch in the fall of 2017, the *An Interpreted Education: What You Need to Know* webcast enrolled 1,267 participants from across the nation. After the launch, there was a three-day online discussion with 1,118 participants. Since that time, the webcast has been viewed 4,916 times on YouTube.

The Clerc Center's archived webcasts continue to be relevant and utilized by stakeholders, with 54,502 views for all of the archived webcasts.

- An Interpreted Education: 4,916 views
- Language Learning Through the Eye and Ear—Part 1: 1,716 views
- Language Learning Through the Eye and Ear—Part 2: 755 views
- Educational Planning for Students with Cochlear Implants: 2,884 views
- Dispelling Myths of Language Acquisition: 1,801 views
- Maximizing Language Acquisition: 12,034 views
- Early Intervention: 15,348 views
- Visual Split-Attention: 1,914 views
- What the Eyes Reveal About the Brain: 13,134 views

Clerc Center videos on YouTube continue to be viewed, demonstrating that people rely on Clerc Center resources and see these resources as the one-stop center for information.

Online Learning Community Series

In September 2018, the Clerc Center hosted the first in a series of professional learning opportunities for educational interpreters, the week-long *Debunking the Myth of "Just" Being an Educational Interpreter*. The event happened within the Clerc Center's online community and is fully online. The event's announcement on Facebook was shared 136 times. There were four separate events during the week that gave interpreters an opportunity to interact with experts and colleagues and discuss research on educational interpreting services in K-12 settings. First, the educational interpreters watched the webinar "Possibilities and Pitfalls of Educational Interpreting" by Dr. Melissa Smith. After viewing the webinar, they participated in several online discussions

facilitated by Smith. The webinar and the online discussion were accessible 24 hours a day. This allowed interpreters to be able to log in at their convenience, participate in different discussions, share their experiences, and ask questions. The series also included a Twitter chat session and a live videoconference discussion with Dr. Laurene Simms and Smith to further discuss the research about educational interpreting. Educational interpreters could earn .6 CEUs for participation in the series. The professional development series will continue with a book club based on Smith's book *More Than Meets the Eye: Revealing the Complexities of an Interpreted Education*. A total of 2,812 participants registered for this series of events.

Collaboration, Consultation, and Other Technical Assistance

The types of programs requesting Clerc Center services varied considerably. They included early intervention professionals, school professionals that serve deaf and hard of hearing students, teachers and administrators in general education, professionals in medical settings, professors in teacher training programs, nonprofit organizations, and more.

Conference of Educational Administrators of Schools and Programs for the Deaf

In February 2018, the Clerc Center hosted the Education and Advocacy Summit for Professionals. This first-time event was co-sponsored with the Conference of Educational Administrators of Schools and Programs for the Deaf and also included the involvement of the National Association of the Deaf and the National

American Foundation for the Blind. Approximately 150 people registered and attended the summit.

Joint Committee on Infant Hearing

A Clerc Center representative serves on the national Joint Committee on Infant Hearing (JCIH) in an advisory capacity. This representative assisted in the development of an updated JCIH report.

Hands & Voices

The Clerc Center is partnering with Hands & Voices on their Health Resources and Services Administration grant for Family Leadership in Language and Learning (FL3), providing support to family language and literacy in the state-level Early Hearing Detection and Intervention (EHDI) system.



VL2: Visual Language and Visual Learning Science of Learning Center

The Clerc Center continues to disseminate the materials of the National Science Foundation's Science of Learning Center on Visual Language and Visual Learning (VL2) at Gallaudet, and partners with VL2 in providing language and literacy expertise for FL3 efforts.

ASL Connect

Technical assistance was provided to ASLConnect as they develop a new ASL learning platform for parents with deaf or hard of hearing children.

Maryland's Early Hearing Detection and Intervention Advisory Council

A Clerc Center representative serves on the Maryland EHDI advisory council overseeing the state's EHDI services in Maryland.

American Society for Deaf Children

A Clerc Center representative serves on the American Society for Deaf Children board to empower diverse families with deaf or hard of hearing children and youth by embracing full access to language-rich environments through mentoring, advocacy, resources, and collaborative networks.

District of Columbia Public Schools

A series of professional development sessions were provided to District of Columbia Public Schools (DCPS) personnel who work with deaf or hard of hearing students.

D.C. Hears

The Clerc Center provided continued support to D.C. Hears, the newborn infant hearing screening program for the District of Columbia. A Clerc Center representative functions as chair of the intervention committee of the D.C. Hears board. This committee oversees early intervention services for all children identified as deaf or hard of hearing in the District of Columbia. Clerc

Center support included providing meeting space and interpreters for intervention committee meetings and D.C. Hears board meetings. Members of the Clerc Center community were also actively involved in providing human resources for committee work and resource development.

Gallaudet University Regional Centers

The Clerc Center continued its collaboration with the GURCs to coordinate training and technical assistance opportunities for professionals working with deaf or hard of hearing students and to increase dissemination in each region.

National Deaf Education Conference

A Clerc Center representative has been selected to serve on the National Deaf Education Conference board.

Utah State University's SKI-HI

The Clerc Center partners with Utah State University to provide Deaf Mentor training as a part of early intervention services to families with young children. This program includes mentors utilizing ASL curriculum for one-to-one services to families.

Western Pennsylvania School for the Deaf

The Clerc Center provided a series of workshops on bilingual language planning for the educational staff and residential staff at Western Pennsylvania School for the Deaf. Topics included access to language, language allocation and language planning for instruction, and social and academic use of language in Student Life.

ASL Curriculum, Instruction, and Assessment

The Clerc Center provided meeting space and technical assistance to ASL Curriculum, Instruction, and Assessment core members as they develop teaching resources to teachers who teach ASL in schools.

Photo: Bridgetta Bourne-Firl (right), director of training, products and dissemination, at the Clerc Center, moderated the questions for panelists of the "Federal Legislative Updates" panel, as part of the Education Advocacy Summit for Professionals, hosted by the Clerc Center on February 27, 2018. Panelists (seated from left) are: Hunter McGowan, a member of Deafblind Citizens in Action (DBCA); Barbara Raimondo, executive director of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD); and Mark Richert, director of public policy at the American Foundation for the Blind (AFB). Photo credit: Matthew Vita

Outreach Efforts

Outreach efforts in FY 2018 continued to focus on developing relationships with state- and district-level programs and strengthening relationships with national organizations and state-level outreach programs. As a part of this effort, the Clerc Center hosted the online National Outreach Conference and supports the on-site conferences following CEASD's annual conference dates every other year.

The Clerc Center has developed several knowledge-building products to reach stakeholders via distance learning formats, including webcasts, the development of the online learning community, and web-based resources and materials for professionals across the country.

This past year was the first full year of using Hobson's Radius, the Clerc Center's customer relationship

management system. With Radius, e-mail system efficiency has increased due to targeted audience communications. The current number of e-mail subscribers is approximately 34,000. In FY 2019, upgrades to the system will allow the Clerc Center to use more advanced targeted marketing systems. During FY 2018, the Clerc Center also built a new information architecture for upgrading the Clerc Center website, which will be completed in FY 2019.

The Clerc Center will continue to expand its outreach efforts to reach the identified audiences as a part of its strategic planning effort and will actively participate in the development of new strategic plans for FY 2020–2025.



VII. Demonstration Elementary and Secondary Schools

Both KDES and MSSD play a vital role in the Clerc Center's national mission. They are a place where innovative ideas, strategies, training, and technology applications begin and can later become national mission projects. Students in the schools are representative of deaf and hard of hearing students across the United States, making the schools excellent sites for developing and evaluating promising educational practices that could be replicated at other schools and programs throughout the country.

As we move forward with implementing standards-based instruction and assessment, the following overarching themes continue to guide our thinking and planning:

- Identifying a long-range strategy to implement change following the above model progression
- Continuing ongoing focus on the Maryland-adopted Common Core State Standards (CCSS) for English/language arts (ELA) and mathematics and the Next Generation Science Standards for science that serve as the foundation for curriculum and instruction through

implementing newly-developed curricular units aligned with these standards for all classes from grades K–12

- Using information from research and evidence-based practice to redesign instructional efforts to meet the needs of all students
- Providing support for teacher instructional planning through a variety of job-embedded professional learning opportunities (e.g., weekly meetings; PLCs; mini-workshops; individual consultation from instructional support personnel, including master teachers, coordinators of instructional support/differentiation and inclusion) and allocated planning time on professional development days and other times throughout the year
- Planning for multi-year allocation of resources
- Planning and training for all teachers in using bilingual education strategies.
- Added two positions focusing on instruction: director of bilingual education and the director of instruction
- Creating new instructional support positions to reinforce and sustain the work to change practice

Instruction

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2017–2018 school year witnessed ongoing focus on understanding and implementing the key instruction shifts. In science, teachers began to explore the Next Generation Science Standards that were adopted by our state partner, Maryland, and identify needed curricular changes that this change in standards will necessitate.

Reading and Writing

- Opened the school year with a focus on community building throughout both schools and responding to issues expressed by teachers and staff in meetings with the new co-leaders

Photo: A teacher's aide looks on as students engage in a play-based learning activity. Students participate in a variety of sensory-based experiences in a bilingual environment. Learning at KDES takes place in child-centered, play-based classroom centers that incorporate active learning and hands-on developmental experiences. Photo credit: Matthew Vita

- Provided training on transition, new assessments, classroom management, school climate, and PBIS
- Adopted the Leveled Literacy Intervention (LLI) program to promote growth in reading comprehension
- Added the Measures of Academic Progress (MAP) assessment in order to track student growth throughout the academic year.
- Continued flexible grouping K-8 to implement ASL/English bilingual strategies and develop linguistic skills in both languages
- Developed and provided instructional activities to practice the types of multi-step, complex processes students must use to respond to questions on the Next Generation assessments
- Established a director of bilingual education position and began training the first cohort of K-5 teachers

Raising the reading and writing achievement levels of the deaf and hard of hearing students attending our

programs remains a significant challenge. The project implementations listed above testify to an intentional effort to develop and deliver a comprehensive language and literacy program. However, these have not yet resulted in a rise in achievement on the assessments that the schools would like to see. We have adopted the MAP assessment, which allows us to track student growth and provide specific interventions. The schools have consistently reviewed student achievement data and made changes to the school action plans and strategies accordingly. This intentional approach to raising student achievement levels will continue to guide instruction and professional learning in the schools.

Mathematics

- Provided professional learning sessions on identifying worthwhile tasks and mathematical discourse in the classroom
- Continued work on unpacking the math standards and reviewing math progressions across grades
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (e.g., PARCC)
- Provided students with additional opportunities to take CCSS online practice mathematics assessments
- Acquired a new hybrid math textbook/online series K-8
- Added the MAP assessment in order to track student growth throughout the academic year

The schools have followed a similar path as described in the previous section with regards to math instruction. In the time since accreditation in 2011, the school community has reviewed research-based instructional strategies from general, special, and deaf education; adopted the CCSS; developed an entirely new CCSS-aligned curriculum; and provided training and support to teachers for planning and implementing the new curriculum. New instructional support positions have been created to work directly coaching teachers on planning and implementing research-based instructional strategies.

This year, the schools' focus remained on teaching math concepts incorporating a continuum from concrete, to representational, to abstract. With younger students, training and coaching focused on use of specific

manipulative techniques to build math concepts: the use of dot cards and 10 frames to build number sense and the use of open number lines to develop the foundation for fraction and other number concepts. In FY 2019, the focus will be on implementation of the new math textbook series and online resource system.

Flexible Grouping

The KDES language arts program has been using a flexible grouping model for the past five years. This strategy aligns with best practices in bilingual language instruction as well as those of ASL/English deaf bilingual programs. This dynamic bilingual model benefits all deaf and hard of hearing learners with a variety of ASL and English language skills and recognizes that all learners are at different places on the continuum of social and academic language skills and modalities. Students are placed in instructional groupings for ASL and English language based on assessment data on their current skill level. This way teachers can concentrate on developing those language skills students need most in appropriately paced settings. Periodic ongoing assessments inform teachers about language skill development and impact instructional and grouping decisions.

The goal of flexible grouping is for all students to demonstrate full linguistic and communicative competency in both ASL and English. In order to achieve this, teachers meet weekly to discuss and review student data and then plan accordingly for instruction. As a result of regular reviews of student progress, teachers are able to make recommendations for necessary changes in group placement throughout the year to maximize students' language learning. Teachers make consensus group placement decisions strictly based on the collection of language assessment data.

The following assessments are included to review and discuss students' growth in both academic ASL and English languages:

Developmental Reading Assessment, Second Edition (DRA-2)

- Writing samples using the 6+1 Writing Traits model and rubrics
- Conversational Proficiency Levels

- Formative assessments (e.g., classroom-based assessments—observations, work samples, reading progress observations, other data)
- MAP assessment

The focus in FY 2018 remained on refining the use of data to make instructional and grouping decisions. KDES continued to experience an influx of students during the school year, which necessitated more frequent changes in grouping to accommodate different learning needs and to provide appropriate accessibility to the curriculum. FY 2018 priorities included expanding the piloted LLI program to K-8 as well as more attention to interpreting assessment results and using those to inform teaching and instructional decision making. The use of the Discovery Education Assessment will be replaced by the MAP assessment from NWEA.

Hands on Deck

Hands on Deck (HOD) was implemented at KDES during FY 2017. KDES enrolls a significant percentage of students who have additional disabilities, who have experienced physical or emotional trauma, and who exhibit challenging behaviors. Some students have long bus rides to school and come from homes where communication can be a challenge. HOD recognizes that students often arrive to school carrying with them experiences that can interfere with their ability to attend to classroom academics. HOD is 30 minutes of structured and unstructured “play” interaction at the start of the school day involving all students, teachers, and staff. The purpose of this social-emotional learning time is to build positive relationships, trust, community, and a safe school environment. A significant part of this process involves modeling positive and supportive language to assist students in developing a healthy sense of self and building resiliency.

As a result of HOD, we have noticed a decrease in morning behavior problems exhibited by students. Informal questionnaires asking students before and after HOD about their feelings indicated an increase in positive feelings after HOD in the mornings.

Plans for FY 2019 include developing more student-led activities, using older students to support younger

students, more collection of data, and assessing the sustainability of the intervention and results.

Leveled Literacy Intervention

In FY 2017, KDES selected a reading intervention program, the Fountas and Pinnell Leveled Literacy Intervention (LLI), to use with students who were falling behind in learning how to read. This intervention was selected for its accessibility for deaf readers. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. LLI works to deepen and expand comprehension with close reading. It also elevates the expertise of teachers with successful, research-based methods of reading instruction. The intervention works to increase reading volume by engaging students in large amounts of successful daily reading and increasing student engagement with books that build knowledge.

In FY 2017, the focus was on a pilot implementation among teachers in grades 3–5. Two staff members attended a training session on the LLI and returned to train teachers and staff. Teachers in grades 3–5 implemented the intervention reading lessons and collected data. Teachers and staff met to discuss results, assess placement and groupings, and plan adaptations necessary for an ASL-centric approach. Preliminary results were promising, with many students making progress in catching up towards grade-level reading expectations.

In FY 2018, implementation of LLI was expanded school-wide, with a significant increase in the number of teachers across content areas involved in implementing the program. Plans for a more structured data collection will be implemented to better assess the impact of the intervention. Three classes at MSSD have also begun using LLI.

Excellence By Design Accreditation Protocol

In FY 2012, the demonstration schools began executing the action plans in reading/writing, mathematics, and enhancing school climate. Numerous projects in these goal areas have been implemented under the action plans.

In FY 2015, the schools completed a mid-cycle report as directed by the Excellence By Design (EBD) protocol. This report included a review of our context, planning process, and accreditation standards, all student achievement data since accreditation, the improvement objectives, and action plans. During this process, the action plans were streamlined to focus on strategies most likely to improve student achievement.

FY 2017 ushered in the official start of the 18-month self-study process leading to re-accreditation. The schools followed the EBD protocol from the Middle States Association (MSA) and achieved full accreditation from both MSA and the Conference of Educational Administrators of Schools and Programs for the Deaf in FY 2018. As a part of the self-study process, the Clerc Center schools reviewed and edited the mission, belief statements, and profile of graduates according to EBD parameters. The planning committee, representative of all aspects of the Clerc Center, discussed and approved planning ethic, periodic review, and communication plan outlines. They reviewed assembled reports on student achievement and a profile of the organization's capacity to support that achievement.

The planning committee also surveyed Clerc Center personnel, students, and parents on the 12 accreditation standards in the EBD protocol. Using the results of this survey and follow-up discussions with the planning committee, we have identified school climate as the organizational capacity goal area.

Using the results of the student achievement report, the planning committee has identified the following two areas for student achievement goals for the next accreditation plan: ASL and ELA, and mathematics.

In FY 2019, the focus will be on the implementation of our new 2025 EBD plans. The goals outlined in the EBD 2025 plans include reading, writing, and ASL; math; and school climate. Each goal area has several objectives and an action plan to achieve yearly success with the target of full mastery by 2025.

Emerging Signers Program

The Emerging Signers Program (ESP) is a systematic, comprehensive, and individualized support system

designed to ensure academic success and linguistic development for deaf and hard of hearing students who have been raised with spoken language only, have minimal sign language skills, or come from a country that educates deaf and hard of hearing students in a signed language other than ASL. The ESP provides a process for an emerging signer to make a smooth transition into a visual learning environment through provision of interpreting support until the student is able to function in class independently. Additionally, the ESP seeks to create an environment that supports social development and emotional intelligence, and it encourages students to examine their identity as it relates to being deaf or hard of hearing.

Each student's needs are different, and students attain linguistic independence at different paces. Therefore, students are provided with the services that best meet their needs, and those services are gradually reduced in direct correlation to their expanding skills and independence.

Direct ASL instruction and social-emotional support are put in place for a full academic year. The student's teachers and the interpreters working with the emerging signer observe and document how the student is functioning. In addition, the lead interpreter, the interpreter coordinator, and/or the ESP coordinator also observe the student in class regularly. Information about the student's abilities, progress, and continued needs, as well as information about accommodations that are no longer needed, are then discussed with the Individualized Education Program team for decisions regarding continuation of, a decrease in, or termination of services. The focus of the ESP in FY 2019 will be to maintain the effectiveness of the program and to recruit and retain a diverse team of interpreters who more accurately reflect the diversity of the student body. These interpreters are able to bring lived experiences to the work that more closely align with those of the students they serve and are able to share diverse perspectives to strengthen the work of the entire ESP team.

Assessments

The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center partnered with the state of Ohio for six years and then entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for Language Arts and math in all schools across the state. These Maryland standards are based on the CCSS. Since these standards so closely align with the CCSS, little change in curriculum was needed. In 2013, Maryland adopted the Next Generation Science Standards. These are a set of rigorous and internationally benchmarked standards for K–12 science education. Work continues on aligning curriculum and resources with these new standards. Following Maryland’s assessment plan, the Clerc Center administered the following state assessments this year. The PARCC for ELA and math, the MISA, the MISA-Alt and HSA in science, and the Multi-State Alternate Assessment (MSAA) for ELA and math with students with significant cognitive disabilities.

Assessments in Language Arts and Math

Partnership for Assessment of Readiness for College and Careers (PARCC)

PARCC’s summative ELA/literacy tests were administered in grades 3–8 and high school. The assessments include a performance-based component with longer questions that usually require multiple steps. It measures critical thinking; reasoning; and the ability to apply skills and knowledge in reading, writing, and mathematics.

- ELA/literacy—Students read and analyze passages from real texts (fiction and nonfiction) and sometimes watch video. They write using what they have learned from the passages and multimedia to support their arguments. These skills are critically important for students in college and in the workplace. PARCC measures writing at every grade because it is key to showing readiness for the next academic work and, in high school, readiness for college and career.
- Mathematics—Students solve multi-step math problems that require reasoning and address real-

world situations. This requires students to reason mathematically, make sense of quantities and their relationships to solve real-world problems, and show their understanding. Many previous assessments focused mostly on rote procedure only.

Multi-State Alternate Assessment (MSAA)

The MSAA was administered to a small number of students. This assessment was created by the National Center State Collaborative to assess students with the most significant cognitive disabilities who are unable to participate in the PARCC assessment, even with accommodations. The alternate assessment is based on alternate achievement standards in ELA and mathematics and is administered online.

Assessments in Science

Maryland Integrated Science Assessment (MISA) and High School Assessment—Biology (HSA)

Students in grades 5 and 8 participated in taking the MISA, and students in grades 10–12 took the HSA in biology. This assessment is delivered online. Since the FY 2016 MISA administration was considered a field test of a new assessment (replacing the Maryland School Assessment-Science), there will be no individual score reports generated.

Alternate Maryland Integrated Science Assessment (Alt-MISA)

The Alt-MISA, also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards that have been derived from and are aligned with the Next Generation Science Standards. Students who take the Alt-MISA assessments are instructed and assessed on Essential Elements (EEs). EEs are grade level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Each science EE has three linkage levels that specify where a student is in relationship to the grade-level target. The target linkage level is the highest,

while the other two linkage levels (initial and precursor) are lower in complexity, depth, and breadth.

The Alt-MISA is an online, stage adaptive assessment comprising 9 “testlets” for each grade level assessed. Each testlet is completed in one setting and consists of an engagement activity and three to five test items. Each testlet covers one EE. Each engagement activity is designed to motivate students, provide a context, and activate prior knowledge. All test items are in a multiple-choice format.

These assessments were designed to measure the full range of the CCSS, the Next Generation Science Standards, and the full continuum of student abilities, including the performance of high- and low-performing students. The PARCC assessments tested writing skills at every grade level and critical thinking and problem-solving skills in an in-depth manner. The assessments feature a mix of items—short answer, longer open-response questions, richer multiple-choice items, and technology-enhanced items—to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in

student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments. The on-line format was relatively new to most, if not all, of our students and will require a few years for students to adjust to the change.

Report Card

Due to new reporting requirements from the U.S. Department of Education regarding the report cards that SEAs and LEAs must prepare and disseminate every year on school performance and progress, the information regarding the 2017–2018 school year will not be included in this Annual Report of Achievements for FY 2018. As per the guidance from Department of Education, beginning with information from the 2017–2018 school year, report cards must be posted annually on SEA and LEA Web sites on or before December 31 for the preceding school year. The Clerc Center will have its report card for the 2017–2018 school year posted by December 21, 2018, and will, subsequently, include information from this report card, including academic achievement and disaggregation tables, in the Annual Report of Achievements for FY 2019 next year.

Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the “proficient” level of performance on the spring assessment and to report this information publicly. The Clerc Center has fulfilled this requirement, and an online report is operational:

- Reported PARCC, MISA/HSA/Alt-MISA, and the MSAA results in accordance with EDA requirements via the Clerc Center website
- Met all other Maryland and federal assessment and reporting requirements within the designated timelines
- Provided ongoing communication about progress with teachers, staff, families, and the community

The Clerc Center’s results for the 2017–2018 school year are available online at www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html.

VIII. KDES Student Characteristics, Related Educational Services Received, and Achievement

Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2017, 103 students were enrolled at KDES. Ten eighth grade students completed the KDES program in June 2018.

AY 2017–2018 Enrollment at KDES: ECE, Elementary (1–5), Middle (6–8)

Grade	All	ECE ¹	1	2	3	4	5	6	7	8
September 15, 2017	103	41	5	6	7	6	7	13	8	10
First-time enrollments	19	10	2	2	0	0	1	1	2	1
Completed program	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10
Left before completing program	2	1	0	0	0	0	0	1	0	0

¹Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

Student Characteristics

Hearing Levels of KDES Students

Fifty-five percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2017–2018, the number of KDES students with cochlear implants was 14, or 14 percent of the school population. Ten of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

	All ¹	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal ² (<27dB)	2	2%	0	0%	0	0%	2	7%
Mild (27–40 dB)	5	5%	1	3%	1	3%	3	10%
Moderate (41–55 dB)	6	7%	2	6%	3	10%	1	3%
Moderately severe (56–70 dB)	9	10%	5	16%	1	3%	3	10%
Severe (71–90 dB)	20	22%	4	13%	7	23%	9	29%
Profound (91 dB & above)	51	55%	20	63%	18	60%	13	42%
All levels	93	100%	32	100%	30	100%	31	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹Current test data available for 10 students.

²Two students had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Sixty-six percent of KDES students were members of traditionally underserved racial/ethnic groups.

KDES Students by Race/Ethnicity and Instructional Grouping

	All Teams	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	35	34%	12	29%	12	39%	11	36%
Traditionally underserved racial/ethnic groups	68	66%	29	71%	19	61%	20	64%
Black/African American	31	31%	9	22%	9	29%	13	42%
Hispanic of any race	14	14%	7	17%	4	13%	3	10%
Asian	13	13%	7	17%	3	10%	3	10%
Two or more or other racial/ethnic groups	10	10%	6	15%	3	10%	1	3%
All groups	103	100%	41	100%	31	100%	31	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Thirty-four percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

	All	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	68	66%	38	93%	19	61%	11	36%
Deaf students with 1 or more additional disabilities ¹	35	34%	3	7%	12	39%	20	64%
All conditions	103	100%	41	100%	31	100%	31	100%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small numbers of students in some groups.

Photo: KDES social studies teacher Lia Bengston checks a student's work. Social studies helps students understand the world and develop critical thinking and civic engagement skills. Photo credit: Matthew Vita

Support Services

Eighty-three percent of KDES students received one or more support services. At KDES, students from traditionally underserved racial/ethnic groups received higher rates of support services than other students.

KDES Students Receiving Support Services by Instructional Grouping

	All (N=103)	% of All	ECE (N=41)	% of ECE	Elem. (N=31)	% of Elem.	Middle (N=31)	% of Middle
No support services	17	17%	12	29%	2	7%	3	10%
1 or more support services	86	83%	29	71%	29	93%	28	90%
Speech-language	77	75%	26	63%	27	87%	24	77%
Other services ¹	60	58%	24	59%	18	58%	18	58%

Note: Percentages may not sum to 100 percent due to rounding.

¹Includes Audiology, OT/ PT, ASL, Counseling, Home visits, 1:1 Aide, and Transition

KDES Students Receiving Support Services by Race/Ethnicity

Racial/Ethnic Group	All (N=103)	% of All	White (N=35)	% of White	Traditionally Underserved ¹ (N=68)	% of Traditionally Underserved
No support services	17	17%	9	26%	8	12%
1 or more support services	86	83%	26	74%	60	88%
Speech-language	77	75%	21	60%	56	82%
Other services ²	60	58%	18	51%	42	62%

Note: Percentages may not sum to 100 percent due to rounding.

¹Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

²Includes Audiology, OT/ PT, ASL, Counseling, Home visits, 1:1 Aide, and Transition



IX. MSSD Student Characteristics, Related Educational Services, and Outcomes

Enrollment

MSSD serves high school students between the ages of 14 and 21 from the United States and its territories. On September 15, 2017, 174 students were enrolled at MSSD. Forty-one seniors graduated in June 2018.

AY 2017–2018 MSSD Enrollment

	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2017	174	27	39	56	52
First-time enrollments	67	27	10	16	14
Left before completing program	17	4	3	5	5
Completed program	41	N/A	N/A	N/A	41

Student Characteristics

Hearing Levels of MSSD Students

Eighty-eight percent of MSSD students had hearing losses measured at the severe or profound levels. In 2017–2018, 35 MSSD students, or 20 percent of the school population, had cochlear implants. Twenty-two of those students were currently using their implants.

MSSD Students by Hearing Level and Grade

Grades	All ¹	% All	9	% 9	10	% 10	11	% 11	12	% 12
Normal (<27 dB)	0	0%	0	0%	0	0%	0	0%	0	0%
Mild (27–40 dB)	2	1%	0	0%	0	0%	1	2%	1	2%
Moderate (41–55 dB)	6	4%	1	4%	1	3%	4	7%	0	0%
Moderately severe (56–70 dB)	12	7%	1	4%	5	13%	2	4%	4	8%
Severe (71–90 dB)	34	20%	5	19%	7	18%	10	18%	12	25%
Profound (91 dB & above)	115	68%	19	73%	25	66%	39	70%	32	65%
All levels	169	100%	26	100%	38	100%	56	100%	49	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹Current test data not available for 5 students.

Photo: In an MSSD chemistry class, a teacher and student conduct a science laboratory experiment that involves observing the chemical reaction between magnesium metal strip and hydrochloric acid in a closed test tube. Students studied the fact that hydrogen gas is produced when in contact with an acid. After a few minutes, hydrogen gas was formed and upon removal of the rubber stopper, the students felt a strong “POP!” This “pop” sound indicates the presence of hydrogen gas. Photo credit: Matthew Vita

Traditionally Underserved Racial/Ethnic Groups

Sixty percent of MSSD students were members of traditionally underserved racial/ethnic groups.

MSSD Students by Race/Ethnicity and Grade

Grades	All	% All	9	% 9	10	% 10	11	% 11	12	% 12
White	69	40%	11	41%	13	33%	27	48%	18	35%
Traditionally underserved racial/ethnic groups	105	60%	16	59%	26	67%	29	52%	34	65%
Black/African American	43	25%	9	33%	11	28%	6	11%	17	33%
Hispanic of any race	33	19%	3	11%	8	21%	10	18%	12	23%
Two or more and other racial/ethnic groups	29	17%	4	15%	7	18%	13	23%	5	10%
All groups	174	100%	27	100%	39	100%	56	100%	52	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Eighteen percent of MSSD students were identified as having additional physical or cognitive disabilities.

MSSD Students with Disabilities by Grade

Grades	All	% All	9	% 9	10	% 10	11	% 11	12	% 12
No disabilities	143	82%	22	82%	31	80%	45	80%	45	87%
Deaf students with 1 or more additional disabilities ¹	31	18%	5	18%	8	20%	11	20%	7	13%
All conditions	174	100%	27	100%	39	100%	56	100%	52	100%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small numbers of students in some groups.



Support Services

Sixty-one percent of all MSSD students received one or more support services. At MSSD, 67 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 54 percent of white students.

MSSD Students Receiving Support Services by Grade

Grade	All (N=174)	% All	9 (N=27)	% 9	10 (N=39)	% 10	11 (N=56)	% 11	12 (N=52)	% 12
No support services	67	39%	11	41%	11	28%	26	46%	19	37%
1 or more support services	107	61%	16	59%	28	72%	30	54%	33	63%
Speech-language	85	49%	14	52%	21	54%	23	41%	27	52%
Other services ¹	53	31%	5	19%	13	33%	19	34%	16	31%

Note: Percentages may not sum to 100 percent due to rounding.

¹Includes Audiology, OT/ PT, ASL, Counseling, Home visits, 1:1 Aide, and Transition

MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

Racial/Ethnic Group	All Traditionally Underserved (N=105)	%	Black/ African American (N=43)	%	Hispanic of Any Race (N=33)	%	Two or More & Other (N=29)	%
No support services	35	33%	10	23%	13	39%	12	41%
1 or more support services	70	67%	33	77%	20	61%	17	59%
Speech-language	64	61%	30	70%	18	55%	16	55%
Other services ¹	28	27%	13	30%	6	18%	9	31%

Note: Percentages may not sum to 100 percent due to rounding.

¹includes Audiology, OT/ PT, ASL, Counseling, Home visits, 1:1 Aide, and Transition

MSSD Students Receiving Support Services by Race/Ethnicity

Racial/Ethnic Group	All (N=174)	% All	White (N=69)	% White	Traditionally Underserved (N=105)	% Underserved
No support services	67	39%	32	46%	35	33%
1 or more support services	107	61%	37	54%	70	67%
Speech-language	85	49%	21	30%	64	61%
Other services ¹	53	31%	25	36%	28	27%

Note: Percentages may not sum to 100 percent due to rounding.

¹includes Audiology, OT/ PT, ASL, Counseling, Home visits, 1:1 Aide, and Transition

Student Outcomes

Student Reading Achievement

The reading comprehension attainment of MSSD students is measured annually using the Stanford Achievement Test (10th edition) or the Test of Academic Skills (TASK). Thirty-six percent of MSSD students were reading at the fourth grade level or lower. Twenty-seven percent had reading grade equivalent levels between fifth and seventh

grade. Thirty-eight percent had reading grade equivalents of eighth grade or higher. The freshmen had the lowest reading levels, with an average grade equivalent of 6.1. The seniors had the highest average reading grade equivalent at 6.7.

MSSD Reading Levels by Grade

Grade	All	% All	9	% 9	10	% 10	11	% 11	12	% 12
Post high school	27	18%	4	17%	5	15%	8	18%	10	21%
12.0–12.9	1	<1%	1	4%	0	0%	0	0%	0	0%
11.0–11.9	2	1%	0	0%	0	0%	1	2%	1	2%
10.0–10.9	3	2%	0	0%	1	3%	2	4%	0	0%
9.0–9.9	8	5%	0	0%	4	12%	2	4%	2	4%
8.0–8.9	15	10%	4	17%	3	9%	3	7%	5	11%
7.0–7.9	11	7%	0	0%	2	6%	5	11%	4	8%
6.0–6.9	8	5%	2	9%	1	3%	2	4%	3	6%
5.0–5.9	21	14%	2	9%	5	15%	6	13%	8	17%
4.0–4.9	11	7%	2	9%	1	3%	5	11%	3	6%
3.0–3.9	22	15%	4	17%	7	21%	4	9%	7	15%
2.0–2.9	20	13%	4	17%	5	15%	7	16%	4	9%
1.0–1.9	0	0%	0	0%	0	0%	0	0%	0	0%
All levels	149	100%	23	100%	34	100%	45	100%	47	100%
Mean grade equivalent level			6.1		6.4		6.5		6.7	

Note: Includes students enrolled as of September 15, 2017, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

Reading Achievement of Graduates

According to the Gallaudet Research Institute, about half of high school-age deaf and hard of hearing students leaving special education programs read below the fourth grade level. The average grade equivalent reading level of MSSD graduates was 8.5. Graduates who were members of traditionally underserved racial/ethnic groups had an average reading level of 6.6, while white students had an average grade equivalent level of 10.5.

MSSD Graduates Reading Levels by Race/Ethnicity AY 2017–2018

Racial/Ethnic Groups	All ¹	% All	White	% White	Traditionally Underserved	% Underserved
Post high school	10	27%	8	50%	2	10%
12.0–12.9	0	0%	0	0%	0	0%
11.0–11.9	1	3%	1	6%	0	0%
10.0–10.9	0	0%	0	0%	0	0%
9.0–9.9	2	5%	1	6%	1	5%
8.0–8.9	5	13%	2	12%	3	14%
7.0–7.9	4	11%	1	6%	3	14%
6.0–6.9	3	8%	0	0%	3	14%
5.0–5.9	7	18%	1	6%	6	29%
4.0–4.9	2	5%	2	12%	0	0%
3.0–3.9	3	8%	0	0%	3	14%
2.0–2.9	0	0%	0	0%	0	0%
1.0–1.9	0	0%	0	0%	0	0%
All levels	37	100%	16	100%	21	100%
Average grade equivalent	8.5		10.5		6.6	

Note: Includes students enrolled as of September 15, 2017, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

¹Data was not available for 4 graduates.

Photo: Three KDES students, (from left) Mattea King, Cameron Brown, and Fiona Keegan, competed in the 2018 National Fingerspelling Bee in May. The fierce competition between the students from KDES and the four other schools participating lasted an unexpected four hours before three students—King and two students from other schools—were named co-champions. Brown and Keegan also finished with in the top five of all competitors. KDES and MSSD students compete in many academic competitions, including the Math Competition for Students who Are Deaf or Hard of Hearing, Battle of the Books, Botball, and the Gallaudet University Academic Bowl. Photo credit: Matthew Vita

Disposition of 2017 MSSD Graduates

A one-year follow-up was conducted of the 45 students who graduated from MSSD in 2017. The response rate for this follow-up was 84 percent.

Fifty-one percent of graduates responding to the one-year survey reported that they were enrolled in a post-

secondary program. Nine percent of the respondents were working, 11 percent were enrolled in a postsecondary program and working, and 9 percent were neither enrolled in a postsecondary program nor working. Four percent indicated an unwillingness to share information.

MSSD 2017 Graduates' One-Year Outcomes by Race/Ethnicity

Racial/Ethnic Groups	All Responding	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	23	61%	12	63%	11	58%
Working	4	11%	4	21%	0	0%
Working and enrolled in a postsecondary program	5	13%	2	11%	3	16%
Neither working nor enrolled in a postsecondary program	4	11%	1	5%	3	16%
*Unknown	2	5%	0	0%	2	11%
All outcomes	38	100%	19	100%	19	100%

*Parental contact indicated an unwillingness to share information or no information on the graduates' work or postsecondary status





The MSSD Performing Arts Program puts on several public performances a year. Students can perform on stage or take on production roles that match their interest: directing and assistant directing, set design, costume design, ASL translation of scripts, choreography, and light design. These experiences provide students with creative challenges that foster critical thinking and planning skills, all while building self-esteem and lasting friendships. Photo credit: Matthew Vita

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The Kendall Demonstration Elementary School provides students with an academically rigorous program so that students will become self-directed, independent, and resourceful learners.

Photo credit: Matthew Vita