

# ANNUAL REPORT OF ACHIEVEMENTS



  
**GALLAUDET**  
UNIVERSITY



Front cover photos, left to right.

Inside the “2”: Two students are all smiles following their graduation.

Inside the “0”: In 1864, Abraham Lincoln signed the charter that established what is now Gallaudet University. For that reason, he holds a special place in our history and our hearts.

Inside the “1”: Thomas McKnight, an athletic trainer, teaches anatomy and physiology in the Biology Program.

Inside the “9”: The Kendall Demonstration Elementary School middle school program hosted a half-day activity with students to learn about

climate change and ways they can contribute to a healthier environment. Students made posters to support the youth-led Climate Strike protest that was largely sparked by Swedish teen climate activist Greta Thunberg and helped spread awareness about climate change.

Background image: The beautifully-manicured central green of the campus, with Chapel and College Halls in the background.

This page: Students walk up to Hanson Plaza, with the Sorenson Language and Communication Center and a cherry tree in the background. Most campus walkways are intentionally wide to allow for signed conversations.

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October 1, 2018–September 30, 2019

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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 2019. 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 an annual report regarding the University and the Clerc Center (Sections 4354 and 4305(b)(2)).

At Gallaudet, we are in the midst of a strategic and forward-thinking transformation. The 21st century is a fast-paced time of rapid change, with explosive development in the technology sector and frequent innovation and disruption of previously held practices and mindsets. Our reclassification as an R2 University by the Carnegie Classification of Institutions of Higher Education is evidence of Gallaudet’s increasing capacity for transformation and impact as we rise to meet new challenges. Just as significantly, this reclassification is leading to our recognition as a national university by other influential entities, including the US News & World Report, which creates new opportunities to showcase Gallaudet’s niche and unique contributions to our country and our world.

Two significant examples of how our deliberate actions and collaborations are contributing to Gallaudet’s forward momentum include:

- The Gallaudet University Technology Access Program was awarded \$4.625 million over a five-year project period for the Rehabilitation Engineering Research Center on Technology for People Who are Deaf and Hard of Hearing (DHH-RERC). The Gallaudet DHH-RERC is an applied research and development center that focuses on a specific intersection of technology and disability. It has both campus-based and external collaborators. This grant is funded by the National Institute on Disability, Independent Living and Rehabilitation Research under the Administration for Community Living in the Department of Health and Human Services.
- Gallaudet entered into a partnership with the Alabama Institute for Deaf and Blind to create a regional focus on identifying strategies that positively impact early language acquisition for children ages birth through 3 who are deaf and hard of hearing, as well as for early educators, families, and early interventionists who work with infants and children who are deaf and hard of hearing. The region includes nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Funding comes from Gallaudet’s federal appropriation pursuant to Senate Report 115-289. We are using our resources across the University, including our Clerc Center national mission team, our leading research lab for 0–5 language acquisition: Visual Learning Lab research and translation, and our expertise with early language acquisition for families with American Sign Language at the Clerc Center and in the ASL and Deaf Studies Department, most notably ASL Connect to support this effort.

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

With our appreciation and warm regards,

A handwritten signature in black ink that reads "Roberta J. Cordano". The signature is fluid and cursive, with the first name being the most prominent.

Roberta J. Cordano  
President



The sun peeks through some trees behind Daniel Chester French's sculpture of Thomas Hopkins Gallaudet with his pupil, Alice Cogswell.

## FISCAL YEAR 2020 HIGHLIGHTS

All of the data contained in this chapter was collected for the fall semester of Academic Year 2019–2020, which is the first quarter of Fiscal Year (FY) 2020. The data in subsequent chapters covers FY 2019. This chapter contains a variety of numeric tables highlighting Gallaudet's activities during the current year. Included are data on enrollment, undergraduate and graduate student demographics, 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 Bachelors of 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 per 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.

**Hearing undergraduate (HUG)** – HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program other than the Bachelor of Arts in Interpretation (BAI) program. 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—do not exceed a 5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016 and beyond.

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

**Traditionally Underrepresented Groups (TUG)** – See “Students of Color (SOC).”



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

**Reporting Periods for the Annual Report of Achievement**

Data in this annual report cover several different “years.” Primarily, the report covers Fiscal Year 2019 (from October 1, 2018 to September 30, 2019). However, this chapter (“Fiscal Year 2020 Highlights”) covers the beginning quarter of FY 2020 from October 1, 2019 to December 31, 2019. Below are variations of reporting periods within this report:

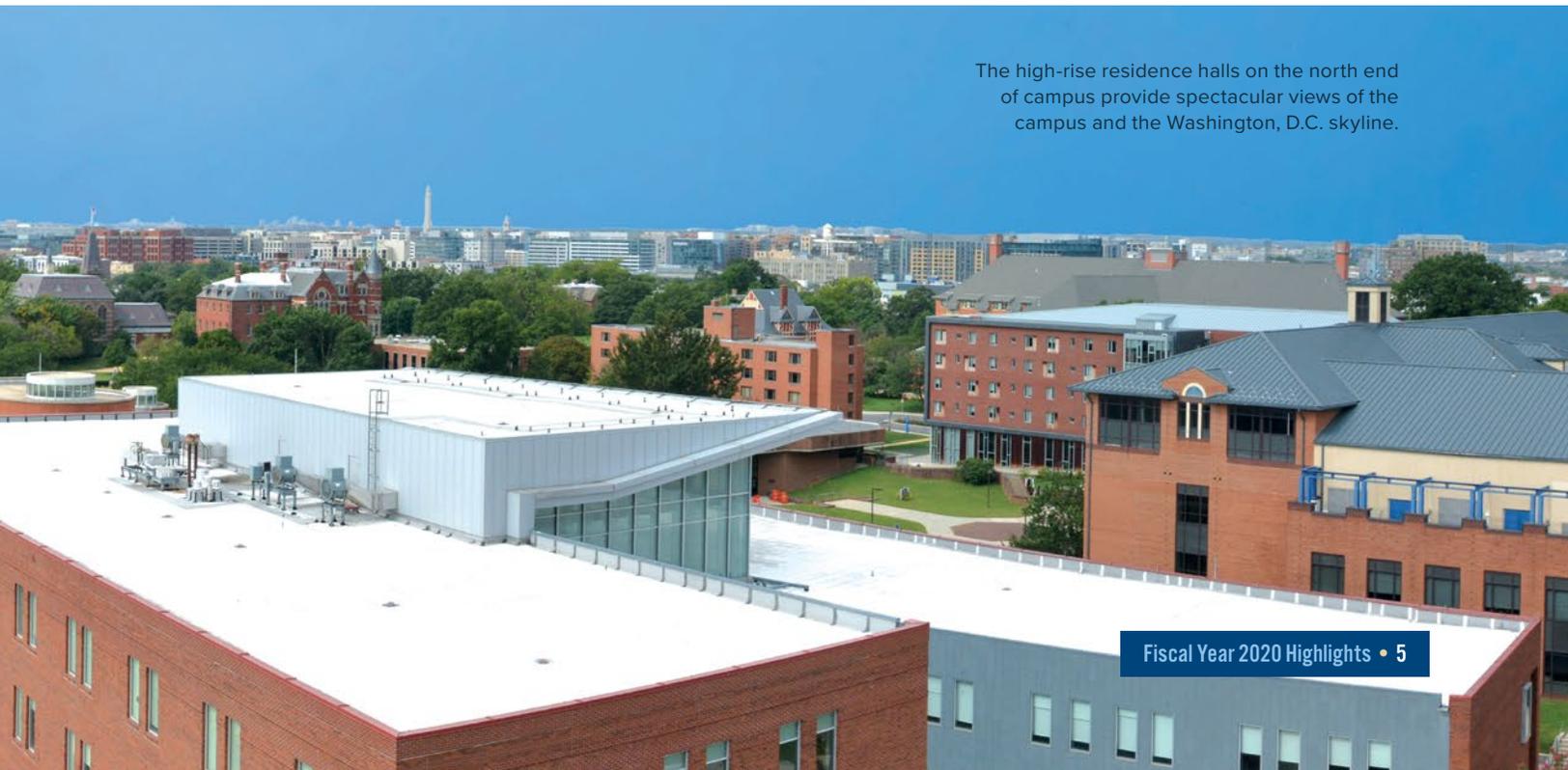
Partial Calendar Year 2017 (by month)					Calendar Year 2018 (by month)							Calendar Year 2019 (by month)																
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Partial Fiscal Year 2017					Fiscal Year 2018							Fiscal Year 2019 (Note: This report primarily covers this time period.)							Partial Fiscal Year 2020 (Note: This chapter primarily covers this time period.)									
Academic Year 2017–2018										Academic Year 2018–2019										Partial Academic Year 2019–2020								
Fall Semester 2017					Spring Semester 2018			Summer 2018		Fall Semester 2018					Spring Semester 2019			Summer 2019		Fall Semester 2019								

**Fiscal Year 2019** – October 1, 2018 to September 30, 2019.

**Partial Academic Year 2019–2020** – August 26, 2018 to December 16, 2019 with fall semester only.

**Academic Year 2018–2019** – August 27, 2018 to August 25, 2019 with fall semester from August 27, 2018 to December 17, 2018, spring semester from January 22, 2019 to May 13, 2019, and summer semester from May 14, 2019 to August 25, 2019.

**Partial Fiscal Year 2020** – October 1, 2019 to December 31, 2019.



The high-rise residence halls on the north end of campus provide spectacular views of the campus and the Washington, D.C. skyline.

### Fall 2019 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	1,005	53	<b>1,058</b>	
Freshmen	294	2	<b>296</b>	
Sophomores	220	1	<b>221</b>	
Juniors	245	6	<b>251</b>	
Seniors	235	40	<b>275</b>	
Second degree	11	4	<b>15</b>	
Undergraduate non-degree-seeking	0	17	<b>17</b>	
<b>Total undergraduate</b>	<b>1,005</b>	<b>70</b>	<b>1,075</b>	<b>60%</b>
Graduate degree-seeking	267	139	<b>406</b>	
Graduate non-degree-seeking	0	4	<b>4</b>	
<b>Total graduate</b>	<b>267</b>	<b>143</b>	<b>410</b>	<b>23%</b>
English Language Institute	38	0	<b>38</b>	2%
<b>Total undergraduate, graduate, &amp; ELI</b>	<b>1,310</b>	<b>213</b>	<b>1,523</b>	
Kendall Demonstration Elementary School	111	0	<b>111</b>	
Model Secondary School for the Deaf	161	0	<b>161</b>	
<b>Total Clerc Center</b>	<b>272</b>	<b>0</b>	<b>272</b>	<b>15%</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,582</b>	<b>213</b>	<b>1,795</b>	<b>100%</b>
Professional Studies <sup>1</sup>	0	199	<b>199</b>	

<sup>1</sup>Professional 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 2019 Degree-Seeking Diversity by Career Level

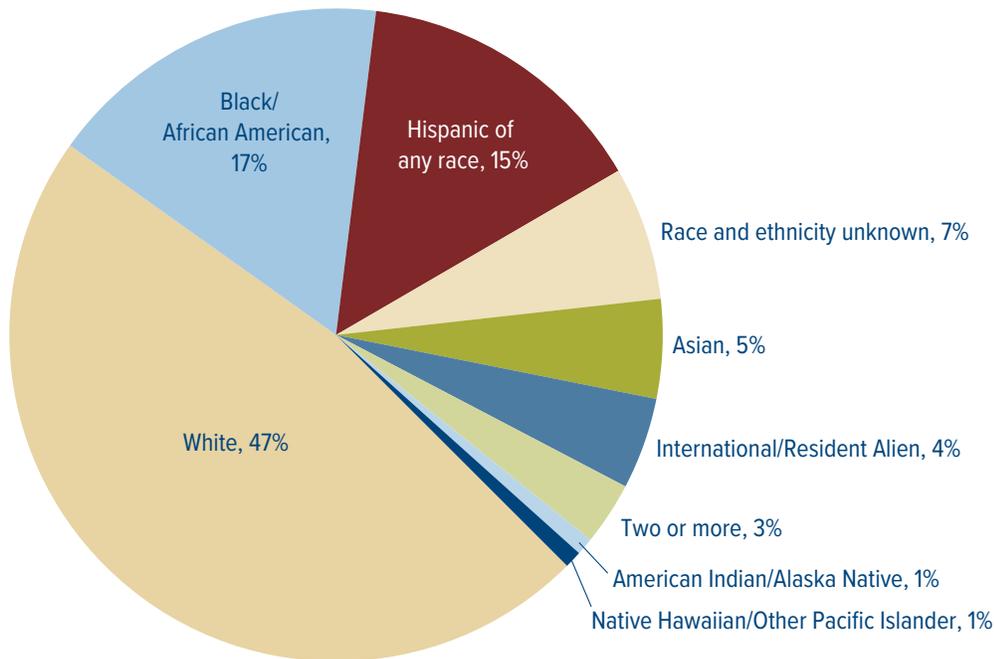
Race/Ethnicity	Under-graduate	Graduate	Total
International/Resident Alien	48	19	<b>67</b>
American Indian/ Alaska Native	9	0	<b>9</b>
Asian	52	20	<b>72</b>
Black/African American	181	38	<b>219</b>
Hispanic of any race	155	44	<b>199</b>
Native Hawaiian/ Other Pacific Islander	9	0	<b>9</b>
Two or more	33	18	<b>51</b>
White	501	230	<b>731</b>
Race and ethnicity unknown	70	37	<b>107</b>

Gender	Under-graduate	Graduate	Total
Male	482	101	<b>583</b>
Female	576	300	<b>876</b>
Unknown	0	5	<b>5</b>
Hearing Status	Under-graduate	Graduate	Total
Deaf/Hard of hearing	944	194	<b>1,138</b>
Hearing	114	208	<b>322</b>
Unknown	0	4	<b>4</b>
Academic Load	Under-graduate	Graduate	Total
Full-time	1,005	267	<b>1,272</b>
Part-time	53	139	<b>192</b>
<b>Total for each category</b>	<b>1,058</b>	<b>406</b>	<b>1,464</b>

Fall 2019 Undergraduate Degree-Seeking Diversity by Class Year

Race/Ethnicity	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
International/Resident Alien	18	6	8	11	5	48
American Indian/Alaska Native	4	1	2	2	0	9
Asian	16	8	14	12	2	52
Black/African American	75	29	43	33	1	181
Hispanic of any race	63	31	35	26	0	155
Native Hawaiian/Other Pacific Islander	3	4	2	0	0	9
Two or more	9	6	7	11	0	33
White	99	118	122	158	4	501
Race and ethnicity unknown	9	18	18	22	3	70
Gender	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Male	144	101	111	120	6	482
Female	152	120	140	155	9	576
Hearing Status	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Deaf/Hard of hearing	287	200	224	221	12	944
Hearing	9	21	27	54	3	114
Hearing undergraduate (HUG)	9	19	22	23	3	76
Non-HUG	0	2	5	31	0	38
Academic Load	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Full-time	294	220	245	235	11	1,005
Part-time	2	1	6	40	4	53
<b>Total for each category</b>	<b>296</b>	<b>221</b>	<b>251</b>	<b>275</b>	<b>15</b>	<b>1,058</b>

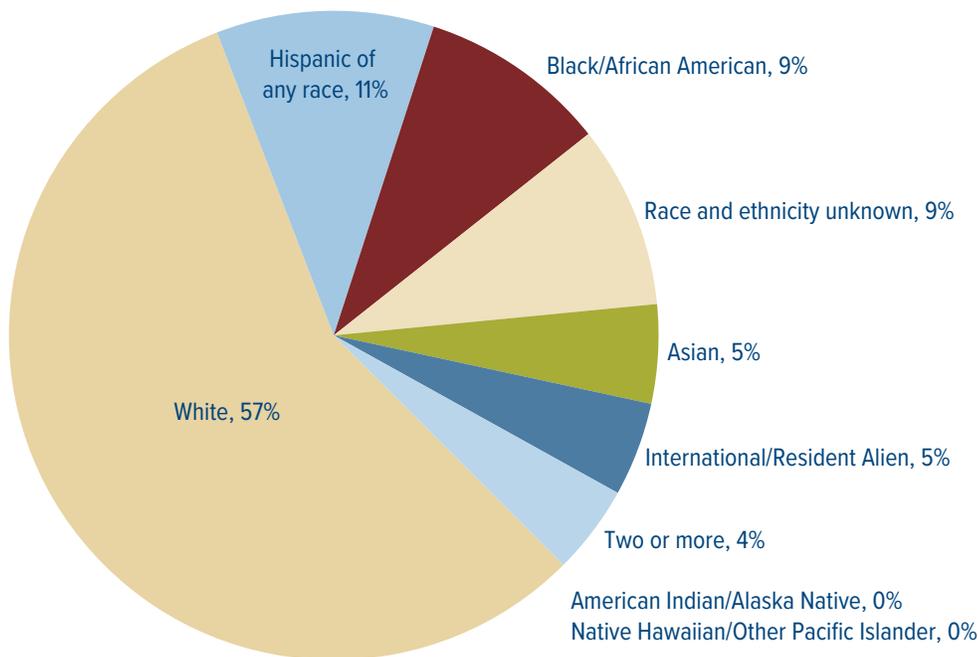
Fall 2019 Degree-Seeking Undergraduate Students by Race and Ethnicity



Fall 2019 Graduate Degree-Seeking Diversity by Degree Level

Race/Ethnicity	Certificates	Master's	Specialists	Doctorates	Total
International/Resident Alien	0	14	2	3	19
American Indian/Alaska Native	0	0	0	0	0
Asian	0	14	2	4	20
Black/African American	0	25	1	12	38
Hispanic of any race	0	26	2	16	44
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	13	1	4	18
White	5	135	11	79	230
Race and ethnicity unknown	0	14	4	19	37
Gender	Certificates	Master's	Specialists	Doctorates	Total
Male	0	59	6	36	101
Female	5	178	16	101	300
Unknown	0	4	1	0	5
Hearing Status	Certificates	Master's	Specialists	Doctorates	Total
Deaf/Hard of hearing	2	144	12	36	194
Hearing	3	95	11	99	208
Unknown	0	2	0	2	4
Academic Load	Certificates	Master's	Specialists	Doctorates	Total
Full-time	0	184	15	68	267
Part-time	5	57	8	69	139
<b>Total for each category</b>	<b>5</b>	<b>241</b>	<b>23</b>	<b>137</b>	<b>406</b>

Fall 2019 Degree-Seeking Graduate Students by Race and Ethnicity



Fall 2019 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	8	3	11
Alaska	2	0	2
Arizona	14	6	20
Arkansas	3	0	3
California	150	40	190
Colorado	15	6	21
Connecticut	7	3	10
Delaware	5	3	8
District of Columbia	38	38	76
Florida	54	22	76
Georgia	34	8	42
Guam	0	0	0
Hawaii	4	0	4
Idaho	3	0	3
Illinois	26	6	32
Indiana	31	6	37
Iowa	2	2	4
Kansas	8	3	11
Kentucky	14	2	16
Louisiana	8	2	10
Maine	0	1	1
Maryland	122	51	173
Massachusetts	19	9	28
Michigan	18	5	23
Minnesota	22	5	27
Mississippi	6	2	8
Missouri	8	4	12
Montana	3	0	3

	Undergraduate	Graduate	Total
Nebraska	6	2	8
Nevada	3	2	5
New Hampshire	2	1	3
New Jersey	30	11	41
New Mexico	8	6	14
New York	67	30	97
North Carolina	19	10	29
North Dakota	0	0	0
Ohio	32	6	38
Oklahoma	3	1	4
Oregon	5	2	7
Pennsylvania	31	15	46
Puerto Rico	0	1	1
Rhode Island	3	1	4
South Carolina	7	3	10
South Dakota	0	0	0
Tennessee	8	4	12
Texas	85	17	102
Utah	4	3	7
Vermont	1	4	5
Virginia	41	27	68
Virgin Islands	0	0	0
Washington	20	5	25
West Virginia	1	1	2
Wisconsin	9	6	15
Wyoming	0	0	0
Other <sup>1</sup>	1	2	3
<b>Total</b>	<b>1,010</b>	<b>387</b>	<b>1,397</b>

<sup>1</sup>Includes students who are U.S. citizens with a home address in another country.

### Fall 2019 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Botswana	2	0	2
Brazil	1	0	1
Canada	11	2	13
Cayman Islands	1	0	1
China	4	3	7
Columbia	0	1	1
Denmark	1	0	1
Gabon	2	1	3
India	1	0	1
Iran (Islamic Republic Of)	0	1	1
Iraq	0	1	1
Italy	0	1	1
Japan	0	2	2
Kuwait	1	0	1
Mexico	1	0	1
Nigeria	2	2	4
Oman	8	0	8
Philippines	1	1	2
Russian Federation	0	1	1
Saint Kitts and Nevis	1	0	1
Saudi Arabia	9	2	11
Sri Lanka	0	1	1
Taiwan	1	0	1
Turkey	1	0	1
<b>Total</b>	<b>48</b>	<b>19</b>	<b>67</b>

### Fall 2019 Degree-Seeking Hearing Undergraduates

Fall 2019	Enrollment	% of Total
<b>Total degree-seeking undergraduate</b>	<b>1,058</b>	
Hearing undergraduate	72	
Online Degree Completion Program (ODCP) <sup>1</sup>	4	
Bachelors of Interpretation (BAI) <sup>2</sup>	38	
<b>Total hearing</b>	<b>114</b>	<b>11%</b>
<b>Total HUG<sup>3</sup></b>	<b>76</b>	<b>7%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) students are not counted in the hearing undergraduate (HUG) enrollment. Because hearing students may be enrolled as a hearing undergraduate (HUG) and major in Bachelors of Interpretation (BAI), the counts may not add up to the total number of hearing students.

<sup>3</sup>The hearing undergraduate (HUG) enrollment percentage cap is 8%, and the HUG enrollment percentage is the percentage used to compare against the cap percentage.

**Fall 2019 Degree-Seeking Hearing Undergraduate (HUG)  
Enrollment by Declared Majors**

	2019
Art and Media Design (ARTMD)	1
Biology, B.A. (BIO)	1
Biology, B.S. (BIOBS)	2
Chemistry, B.S. (CHEMBS)	1
Communication Studies (COMM)	3
Deaf Studies (DEAF)	7
Deaf Studies (ODCP-DEAF)	3
Education (EDU)	4
Government (GOV)	1
History (HIS)	1
Information Technology (IT)	1
International Studies (IST)	2
Psychology (PSY)	6
Social Work (SWK)	2
Sociology (SOC)	1
Undeclared (UNDECLARED)	40
<b>Total majors declared<sup>1</sup></b>	<b>76</b>
<b>Total headcount<sup>2</sup></b>	<b>76</b>

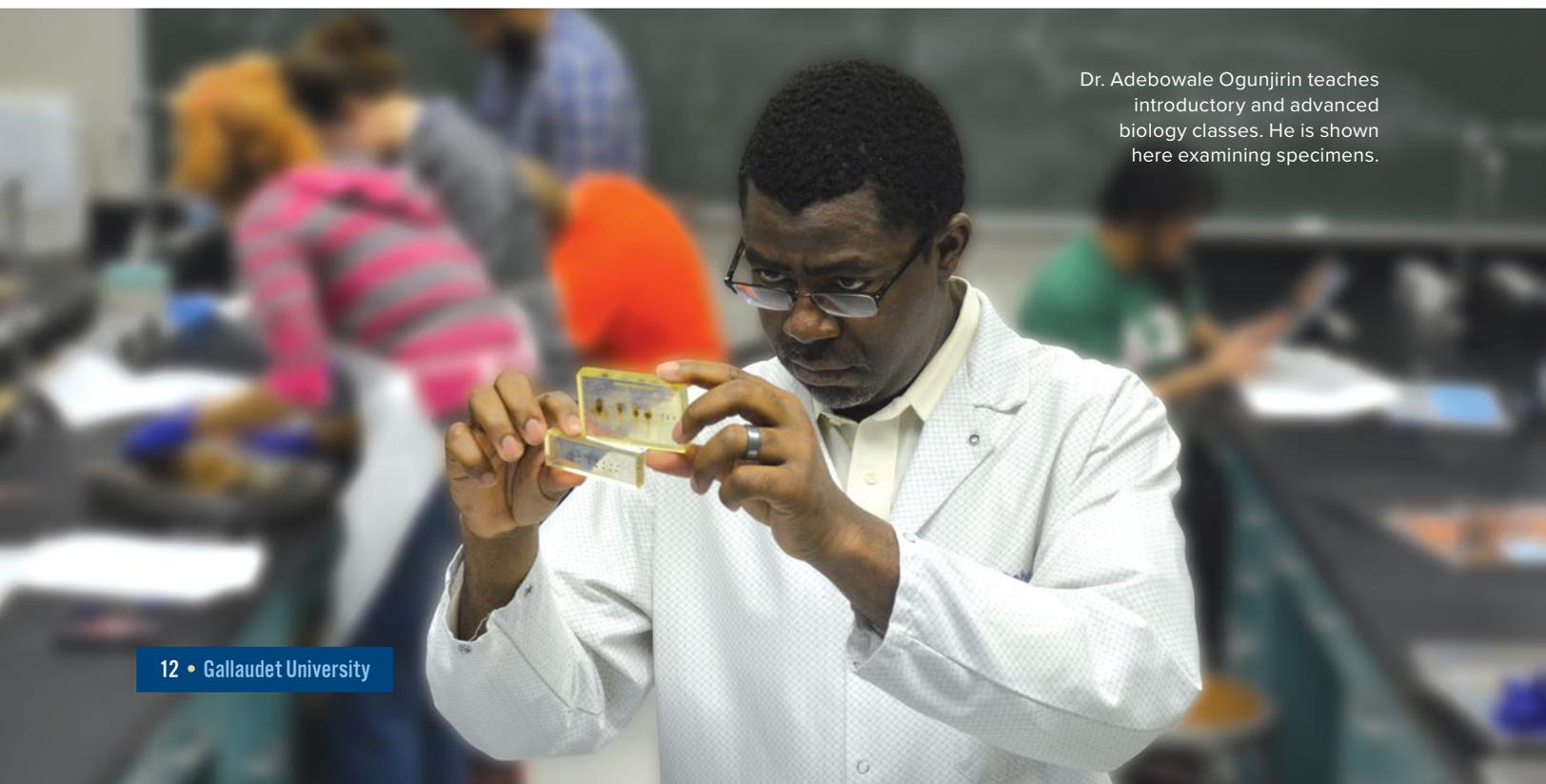
<sup>1</sup>Dual program enrollments are included.

<sup>2</sup>HUG headcount includes students who have not yet declared a major.

## Fall 2019 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors		Majors	Minors
Accounting	15	0	Linguistics	n/a	9
American Sign Language	10	1	Mathematics	n/a	2
Art	n/a	11	Mathematics, B.A.	6	n/a
Art and Media Design	39	n/a	Mathematics, B.S.	9	n/a
Athletic Coaching	n/a	12	Philosophy	1	0
Biology	n/a	5	Photography	0	0
Biology, B.A.	5	n/a	Physical Education and Recreation	34	n/a
Biology, B.S.	15	n/a	Psychology	42	14
Business Administration	30	3	Public Health	5	3
Chemistry, B.A.	0	1	Recreation and Sports Program	n/a	1
Chemistry, B.S.	5	n/a	Risk Management and Insurance	16	2
Communication Studies	37	3	Self-directed major	1	n/a
Dance	n/a	3	Social Work	52	n/a
Deaf Studies	22	5	Sociology	5	0
Digital Media	0	0	Spanish	5	9
Education	18	5	Studio Art	0	0
English	22	8	Theatre Arts	6	4
Family and Child Studies	n/a	20	Undeclared	552	0
Government	26	4	<b>Total plan enrollment<sup>1</sup></b>	<b>1,088</b>	<b>126</b>
Graphic Design	0	0	<b>Headcount</b>	<b>1,058</b>	
History	14	0			
Information Technology	35	1			
International Studies	18	n/a			
Interpretation	43	n/a			

<sup>1</sup>Dual-degree enrollments are included, but students who haven't declared a major are not. This is not a headcount.



Dr. Adebowale Ogunjirin teaches introductory and advanced biology classes. He is shown here examining specimens.

Fall 2019 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

Certificates	2019
ASL/Deaf Studies	2
ASL/English Bilingual Early Childhood Education	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	7
Deaf Students with Disabilities	2
<b>Certificates total</b>	<b>11</b>
Master's	2019
Counseling: Mental Health	9
Counseling: School	7
Deaf Studies	17
Deaf Education: Advanced Studies	4
Deaf Education: Special Programs	2
Education	23
International Development	17
Interpreting Practice/Research	23
Interpreting Research	1
Linguistics	17
Public Administration	29
Sign Language Education	36
Social Work	32
Speech-Language Pathology	29
<b>Master's total</b>	<b>246</b>

Specialists	2019
Deaf Education	5
School Psychology	18
<b>Specialists total</b>	<b>23</b>
Doctorates	2019
Audiology, Au.D.	44
Audiology, Ph.D.	0
Clinical Psychology	36
Critical Studies in the Education of Deaf Learners	8
Deaf Education	0
Educational Neuroscience	5
Hearing, Speech, and Language Sciences	10
Interpretation	22
Linguistics	13
<b>Doctorates total</b>	<b>138</b>
<b>Total program enrollment<sup>1</sup></b>	<b>418</b>
<b>Headcount</b>	<b>406</b>

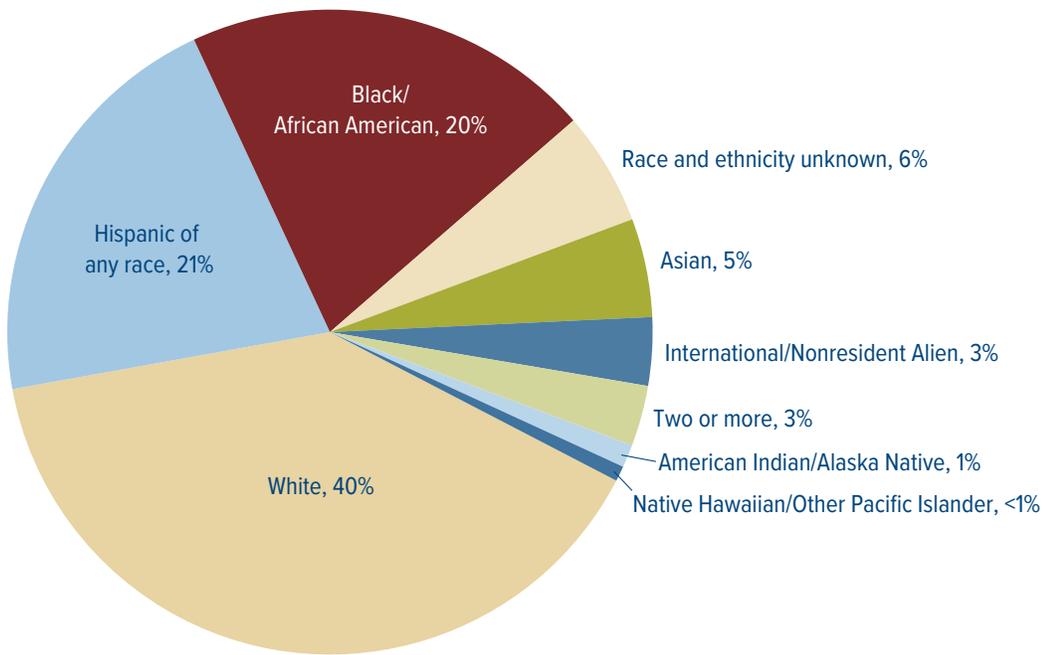
<sup>1</sup>Dual-program enrollments are included.

Fall 2019 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied	Admitted	Enrolled
International/ Nonresident Alien	61	16	9
American Indian/ Alaska Native	7	5	3
Asian	44	32	13
Black/African American	119	66	54
Hispanic of any race	129	78	55
Native Hawaiian/ Other Pacific Islander	2	2	2
Two or more	20	12	8
White	254	166	104
Race and ethnicity unknown	39	26	15
Gender	Applied	Admitted	Enrolled
Male	286	169	116
Female	385	234	147
Unknown	4	0	0

Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of hearing	538	362	234
Hearing	137	41	29
Application Type	Applied	Admitted	Enrolled
First-time freshmen	477	292	183
Transfers	183	103	74
Second degree	15	8	6
<b>Total for each category</b>	<b>675</b>	<b>403</b>	<b>263</b>

**Fall 2019 New Degree-Seeking Enrolled Undergraduate by Race and Ethnicity**



**Fall 2019 New Undergraduate Degree-Seeking Average ACT**

	All New	First-Time Freshmen
English	15.7	15.6
Math	17.4	17.3
Reading	18.4	18.6
Science	18.9	18.9

**Fall 2019 New Degree-Seeking Hearing Undergraduates**

Fall 2019	Enrolled	% of total
<b>Total degree-seeking new undergraduate enrollment</b>	<b>263</b>	
Hearing undergraduate	25	
Online Degree Completion Program (ODCP) <sup>1</sup>	0	
Bachelors of Interpretation (BAI) <sup>2</sup>	4	
<b>Total hearing enrollment</b>	<b>29</b>	<b>11%</b>
<b>Total HUG enrollment<sup>3</sup></b>	<b>25</b>	<b>10%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) students are not counted in the hearing undergraduate (HUG) enrollment.

<sup>3</sup>The new hearing undergraduate (HUG) enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8%. The HUG enrollment cap percentage is based on all undergraduate degree-seeking students, whereas the new HUG enrollment percentage is based on new undergraduate students.

### Fall 2019 New to Graduate Career, Degree-Seeking Diversity by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
International/ Resident Alien	45	15	8
American Indian/ Alaska Native	1	0	0
Asian	28	16	9
Black/African American	46	18	14
Hispanic of any race	48	19	14
Native Hawaiian/ Other Pacific Islander	0	0	0
Two or more	14	11	8
White	238	131	82
Race and ethnicity unknown	47	22	16

Gender	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Male	91	49	30
Female	354	176	117
Unknown	22	7	4
Hearing Status	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Deaf/Hard of hearing	197	112	81
Hearing	267	118	68
Unknown	3	2	2
<b>Total</b>	<b>467</b>	<b>232</b>	<b>151</b>

<sup>1</sup>Applied and Admitted Count are not distinct count.

### Fall 2019 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	6	1	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	10	10	7
Deaf Students with Disabilities	0	0	0
Master's	Applied	Admitted	Enrolled
Counseling: Mental Health	11	6	2
Counseling: School	1	0	0
Deaf Education: Advanced Studies	2	0	0
Deaf Education: Special Programs	6	2	0
Deaf Studies	16	9	9
Education	31	11	9
International Development	15	9	7
Interpretation	24	10	8
Linguistics	14	9	7
Public Administration	24	17	10
Social Work	37	25	18
Sign Language Education	66	42	34
Speech-Language Pathology	100	33	12

Specialists	Applied	Admitted	Enrolled
Deaf Education	5	3	3
School Psychology	14	11	7
Doctorates	Applied	Admitted	Enrolled
Audiology	73	31	16
Clinical Psychology	15	6	5
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	4	2	1
Hearing, Speech, and Language Sciences	5	4	4
Interpretation	0	0	0
Linguistics	3	2	2
<b>Total program enrollment<sup>1</sup></b>	<b>484</b>	<b>243</b>	<b>162</b>
<b>Headcount</b>	<b>459</b>	<b>239</b>	<b>160</b>

<sup>1</sup>Dual program enrollments are included.

Gallaudet enrolls a number of hearing undergraduate students every year. Several of them, including the two shown here, are children of deaf adults, or CODAs.



# 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 ITS OUTSTANDING UNDERGRADUATE AND GRADUATE PROGRAMS FOR DEAF, HARD OF HEARING, AND HEARING STUDENTS, AS WELL AS FOR THE QUALITY OF ITS RESEARCH ON TOPICS RELATED TO PEOPLE WHO ARE DEAF, INCLUDING THEIR HISTORY, LANGUAGE, AND CULTURE.**

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 through its national mission of developing, implementing, and disseminating innovative educational strategies throughout the United States. Gallaudet University was founded in 1864 by an act of Congress (its charter) that was signed into law by President Abraham Lincoln. This introductory section includes the University's 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.

# II. VISION STATEMENT

Gallaudet University will build upon its rich history as the world's premier institution of higher education serving deaf and hard of hearing people to become the university of 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, providing full access to learning and communication for all students
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- The 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

# 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 these 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.

# IV. HISTORY OF GALLAUDET

## The First 100 Years

In 1856, Amos Kendall, who served as postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C., to establish a school with housing for 12 deaf and 6 blind students. The following year, Kendall persuaded the United States Congress to incorporate the new school as the Columbia Institution for the Instruction of the Deaf and Dumb and the 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 collegiate degrees in 1864, and President Abraham Lincoln

signed the bill into law on April 8 of that year. This date is known to the Gallaudet community as Charter Day. Edward Miner Gallaudet was named president of the institution, including the college, which had eight students enrolled at the time. He presided over the first commencement ceremony in June 1869, at which three young men received diplomas signed by President Ulysses S. Grant. To this day, the diplomas of all Gallaudet graduates are signed by the current President of the United States.

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

## A Time of Expansion

In 1966, President Lyndon B. Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). Three years later, Robert H. Finch, the secretary of the U.S. Department of Health, Education, and Welfare, and Leonard M. Elstad (H-'52), the president of Gallaudet College, signed an agreement authorizing the establishment and operation of MSSD on the Gallaudet campus. In 1970, President Richard M. Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School (KDES), which replaced the existing Kendall 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 & H-'14, and the Board of Trustees' first deaf chair, Philip Bravin, '66 & H-'14. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people the world over.

## Transitioning into the 21st Century

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 both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich I. King Jordan 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. More recently, Hall Memorial Building (HMB) was renovated, with significant upgrades made to this main classroom building's science and technology classrooms. New residence halls have also been built on the Gallaudet campus and the Model Secondary School for the Deaf. The HMB renovation and the three new buildings all incorporate Deaf Space design principles.

The University's undergraduate students can now choose from more than 40 majors leading to bachelor of

arts or bachelor of science degrees. A small number of hearing undergraduate students—up to 6 percent for FY 2014, up to 7 percent for FY 2015, and up to 8 percent for FY 2016 and beyond—are admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students, offering certificates and master of arts, master of science, and master of public administration degrees, as well as research and clinical doctoral degrees and specialist degrees in a variety of fields.

The University provides an impressive array of student success and student support services, including the First Year Experience Program, Academic Advising, the Office for Students with Disabilities, and the Career Center. Undergraduate students from all departments receive domestic and international internships that provide a wealth of experiential learning opportunities. Recent notable internship placements include Merrill Lynch, the National Aeronautics and Space Administration, the National Institutes of Health, the Philadelphia Insurance Companies, and the World Bank.

## 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 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.

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.

The **National College for the Deaf and Dumb** was established seven years later in 1864 with the signing of its charter by President Lincoln.

The **National Deaf-Mute College** became the name of the college the following year (1865) when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.

Gallaudet also serves as a primary resource for educational and career opportunities for deaf people, as well as for visual language and visual learning, deaf history and culture, American Sign Language, 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. During her tenure, the University has begun to define its bilingual mission more intentionally. It has also focused on academic and research excellence, becoming a Carnegie Research 2 institution midway through FY 2019. Other ongoing initiatives include a robust equity, diversity, and inclusion program, an increase in innovation and entrepreneurship opportunities, improvements to the student experience both in and out of the classroom, and a greater focus on internationalization. Gallaudet is also working to develop a strong signing ecosystem while forging relationships with its neighboring communities, which have undergone a tremendous renaissance in recent years.

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.

The **Kendall School** became the name of the Primary Department in 1885, honoring Amos Kendall, the philanthropist who initially donated the land for the establishment of the school.

**Gallaudet College** became the name in 1894, and it remained so until 1985. This renaming honored the Rev. Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet.

The **Columbia Institution for the Deaf** became the corporate name in 1911.

**Gallaudet College** became the corporate name in 1954.

The **Model Secondary School for the Deaf (MSSD)**, authorized by Congress in 1966, opened on campus in 1969.

The **Kendall Demonstration Elementary School (KDES)** became the name of the Kendall School in 1970 when President Richard Nixon signed Public Law 91-597.

**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.

## VI. FAST FACTS

### Location

800 Florida Avenue, NE, Washington, DC 20002

### Website

<http://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—up to 8 percent of the undergraduate student body. 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 and/or take courses offered at 10 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 master of arts, master of science, master of social work, and master of public administration degrees, as well as certificates, specialist degrees in education and psychology, doctor of philosophy degrees in a variety of fields involving

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.

professional service provision to deaf and hard of hearing people, and the doctor of audiology degree, which is a clinical doctorate.

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 it offers kindergarten through eighth grade instruction. The Model Secondary School for the Deaf (MSSD) offers programs for students in grades 9 through 12. Both schools are part of the Laurent Clerc National Deaf Education Center, which has a federal mandate to develop and disseminate 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, its new ASL Connect online program, 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; and West—Ohlone College, Calif.)

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

## 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 several central computer laboratories, as well a number of departmental computer labs. Most classrooms are outfitted with computers, projectors, and other technologies.

## Enrollment

For the fall semester of academic year 2019–2020, the institution reported the following enrollments:

University	Enrollment
Undergraduate (degree/non-degree, full and part-time)	1,075
Graduate (degree/non-degree, full and part-time)	410
English Language Institute	38
<b>University subtotal</b>	<b>1,523</b>
Laurent Clerc National Deaf Education Center	Enrollment
Kendall Demonstration Elementary School	111
Model Secondary School for the Deaf	161
<b>Clerc Center subtotal</b>	<b>272</b>
Total Fall Enrollment, Academic Year 2019–2020	Enrollment
University subtotal	1,523
Clerc Center subtotal	272
<b>Total fall academic year 2019–2020</b>	<b>1,795</b>

In addition, on the fall census date, we had 199 students enrolled in Professional Studies activities.

## 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 and the upcoming ten-year vision, *The Gallaudet Promise: Excellence in Learning and Discovery*. 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.

International students comprise five (5) percent of the degree-seeking student body.

## Annual University Tuition and Room and Board (Academic Year 2019–2020)

	Undergraduate	Graduate
U.S. student tuition <sup>1</sup>	\$16,512	\$18,180
International student tuition (non-developing countries) <sup>1</sup>	\$33,024	\$ 36,360
International student tuition (developing countries) <sup>1</sup>	\$24,768	\$27,270
Room and board <sup>2</sup>	\$14,622	\$14,622

<sup>1</sup>Does not include unit fee or health-service fee.

<sup>2</sup>Room and board rates vary depending on the room and meal plan chosen. Carlin Hall and the 250-block meal 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 nearly 22,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 54 chapters. According to a survey conducted by the University, 96 percent of the undergraduate student respondents who graduated between December 2016 and August 2017 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-one percent of Model Secondary School for the Deaf students who graduated in 2018 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](http://giving.gallaudet.edu).

### Employees

At the end of FY 2019, the University and Clerc Center together had 893 employees, 509 of whom are deaf or hard of hearing. A total of 271 employees are faculty members or teachers.

### Funding

Total revenues and other support for FY 2019 were approximately \$191.3 million.

### Endowment

As of the end of FY 2019, the University's endowment was approximately \$186.2 million.

### Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than \$117.2 million in FY 2019. The University spent another \$71.1 million on goods and services and \$7.8 million on capital improvements.

Since 2012, Gallaudet has constructed two new residence halls and renovated 14 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.

## VII. ACCREDITATION

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)

[www.msche.org](http://www.msche.org)

3624 Market Street

Philadelphia, PA 19104

Telephone: (267) 284-5000

E-mail: [info@msche.org](mailto:info@msche.org)

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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

- American Psychological Association (APA)
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA/CAA)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Social Work Education (CSWE)

Gallaudet's Deaf Education program is accredited by the Council on Education of the Deaf (CED). Programs that prepare graduates to be licensed professionals in

schools are approved by the District of Columbia State Education Agency (SEA).

These same programs, along with the master's in school social work program, are part of Gallaudet's Educator Preparation Program, which is accredited by the National Council for 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 the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teaching 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 (MSA) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

# VIII. BOARD OF TRUSTEES

## Executive Committee



Seth Bravin, 1995 Chair Maryland	Claire Bugen Vice Chair Texas	Duane Halliburton, 1985 Secretary Maryland	Gregory L. Hlibok, Esq., 1990 Member-at-Large Maryland	Jeffrey L. Humber, Jr., Esq. Member-at-Large Washington, D.C.	President Roberta J. Cordano, Esq. Ex-Officio
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## Additional Members



Dr. Linda Campbell Canada	Jose Cervantes, 2005 Maryland	Jameson Crane, Jr. Ohio	Dr. Jorge L. Díaz-Herrera New York	Dr. Charlene Dwyer Wisconsin	Dr. Natwar Gandhi, Esq. Washington, D.C.
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Claudia L. Gordon, Esq. Washington, D.C.	Nancy Kelly-Jones, '72 & G-'75 Illinois	Dr. Philip P. Kerstetter, PhD-1985 Pennsylvania	James R. Macfadden, 1962 Maryland	The Honorable Wilma Newhoudt-Druchen, '92, G-'05 & H-'09 Republic of South Africa	James F.X. Payne Washington, D.C.
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## Public Members



The Honorable Sherrod Brown Ohio	The Honorable G.K. Butterfield North Carolina
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# 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 includes detailed requirements for reporting. In this section of the annual report, we quote the relevant reporting requirements from the EDA and cross-reference the

relevant material in this document or in separate documents. Gallaudet University also reports annual performance indicators per the requirement of the U.S. Department of Education under the Government Performance and Results Act of 1993. That report, previously submitted to the Department of Education, is 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

Students can meet with prospective employers during the biannual internship and job fairs, often interviewing on the spot for available positions.



Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet's Mission" on page 78.)

- (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 78.)

- 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 Change-Makers as Part of Gallaudet's Mission" on page 78.)

- 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, *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 78.)

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

Detailed information on these support services for Gallaudet University and the Clerc Center 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 78 and "Laurent Clerc National Deaf Education Center" on page 279, 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" on page 78.

- 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 78.

- 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 279.

- (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 129.

- (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 129 and “Laurent Clerc National Deaf Education Center” on page 279.

- (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 129; this summary has been incorporated into the annual report.

## II. GOVERNMENT PERFORMANCE AND RESULTS ACT REPORT

This section contains the performance indicators for both the University and the Clerc Center for FY 2019, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance and Results Act (GPRA) of 1993. The purpose of the act, paraphrased here, is to: improve effectiveness and public accountability, help federal

managers improve services, improve congressional decision making on federal programs, improve internal management of the federal government, and hold federal agencies accountable for achieving results by setting goals, measuring performance, and reporting publicly on progress;.

### 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, 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	973	Target Not Met
2009	1,020	927	Target Not Met
2010	1,020	1,002	Target Not Met but Improved
2011	1,020	1,012	Target Not Met but Improved
2012	1,020	1,029	Target Exceeded
2013	1,020	1,045	Target Exceeded
2014	1,020	1,006	Target Not Met
2015	1,020	951	Target Not Met
2016	1,020	959	Target Not Met but Improved
2017	1,020	1,082	Target Exceeded
2018	1,020	1,074	Target Exceeded
2019	1,020	1,066	Target Exceeded
2020	1,020	1,005	Target Not Met

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

**Frequency of Data Collection:** Annual.

**Data Quality.** Gallaudet University reported a total of 1,005 full-time, degree-seeking undergraduate students enrolled in the fall of 2019 (FY 2020), a decrease of 61 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. Data is collected on census date, the fifteenth calendar day from the first day of class 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 an on-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
2020	999	6	1,005

**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 2019 (FY 2020), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 61 students compared to the previous year. This number did not meet our target of 1,020 by 15 students. In

previous years, from FY 2017 to FY 2019, this number steadily decreased by 0.7 percent each year. Compared to FY 2019, FY 2020’s reported number decreased by 5.7 percent. The University reported that most of the change in enrollment occurred as a result of several factors that contributed to the recruitment, retention and enrollment of full-time undergraduate students. Three key factors include: 1) concerns of college affordability as a recruitment barrier especially for students who are first-generation applicants with zero Expected Family Contribution (EFC), 2) the unexpected departure of the financial aid director and financial aid advisor in February 2019 which impacted efforts to distribute financial aid award letters to prospective students in a timely manner, and 3) ongoing lack of web presence and marketing/social media influence as a result of no executive director of University communications since 2014 and vacant positions including social media outreach since 2018 which impacted recruiting efforts to attract prospective students.

To address these factors as well as achieve the enrollment goals for Fall 2020, Gallaudet has filled key vacancies. In May 2019, the Executive Director of University Communications was filled, and there are plans to address marketing, website management, and social media outreach. In July 2019, a former Vocational Rehabilitation (VR) counselor was hired to serve as a financial aid advisor and a national search for a new director of financial aid was completed. The new director of financial aid will start in December 2019.

The table below 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
2020	1,005	311	406	1,722

**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	277	Target Not Met
2009	295	277	Target Not Met
2010	295	460	Target Exceeded
2011	295	368	Target Exceeded
2012	295	274	Target Not Met
2013	295	330	Target Exceeded
2014	295	278	Target Not Met
2015	295	297	Target Exceeded
2016	295	267	Target Not Met
2017	295	266	Target Not Met
2018	295	250	Target Not Met
2019	295	331	Target Exceeded
2020	295	311	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 a Professional Studies program that grants 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 undergraduate students 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.

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-seeking undergraduate and graduate students enrolled in an on-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
2020	304	7	311

**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.** The target of 295 was exceeded in Fall 2019 (FY 2020) despite a decrease of 20 students compared to the previous year. Gallaudet University reported that most of the decrease was due to a decrease of 20 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	383	Target Not Met
2009	425	377	Target Not Met
2010	425	408	Target Not Met but Improved
2011	425	413	Target Not Met but Improved
2012	425	410	Target Not Met
2013	425	446	Target Exceeded
2014	425	469	Target Exceeded
2015	425	443	Target Exceeded
2016	440	444	Target Exceeded
2017	440	426	Target Not Met
2018	440	437	Target Not Met
2019	440	411	Target Not Met
2020	440	406	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 below table reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled in an on-campus based program or an 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
2020	326	80	406

**Target Context.** In FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree-seeking graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in Fall 2012 (FY 2013), Fall 2013 (FY 2014), and again

in Fall 2014 (FY 2015), the Department increased the target to 440 graduate students for Fall 2015 (FY 2016) and subsequent years.

**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) M.A. in Sign Language Education (a hybrid program); 2) Ph.D. in Clinical Psychology; 3) M.S.W. in Social Work; 4) Au.D. in Audiology; and 5) M.S. in Speech-Language Pathology, among others. 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. Nationally, there is a high correlation between a low unemployment rate and a decline in graduate enrollment. According to the Bureau of Labor

Statistics, the national current unemployment rate is 3.7 percent, which is the lowest in the past 10 years, and many graduate schools, not just at Gallaudet, are seeing a corresponding decline in enrollment in their traditional programs. There is also 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 Gallaudet University's Academic Program Review including accreditation reviews of several graduate programs, departments are working to re-design their curricula in an online/hybrid format and/or develop interdisciplinary and innovative programs. In addition, the Graduate School is working with Ph.D. programs to develop a self-designed Ph.D. program that allows students the flexibility to combine several research areas of interest and to tap into the research expertise of many faculty who are not otherwise affiliated with a Ph.D. program.

**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	190	Target Not Met
2004	225	186	Target Not Met
2005	225	182	Target Not Met
2006	225	226	Target Exceeded
2007	225	218	Target Not Met
2008	225	164	Target Not Met
2009	225	149	Target Not Met
2010	225	151	Target Not Met but Improved
2011	225	140	Target Not Met
2012	165	165	Target Met
2013	165	150	Target Not Met
2014	165	149	Target Not Met
2015	165	165	Target Met
2016	165	166	Target Exceeded
2017	165	166	Target Exceeded
2018	165	174	Target Exceeded
2019	165	160	Target Not Met
2020	165	161	Target Not Met

**Source.** Gallaudet University, Laurent Clerc National Deaf Education 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 states that this number is reviewed by both the Clerc Center’s research and evaluation team and 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 tristate area (Maryland, Virginia, and the District of Columbia) and all 50 states as well as U.S. territories. Gallaudet 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 the District of Columbia Public Schools to increase awareness with school officials about services available at MSSD for students who are deaf or 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 curricula, early intervention, after school programs, and collaborations with other programs and service providers.

Approximately 80–85 percent 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 is not 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.

De’VIA Photo: MSSD students display their award-winning artwork. Each student won an award for their creation entered in the 2019 Youth De’VIA Competition, a nationally recognized competition for K-12 schools. Submitted artwork was required to incorporate one or more aspects of the communication, culture, or history of deaf people..



**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	152	Target Exceeded
2004	140	145	Target Exceeded
2005	140	142	Target Exceeded
2006	140	141	Target Exceeded
2007	140	128	Target Not Met
2008	140	127	Target Not Met
2009	140	120	Target Not Met
2010	140	105	Target Not Met
2011	140	99	Target Not Met
2012	115	97	Target Not Met
2013	115	94	Target Not Met
2014	115	92	Target Not Met
2015	115	87	Target Not Met
2016	115	106	Target Not Met but Improved
2017	115	111	Target Not Met but Improved
2018	115	103	Target Not Met
2019	115	111	Target Not Met
2020	115	111	Target Not Met

**Source.** Gallaudet University, Laurent Clerc National Deaf Education 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 Kendall Demonstration Elementary School (KDES). Gallaudet states that this number is reviewed by both the Clerc Center’s research and evaluation team and 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 tristate area (Maryland, Virginia, and the District of Columbia). Students at KDES from Maryland and Virginia are exclusively parentally placed, as local education agencies (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 the KDES students are parentally placed.

Gallaudet 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 improving 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 become enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: 1) working closely with the District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf or 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 curricula, early intervention, after school programs, and collaborations with other programs and service providers.

Changes to the D.C. Early Hearing Detection and Intervention organizations (EHDIs) and referral models in recent years have led to a significant reduction in referrals to KDES from D.C. KDES has experienced delays in establishing partnerships with the leaders of

the newly restructured organization; however, the new manager of KDES's Early Childhood Education programs and the director of bilingual education recently met with leaders of D.C.'s early intervention referral organization with positive results. This partnership should result in a restoration of referrals from D.C. EHDIs, which will positively impact KDES enrollment. It is also important to note that KDES accepts students on a rolling admissions basis. Enrollment is routinely higher (and above target) in January than in September. KDES will continue to track the impact of new partnerships on enrollment numbers.

**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	60	Target Not Met but Improved
2009	70	75	Target Exceeded
2010	70	73	Target Exceeded
2011	70	70	Target Met
2012	72	77	Target Exceeded
2013	73	69	Target Not Met
2014	74	67	Target Not Met
2015	75	67	Target Not Met
2016	75	80	Target Exceeded
2017	75	63	Target Not Met
2018	75	72	Target Not Met but Improved
2019	75	75	Target Met

**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 percent of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75 percent 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 percent, 73 percent, 74 percent, and 75 percent, respectively.

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that four-year public colleges and universities with open admissions have an average persistence rate of 62 percent, and four-year private nonprofit colleges and universities with open admissions have an average persistence rate of 64 percent (Undergraduate Retention and Graduation Rates: updated May 2018). Gallaudet University also reported that data from the ACT Educational Services for 2017 indicated students with similar ACT scores at four-year public colleges and universities with open admissions have a persistence rate of 56.5 percent, and at four-year private colleges and universities with open admissions have a persistence rate of 62.8 percent (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 percent (38.9 percent 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, Laco, 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 75 percent and met the target of 75 percent. Gallaudet notes that the retention rate is the third highest retention rate since FY 2009 (Fall 2008). During FY 2019, Gallaudet continued to have at least 200 new first-time, full-time freshmen enrolled (245 in FY 2017, 247 in FY 2018, and 201 in FY 2019). Gallaudet continued its focus on the student experience. As an example, a student success coach was hired in Spring 2019 to reach out and connect with students who left or did not register for classes in the fall 2019. We have since hired a second student success coach with a third coach forthcoming. Gallaudet also continued efforts to fully implement Navigate, a new early alert system that provides a coordinated care network involving mobile nudging and an interactive checklist of important notifications (e.g., registering for classes and financial holds). This effort is in addition to the establishment of a mentorship program between our faculty/staff and our students to strengthen students' sense of belonging at Gallaudet, a key influencer of retention and student success.

**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	81	Target Exceeded
2013	77	83	Target Exceeded
2014	77	79	Target Exceeded
2015	80	84	Target Exceeded
2016	80	84	Target Exceeded
2017	80	81	Target Exceeded
2018	80	81	Target Exceeded
2019	80	85	Target Exceeded

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

**Frequency of Data Collection:** Annual.

**Data Quality.** Gallaudet University calculates persistence 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 percent for FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80 percent for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. In FY 2015 and FY2016, Gallaudet University exceeded its graduate persistence target of 80 percent.

**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	3	Target Exceeded
2010	6	3	Target Exceeded
2011	6	3	Target Exceeded
2012	6	1	Target Exceeded
2013	6	1	Target Exceeded
2014	6	4	Target Exceeded
2015	6	6	Target Met
2016	6	3	Target Exceeded
2017	4	3	Target Exceeded
2018	4	6	Target Not Met
2019	4	3	Target Exceeded

**Source.** Gallaudet University; Laurent Clerc National Deaf Education 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 2–13 percent from FY 2004 to 2008, with an average of a 7 percent 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 percent. Based on the analysis of the national data and MSSD historical data, the target of 6 percent dropout rate was determined to be an ambitious, yet achievable, goal. Given that MSSD achieved the dropout rate of 1 percent for 2012 and 2013 and 4 percent for 2014, this target has been reduced to 4 percent, 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:

**Transferred**—The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.

**Completed program**—The student received a high school diploma from MSSD or another high school program or its equivalent.

**Early college enrollment**—The student enrolled in and is attending a college offering a degree program without first receiving a high school diploma.

**Moved to another country**—The student voluntarily or involuntarily moved out of the United States.

**Temporary absence**—The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.

**Late enrollment**—The student is planning to enroll shortly after September 15.

**Death**—The student is deceased.

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

**Incomplete graduation requirements**—The student completed all course requirements for graduation but did not meet other graduation requirements.

**Declared dropout**—The student declares him- or herself to be dropping out of school.

**Re-enrollment**—The student dropped out during the previous school year but re-enrolled by September 15 of the current school year.

**Multiple events**—The student dropped out multiple times during a school year and 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. The target was met for FY 2019.

**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
2009	Not available	94	Historical Actual
2010	Set baseline	94	Baseline
2011	94	95	Target Exceeded
2012	95	95	Target Met
2013	95	95	Target Met
2014	95	96	Target Exceeded
2015	95	95	Target Met
2016	95	93	Target Not Met
2017	95	95	Target Met
2018	95	96	Target Exceeded
2019	95	94	Target Not Met

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

**Frequency of Data Collection:** Annual.

**Data Quality.** Teachers at KDES record daily attendance in the PowerTeacher database program, a web-based student information system. Daily attendance is then calculated based on enrollment dates for each student

in the PowerSchool 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 percent, 94 percent, and 95 percent respectively. Based on this data, the target was established in September 2011 at 95 percent.

**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 nonacademic 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. The target was not met for FY 2019.

**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	25	Target Not Met
2008	32	28	Target Not Met but Improved
2009	32	39	Target Exceeded
2010	32	35	Target Exceeded
2011	32	41	Target Exceeded
2012	32	33	Target Exceeded
2013	35	47	Target Exceeded
2014	39	46	Target Exceeded
2015	40	46	Target Exceeded
2016	42	43	Target Exceeded
2017	45	53	Target Exceeded
2018	45	47	Target Exceeded
2019	45	51	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 2020 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 2013--014 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 percent by FY 2015. In order to get closer to meeting

this goal, the targets for FY2013 through FY 2016 were incrementally raised from 32 percent to 35 percent, 39 percent, 40 percent, and 42 percent, respectively. The targets were raised again in FY 2017 and subsequent year to 45 percent.

Comparisons with the National Center for Education Statistics data for four-year public and private colleges and universities indicate that four-year public colleges and private nonprofit colleges have a six-year graduation rate of 59 percent and 66 percent, 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 four-year public colleges and universities have an average six-year graduation rate of 37.5 percent, and four-year private colleges and universities in the same ACT range have an average six-year graduation rate of 51.6 percent (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 percent 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 percent (38.9 percent 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, Lacoé, 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. Gallaudet notes that this is the second highest six-year graduation rate since GPRA was established (FY 2003). At the same time, Gallaudet 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 percent. Some of these action plans correspond to the plans tied to improving the persistence rate of students, such as maximizing Gallaudet's 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.

**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	72	Target Not Met
2013	74	75	Target Exceeded
2014	74	81	Target Exceeded
2015	74	83	Target Exceeded
2016	74	76	Target Exceeded
2017	74	81	Target Exceeded
2018	74	81	Target Exceeded
2019	74	77	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 percent for FY 2012 and subsequent years. In FY 2019, the graduation rate of the University's graduate students at 77 percent 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	73	Target Exceeded
2016	65	79	Target Exceeded
2017	65	89	Target Exceeded
2018	65	69	Target Exceeded
2019	65	77	Target Exceeded

**Source.** Gallaudet University, Laurent Clerc National Deaf Education 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 who transfers into the cohort and by subtracting any student who transfers out, emigrates to another country, or dies during the years covered by the rate. This methodology allows for the movement or transfer of students into or out of the Clerc Center.

The following formula shows how the four-year ACGR would be calculated for the cohort entering the ninth 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 into 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 ACGR based on first-time ninth-grade cohorts, and it 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 percent and 61 percent, respectively. At that time in 2014, the most recent data available was from 2011–2012; the Clerc Center proposed to use 61 percent as a reference point in setting an appropriate target for its students.

The target for 2015 and subsequent years was set at 65 percent 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.

The target has been met each year from FY 2015 through FY 2019.

## 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

**Source.** Gallaudet University, Laurent Clerc National Deaf Education 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 or 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 people 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	69	Target Not Met
2005	81	84	Target Exceeded
2006	82	73	Target Not Met
2007	82	70	Target Not Met
2008	82	80	Target Not Met but Improved
2009	82	83	Target Exceeded
2010	82	72	Target Not Met
2011	75	50	Target Not Met
2012	50	63	Target Exceeded
2013	50	59	Target Exceeded
2014	50	77	Target Exceeded
2015	53	67	Target Exceeded
2016	53	70	Target Exceeded
2017	53	76	Target Exceeded
2018	53	70	Target Exceeded

**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 percent 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 percent 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 percent 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 is being increased to 53 percent 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 2017 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	100
Education	37
Neither	5
<b>Total Respondents</b>	<b>142</b>
Unknown/not responded	65
<b>Total Graduates</b>	<b>207</b>

It is important to note that 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 2017 and who are employed during their first year after graduation decreased 6 percentage point from the previous year. Gallaudet University stated that this might be due to an increase percentage of students pursuing additional education. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities.

**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	36	Target Not Met
2005	41	36	Target Not Met
2006	41	13	Target Not Met
2007	37	14	Target Not Met but Improved
2008	37	12	Target Not Met
2009	38	7	Target Not Met
2010	38	18	Target Not Met but Improved
2011	15	45	Target Exceeded
2012	45	35	Target Not Met
2013	45	38	Target Not Met but Improved
2014	45	19	Target Not Met
2015	45	27	Target Not Met but Improved
2016	45	26	Target Not Met
2017	45	19	Target Not Met
2018	45	26	Target Not Met

**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 percent 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 be revised to 15 percent 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 percent 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 2014 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	100
Education	37
Neither	5
<b>Total Respondents</b>	<b>142</b>
Unknown/not responded	65
<b>Total Graduates</b>	<b>207</b>

(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 2017 and who are in advanced education or training during their first year after graduation increased 7 percentage points compared to the previous year. Gallaudet University states that this increase is due to the decrease 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.

**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	16	Target Not Met
2008	10	8	Target Exceeded
2009	10	10	Target Met
2010	10	10	Target Met
2011	10	5	Target Exceeded
2012	5	2	Target Exceeded
2013	5	3	Target Exceeded
2014	5	4	Target Exceeded
2015	2	7	Target Not Met
2016	2	6	Target Not Met
2017	2	5	Target Not Met
2018	2	4	Target Not Met

**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 not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

In previous years, about 30 to 35 percent 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 is being revised to 5 percent 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 percent of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target

was revised downward to 2 percent 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 2017 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	100
Education	37
Neither	5
<b>Total Respondents</b>	<b>142</b>
Unknown/not responded	65
<b>Total Graduates</b>	<b>207</b>

**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	Target Exceeded
2010	7	7	Target Met
2011	0	7	Target Not Met
2012	0	7	Target Not Met
2013	0	24	Target Not Met
2014	25	7	Target Exceeded
2015	25	17	Target Exceeded
2016	25	21	Target Exceeded
2017	25	11	Target Exceeded
2018	25	19	Target Exceeded

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center’s 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 a one-year follow-up survey during the

following summer of each MSSD graduating class on the percentages of graduates in postsecondary education, employment, or 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 78 percent of the 2018 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 postsecondary 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 Clerc 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 Programs (OSEP) in its Part B State Performance Plan/Annual Performance Reports: 2013 Indicator Analyses for 2009, 2010, and 2011. Using the OSEP measure as a reference point, the target for this measure was set at 25 percent for 2014 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 percent.

Survey Respondents	Count
Employed or in higher education one year after graduation	26
Doing neither one year after graduation	6
<b>Total respondents</b>	<b>32</b>
Unknown/not responded	9
<b>Total Clerc Center 2018 Graduates</b>	<b>41</b>

**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	76	Target Not Met
2014	75	93	Target Exceeded
2015	75	83	Target Exceeded
2016	75	79	Target Exceeded
2017	75	89	Target Exceeded
2018	75	81	Target Exceeded

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center’s 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 MSSD 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 will include

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

In FY 2019, the Clerc Center was able to get one-year follow-up data on 78 percent of the 2018 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 postsecondary 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 Clerc 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 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 OSEP for 2009, 2010, and 2011 at 72.5 percent, 72.5 percent, and 73.5 percent, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75 percent 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 MSSD graduates who are in jobs within one year after graduation” and “the percentage of MSSD 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 postsecondary program at the same time. This is also more consistent with the indicator used by OSEP on the outcomes of students with disabilities one year after graduating from high school.

The raw data on the number of 2018 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	26
Doing neither one year after graduation	6
<b>Total respondents</b>	<b>32</b>
Unknown/not responded	9
<b>Total Clerc Center 2018 Graduates</b>	<b>41</b>

## 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	227,940	Target Exceeded
2009	245,356	264,523	Target Not Met
2010	237,969	257,875	Target Not Met but Improved
2011	243,204	252,501	Target Not Met but Improved
2012	248,554	241,894	Target Exceeded
2013	253,277	232,117	Target Exceeded
2014	258,343	222,140	Target Exceeded
2015	263,768	238,197	Target Exceeded
2016	269,307	223,219	Target Exceeded
2017	269,307	228,727	Target Exceeded
2018	269,307	237,222	Target Exceeded
2019	269,307	(January, 2020)	Pending

**Source.** Gallaudet University, Administration and Finance.

**Frequency of Data Collection:** Annual.

**Data Quality.** The FY 2018 data on the federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2013 to FY 2018. The federal cost per graduate includes graduates who receive bachelor's, 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 percent 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 percent
- 2014: 2.0 percent
- 2015: 2.0 percent

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

2015: 2.1 percent  
 2016: 2.1 percent

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 allocated to the University for the current year and the five preceding years, which is then averaged. The average is then 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 six-year educational expenses and the average six-year federal appropriations have increased by 1.9 percent and 1.3 percent from FY 2017, respectively; while the number of students graduating decreased by 2.3 percent. The federal and total educational costs per graduate increased in FY 2018 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	272,094	Target Exceeded
2009	292,279	313,142	Target Not Met
2010	284,066	301,652	Target Not Met but Improved
2011	290,315	291,548	Target Not Met but Improved
2012	296,702	276,785	Target Exceeded
2013	302,339	263,927	Target Exceeded
2014	308,386	250,882	Target Exceeded
2015	314,862	270,652	Target Exceeded
2016	321,474	256,199	Target Exceeded
2017	321,474	266,033	Target Exceeded
2018	321,474	277,524	Target Exceeded
2019	321,474	(January, 2020)	

**Source.** Gallaudet University, Administration and Finance.

**Frequency of Data Collection:** Annual.

**Data Quality.** The FY 2018 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2013 to FY 2018. The total educational cost per graduate includes graduates who receive bachelor's, 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 percent 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 percent  
2014: 2.0 percent  
2015: 2.0 percent

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

2015: 2.1 percent  
2016: 2.1 percent

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 educational expenses for the current year and the five preceding years, which is then averaged. The average is then 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 six-year educational expenses and the average six-year federal appropriations have increased by 1.9 percent and 1.3 percent from FY 2017, respectively; while the number of students graduating decreased by 2.3 percent. The federal and total educational costs per graduate increased in FY 2018 mainly due to the decline in the rate of graduating students.

# 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 President Cordano 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, with implementation beginning in FY 2017 and continuing into FY 2018 as part of the Short-Term Strategic Plan.

The experiences and learning that took place during President Cordano's first 18 months at Gallaudet led to further clarity around the foundational work needed over the next three years. Following the process that established 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 to meet these needs. Development took place during the summer and fall of 2017, and the Gallaudet community was invited to provide feedback online 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. Emphasizing the need to understand and build necessary operational and programmatic systems, structures, and processes, the goal was to support and accelerate innovation and progress toward excellence in achieving Gallaudet's unique mission in the world. The short-term strategic plan was presented to and endorsed by the Board of Trustees in October 2017, and it will run through FY 2020.

A photograph of President Cordano, a woman with short blonde hair and glasses, wearing a dark blue suit. She is standing on a stage, gesturing with her hands as if speaking. Behind her is a large blue screen with a stylized leaf logo and a large green percentage sign. The text on the screen is partially visible, showing 'Strategies in the', 'n Stra', and 'ete or'.

At the Welcome Home address, President Cordano reported that 89% of the strategies in the Short-Term Strategic Plan (STSP) were underway or had been completed.

The short-term strategic plan is shared in full below, along with major actions taken during FY 2019. The remaining content of this Annual Report of Achievements is framed by the plan's six priorities.

## I. SHORT-TERM STRATEGIC PLAN PRIORITIES

The following priorities build on the previous 2010–2016 Gallaudet Strategic Plan, including the leadership priorities that had been a part of the measures of success until the approval of this plan in October 2017. The goal of this short-term strategic plan is to allow the community time to adapt to new conditions and ways of working, as well as to 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.

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**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.

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**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.

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- Objectives**
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.
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- Strategies**
1. Complete a framework for Gallaudet's bilingual (ASL/English) mission based on major University documents that relate to:
    - a. Communication, language, and Gallaudet's bilingual mission;
    - b. Interdisciplinary perspectives and research findings related to bilingualism, bilingual education, audism, and, especially, deaf and DeafBlind ASL/English bilingualism;
    - c. 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.
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- FY 2019 Major Actions**
- Completed draft framework by Bilingual Mission Task Force.
  - Presented the draft framework to the Board of Trustees, who offered their strong support for the framework and its implementation.
  - Shared the draft framework with the community at large during a spring town hall. Feedback reflected support, excitement, and the need to move forward with implementation planning.
  - Began initial implementation discussions by task force members and administrators.
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## Priority Two: Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community

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**Rationale** Gallaudet’s unique niche in the world requires us to actively work toward creating a sense of belonging for all members in order to support transformation and a robust future.

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**Goal** Address the most critical issues and needs to ensure that 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.

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- Objectives**
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.
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- Strategies**
1. Develop and implement a plan to prepare and engage the community in ways that move Gallaudet forward toward the healing, growth, and sense of community well-being that are essential for true transformation. This includes the following:
    - a. Create a University-wide diversity strategy and action plan built on available data, as well as on past and current programming that demonstrated positive results and achieved 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 that 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 for 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.
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- FY 2019 Major Actions**
- Completed an initial draft of Gallaudet’s Diversity Strategic Plan.
  - Established the Inclusive Ambassadors Program.
  - Engaged key faculty and staff in Mindful Facilitator Training.
  - Offered cross-cultural conversations and diversity training opportunities to the campus community, including specific trainings for students.
  - Established the Mentoring Program through the Office of Multicultural Student Development (MSDM) with support from the Office of the Associate Provost for Student Success and Academic Quality (SSAQ). This program, designed to support the retention and successful academic achievement of undergraduate students, began with cohorts of faculty and staff in both Fall 2018 and Spring 2019.
  - Provided implicit bias training, as well as numerous other diversity workshops.
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Students can cook their own meals at special "action stations" in the Hanson Plaza dining hall.

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

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**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.

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

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- 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 the long-term strategic plan.
- 

- Strategies**
1. Identify and institute improvements to the most crucial aspects of Gallaudet’s physical, digital, and community environment, with special attention to digital technology, classrooms, 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; to the financial, social, developmental, and emotional supports needed; and to the role of faculty.
  3. Develop a multi-year mid- and long-term plan defined by shared goals to improve the Gallaudet student experience by addressing the campus’s physical, digital, and community environments.
  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.
  9. Implement the 2012–2018 Excellence by Design (accreditation) plan at KDES and MSSD, as well as the related annual school improvement plans they have developed.
  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.
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**FY 2019**  
**Major Actions**

- Implemented Navigate, a mobile platform to provide a coordinated care network for students with more than 550 student downloads. Completed trainings with all departments and offered an individual training that was taken by more than forty individual faculty and administrators on the use of the platform.
  - Continued the evolution of the Digital Fellows Initiative (ACOA/Gates Digital Learning Fellowship) into the Gallaudet Digital Learning Project, which has been designed to build awareness, infrastructure, and capacity for digital adaptive learning across the curriculum.
    - Selected the next cohort of digital fellows who are working closely with SmartSparrow, a digital adaptive learning consulting firm, to develop key modules using a digital bilingual adaptive approach. The first module will focus on linguicism.
    - Continued to raise awareness about digital learning, specifically the role of adaptive courseware and its potential to transform the education of students who are ASL/English bilingual visual learners.
  - Began University-wide use of Watermark, an institutional assessment platform and guiding framework that enables departments to connect and track their course/program learning outcomes toward institutional outcomes. Provided intensive training to academic departments and assessment coordinators.
  - Reorganized Academic Advising and Career Center under one administrator with the goal of integrating services into a holistic model of intrusive advising—where students are introduced to the importance of both academic and career success during their first semester. Key elements of the Career Center Task Force Report are being implemented, including the infusion of the seven career competencies developed by the National Association of College Employers (NACE) into the general education curriculum.
  - Continued the cross-divisional collaboration between Academic Affairs, the Office of Equity, Diversity, and Inclusion, and Student Affairs through the co-chairing of the Retention Council. Established goals and measures to monitor and share progress across departments and units.
    - Instituted the “First 48 Days,” a series of cross-divisional activities on campus to foster and support student wellness and success.
  - Entered into a partnership with the Alabama Institute for Deaf and Blind to create a regional focus on identifying strategies that positively impact early language acquisition for children ages birth through 3 who are deaf and hard of hearing, as well as positively impacting early educators, families, and early interventionists who work with infants and children who are deaf and hard of hearing. The region served includes nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Funding comes from Gallaudet’s federal appropriation pursuant to Senate Report 115-289.
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## Priority Four: Building Blocks of Success: Improving Our Infrastructure and Investing in Our People

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**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.

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**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.

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- Objectives**
1. Support a faculty-led redesign process to reconceptualize the function and roles of 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, and digital learning, as well as to prepare Gallaudet to be a leader in global, lifelong, and digital learning innovations.
  3. Establish the foundation for vertically and horizontally 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**
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, corporations and non-profits, universities, and community members and leaders in Gallaudet's neighborhood (co-listed for Priority Six).
  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 2019**  
**Major Actions**

- Continued to implement the Budget Reconciliation and Reinvestment Initiatives (BRR), designed to focus on investing resources in the things that truly matter for 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.
  - Evolved the Shared Future Vision into draft framing for Gallaudet’s 10-year vision and the next strategic plan, which will be developed during FY 2020.
  - Continued the Living, Well-Being, and Belonging Initiative.
    - Opened Gallaudet’s Food Pantry in Fall 2019.
    - Completed the community hub on Ely Patio and improved the Jordan Student Activity Center (JSAC) second-floor lounge and atrium.
    - Drafted a Persona-Non-Grata policy.
  - Completed renovations to the Clerc Residence Hall as part of an ongoing commitment to residence hall improvements.
  - Established an Accessibility Council to oversee implementation of Gallaudet’s Accessibility Plan and created a Disability Advisory Group to address needs and concerns, as well as raise awareness about access and belonging for people with disabilities on the Gallaudet campus.
  - Continued the evolution of the Digital Fellows Initiative (ACOA/Gates Digital Learning Fellowship) into the Gallaudet Digital Learning Project, which has been designed to build awareness, infrastructure, and capacity for digital adaptive learning across the curriculum.
    - Selected the next cohort of digital fellows who are working closely with SmartSparrow, a digital adaptive learning consulting firm, to develop key modules using a digital bilingual adaptive approach. The first module will focus on linguicism.
    - Continued to raise awareness about digital learning, specifically the role of adaptive courseware and its potential to transform the education of students who are ASL/English bilingual visual learners.
  - Completed Stage One of the two-year American Council of Education (ACE) Internationalization (IZN) planning process, involving over 80 people representing campus constituencies and culminating in an external peer review site visit.
  - Continued to learn and dialogue about options for the restructuring of Academic Affairs.
  - Planned and participated in numerous 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.
  - Established and offered a “Transformational Leaders as Coaches” initiative.
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## 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

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**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 world.

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

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- 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 for 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.
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- 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 identify the necessary 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; 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.
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**FY 2019**  
**Major Actions**

- Continued planning and development for Creativity Way (the Sixth Street Project), including Knowledge Studios development and building and space design.
  - Established three Knowledge Studios: 1) Child and Family Discovery Center, 2) Gesture Literacy Lab, and 3) Communication Engineering.
  - Continued to develop partnerships with major industry leaders, including Amazon, IBM, Google, Microsoft, Northrup Grumman, and Mitsubishi Electric America Foundation.
  - Continued to implement the Budget Reconciliation and Reinvestment Initiatives (BRR), designed to focus on investing resources in the things that truly matter for 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.
    - Based on findings from the Academic Portfolio Review, the provost, deans, and department chairs furthered their efforts to establish savings targets and design efficiency opportunities. This resulted in the reduced reliance of General Studies Requirements classes (GSR) on adjuncts/temp faculty. In comparison to Spring 2018, GSR class size increased by 5 percent in Spring 2019.
    - Implemented recommendations from the Administrative Services Review (a deep analysis of all administrative services), including a review and revision of select benefits, an identification of policies and procedures, and the use of consultants and advisors.
  - Completed implementation of Cayuse, a grants management system that is becoming the system of record for Gallaudet's sponsored projects portfolio. Training for the Office of Sponsored Programs (OSP) has concluded, and training for key departments will begin FY 2020. The system will centralize and streamline grants management across campus, from proposal creation to award closeout, while mitigating risk and safeguarding the University against compliance issues.
  - Established the Strategic Space and Capital Projects Committee (SSCPC) to guide capital project planning, space allocation, and the ongoing review of the 2022 Campus Plan to ensure overall alignment with the strategic plan, University priorities, and evolving local and national contexts.
  - Hired a Dean of the University Library and began the planning process for immediate and longer-term improvements to the library's physical and digital space, programs, and services.
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## Priority Six: Optimize Resources: Improving Financial Planning and Management Practices and Strengthening and Diversifying Revenue Streams

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**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.

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**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.

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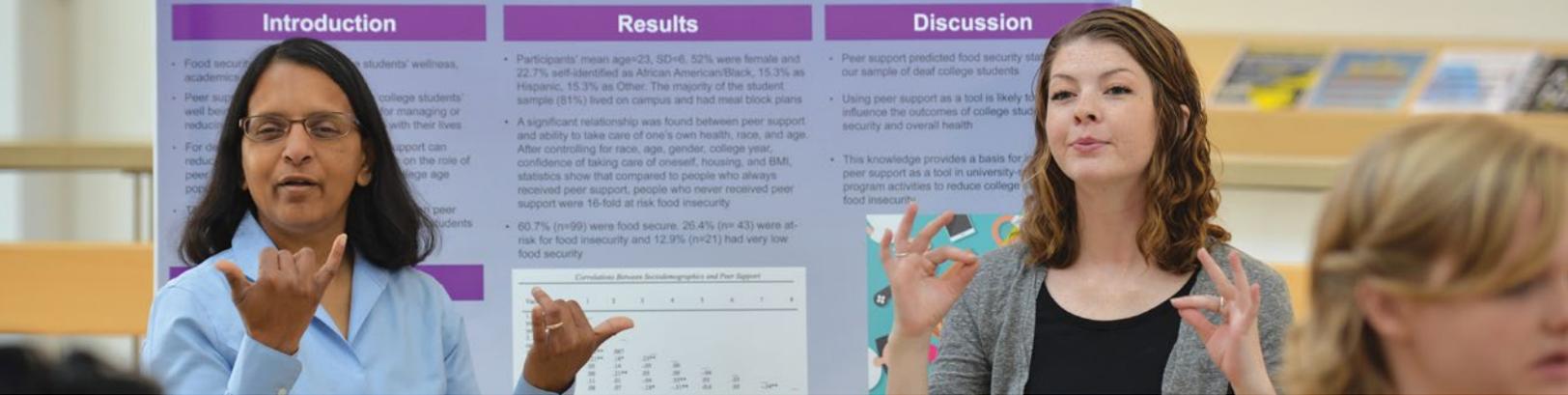
- Objectives**
1. Revise Gallaudet’s budgeting and financial management processes to create an environment that supports programmatic, operational, and strategic decision-making.
  2. Assure Gallaudet has the necessary infrastructure to support and optimize giving.
  3. Continue the planning and construction 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, and educate them on 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.
  7. Continue to expand relationship-building with key stakeholders, including Congress, federal officials, congressional leaders, Washington, D.C. leaders, 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 for the Board of Trustees regarding 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.
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**FY 2019**  
**Major Actions**

- Completed a review of the Gallaudet budget and financial planning process. Developed new reporting and forecasting tools at the division level for increased financial discipline and transparency. The new process will continue to engage the community and will align Gallaudet's resources with strategic priorities.
  - Began initial design of a new budget process that will be phased in during FY 2020.
  - Completed division-level budget forecasting for FY 2019 based on multi-year expenses and revenue review. Monthly forecasting and analysis by division will continue and expand in FY 2020. The FY 2021 budget process will begin in January 2020 and include documentation, assumptions, timeframes, stakeholders, and sequencing for decision-making. The FY 2021 budget process is anticipated to include a three-year operating and capital budget to ensure both are appropriately aligned with the strategic initiatives and available resources.
  - Continued to implement the Budget Reconciliation and Reinvestment Initiatives (BRR), designed to focus on investing resources in the things that truly matter for 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.
    - Based on findings from the Academic Portfolio Review, the provost, deans, and department chairs furthered their efforts to establish savings targets and design efficiency opportunities. This resulted in the reduced reliance of General Studies Requirements classes (GSR) on adjuncts/temp faculty. In comparison to Spring 2018, GSR class size increased by 5 percent in Spring 2019.
    - Implemented recommendations from the Administrative Services Review (a deep analysis of all administrative services), including a review and revision of select benefits, identified policies and procedures, and the use of consultants and advisors.
  - Established an Accessibility Council to oversee implementation of Gallaudet's Accessibility Plan and created a Disability Advisory Group to address needs and concerns, as well as raise awareness about, access and belonging for people with disabilities on the Gallaudet campus.
  - Planned and participated in numerous 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.
  - Established the Strategic Space and Capital Projects Committee (SSCPC) to guide capital project planning, space allocation, and the ongoing review of the 2022 Campus Plan to ensure overall alignment with the strategic plan, University priorities, and evolving local and national contexts.
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2019 graduate Brianna Keogh (at right) presents her Honors capstone poster with Dr. Poorna Kushalnagar, director of the Deaf Health Communication and Quality of Life Center, who was her capstone advisor.

# 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.

### ASL Language Development Program

CBTL has been involved in developing and implementing the Language Development Program (LDP) since Fall 2015. From 2018 to 2019, the program included five components: ASL Language Development

In order to support faculty in aligning teaching and learning activities with the bilingual mission, the provost established the Center of 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), unifying resources for 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 <http://gallaudet.edu/cbtl>.

Plans for new faculty who are emerging signers, ASL Gatherings for staff and faculty, Individual ASL Language Development Support for faculty, ASL

Immersion Day for faculty and staff, and the creation of ASL language development resources.

In aligning with CBTL's primary responsibility in supporting 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. Since then, it has become a permanent program offering through CBTL. ASL Language Development Plans are designed to support emerging faculty signers develop their ASL. Each plan (a six-year timeline from date of hire 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, including ASPLI, Classroom Discourse Observation, attendance at ASL Gathering, and 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 this progress.

2016 Cohort – Five faculty members.

2017 Cohort – Six Faculty members.

2018 Cohort – Five Faculty members.

## ASL Gatherings

ASL Gatherings provide an ASL language development opportunity for Gallaudet faculty and staff. Offered since the fall of 2012, ASL Gatherings offer 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 2018–2019 academic year, CBTL held 72 ASL Gatherings with 36 hours of direct contact per semester. In Fall 2018, participants represented 14 different departments or units, 42 percent of participants were staff, and 58 percent were faculty. In Spring 2019, there were participants from 14 different departments or units, 33 percent of participants were staff, and 66 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 faculty and staff members' engagement in ASL language development activity.

## Individual ASL Language Development Support

CBTL assumed coordination of the Faculty ASL Tutoring Program in January 2016. The name of this program was changed to Individual ASL Language Development Support to more accurately reflect the program, which offers 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 2018–2019, 13 faculty members participated in this program from seven different departments.

Pre-assessment videos are used to identify areas that need improvement, which are then targeted during the meeting sessions. Post-assessment videos are produced at the end of the academic year to measure development of the targeted ASL skills.

## ASL Immersion Day

On May 15, 2019, CBTL hosted its fourth ASL Immersion Day for faculty and staff who had participated in the CBTL Language Development Program during AY 2018–2019. The goal of the ASL Immersion Day is to provide participants an opportunity to interact all day using ASL. There were 19 participants: 14 faculty members and 5 staff members. This year, Immersion Day was designed around having participants watch, discuss, and then do an interpreted performance of Emily Arnold McCully's *My Heart Glow*, with ASL translation provided by Dr. Janis Cole.

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 academic year.

## ASL Language Development Resources

Those involved with language development support benefit from the availability of language development

## Classroom Discourse Observation

By focusing on discourse used in university classroom environments, Classroom Discourse Observation (CDO) is an assessment that simultaneously captures aspects of ASL while ensuring visually optimized learning experiences. A classroom-based assessment also notes students' comprehension of the faculty, and the faculty's comprehension of the students.

CDO involves video recording the faculty in the classroom. The video is then analyzed to identify areas of strength and areas needing improvement in the use of university-level ASL discourse in a bilingual classroom. The faculty is then provided a personalized feedback session that includes an opportunity to review and discuss the video recording.

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

In AY 2018–2019, a total of 14 faculty participated in the CDO process: 7 in Fall 2018 and 7 in Spring 2019.

## Video Production

In AY 2018–2019, CBTL shifted video production to a collaboration model. CBTL coordinated content while Gallaudet Video Services provided the film and editing responsibilities. The focus of this collaboration was the production of academic content. Eleven videos were produced for History 495: Introduction to Documentary Film. The videos provided content about topics that would be discussed in class each week. In order to give students time to review the content, the videos

resources that can be accessed outside of ASL language development sessions. These resources allow faculty to practice both receptive and expressive ASL skills. Eight videos of ASL narratives were produced for use by participants in CBTL ASL language development programming.

were posted by the instructor into Blackboard the week prior to being taught. Feedback from students was overwhelmingly positive, with comments requesting similar video material be produced for other courses. These videos will be used again during the Spring 2020 offering of the same course.

CBTL also collaborated with Video Services on the production of 12 ASL Gatherings video ads, which will be used during the Fall 2019 semester.

CBTL videos produced in previous academic years continue to be distributed by departments and programs, and views of these videos remain constant. The Biology Lab Safety video, for example, has a spike in views at the beginning of each semester.

## Additional CBTL Activity

### Bilingual Mission Framework Task Force

CBTL provided support to the Bilingual Mission Framework Task Force through the coordination of its meetings.

### Bilingual Consultation and Outreach

Bilingual consultation and support provided pedagogical support, design suggestions, ASL coaching, filming support for ASL products, and suggestions for the incorporation of products into online media and websites. CBTL also provided SmartSparrow—an adaptive learning platform company—materials to support their collaboration with Gallaudet Digital Fellows in the development of adaptive digital courses using the SmartSparrow platform. It also advised faculty members from the History Department on the production of video text for History 495: Introduction to Documentary Film.

## Renovation of CBTL Space

The office and conference room space assigned to CBTL on the second floor of the Merrill Learning Center was renovated from February 4, 2019–March 15, 2019. During this time, CBTL was temporarily relocated to MLC B205. The Office of Campus Design and Planning collaborated with CBTL to create work environments

that enhance the ability to support faculty research and teaching. The creation of collaborative workspaces is intended to support the development of innovative bilingual resources to be used in our classrooms. The Digital Fellows used the CBTL conference space during the summer to conduct their work with their adaptive learning project.

## II. BILINGUAL MISSION FRAMEWORK TASK FORCE

As part of Gallaudet’s Short-Term Strategic Plan, 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.

### Bilingual Mission Framework Task Force Accomplishments

During AY 2018–2019, the task force accomplished the following:

- Worked in collaboration with Eyeth Studio to produce a draft video of the Bilingual Mission Framework.
- Worked in collaboration with Eyeth Studio to produce a second draft of the Bilingual Mission Framework video.
- Presented to the Board of Trustees about the work of the Bilingual Mission Framework Task Force. Showed the Board of Trustees the first draft video of the Bilingual Framework.
- Hosted a Gallaudet community forum on March 26, 2019 to present the process of developing the framework as well as to show the second draft of the Bilingual Mission Framework video.
- Continued to work on the English draft of the Bilingual Mission Framework.



American Sign Language students learn not just about linguistics, but how to use advanced video techniques to document the language.

## PRIORITY TWO: DIVERSITY, EQUITY, AND INCLUSIVE EXCELLENCE: CREATING A THRIVING COMMUNITY

*Address the most critical issues and needs to ensure that 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 EDI mission is to build bridges of caring and critical social consciousness characterized by:

A deep understanding of one's own cultural identity, orientations, and dispositions;

A genuine interest in understanding others' narratives and experiences;

An unshakable conviction that human interdependence is a fundamental truth that shapes the journey of self and others;

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 Division of Equity, Diversity and Inclusion (EDI), led by the vice president or chief diversity officer (CDO), is guided by a six-pillar framework of inclusive excellence that informs the vision of the EDI within the broader Gallaudet and Clerc Center structures. This framework enables the implementation of Priority Two of the University's Strategic Plan (**Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community**).

The Six-Pillar Framework of Inclusive Excellence:

**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 through 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.

## Achievement Highlights, FY 2019

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

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

### Systemic Change Efforts

EDI continued to ensure that its work aligned with the six-pillar framework for inclusive excellence, capturing 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 continued to embrace 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.

**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.

The Gallaudet University Integrated Response Team (IRT)—created by the CDO in 2018 as 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—continued to fulfill its remit.

The CDO continued to serve as co-chair of the Student Retention Council and the cross-campus Crisis Leadership Team (CRT) to implement a more inclusive and holistic actionable agenda.

The EDI director developed a collaborative framework for a Pipeline Development (Pathway to Leadership) Program including EDI, the dean of the 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 identified.

The EDI director developed the framework for Camp Catch Them Young, a two-week summer camp that is part of the Pipeline Development (Pathways to Leadership) Program designed to engage students of color in 8th through 12th grades. Admissions sees the potential for boosting recruitment and enrollment of college-track or college-ready high schoolers of color and will provide logistical support in strategically marketing the program. Two of their administrators have come on board as advisors, bringing their recruitment and enrollment expertise to bear on the project. The camp will kick off in the summer of 2020.

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual (LGBTQA) Resource Center expanded across campus and through external partnerships to broaden conversations around—and commitments to—building a safe environment for LGBTQA+ community members.

The coordinator of the LGBTQA Resource Center is working on several projects in collaboration with other units or individuals, including a summer camp for LGBTQA+ youth (in partnership with Youth Programs). We hope to host our first one in the summer of 2020.

## Programmatic and Strategic Successes

**Diversity Monologues Series:** This new program kicked off in Fall 2018 with the guiding intention of removing assumptions and judgments, nurturing and supporting a safe and welcoming community, increasing our individual and collective intercultural competency, and strengthening collaborative leadership and shared accountability throughout the University.

**Creating Symbiosis:** EDI and the Bilingual Mission Framework Task Force presented to the Board of Trustees. We embarked on a journey toward symbiosis with the Bilingual Mission Framework Task Force (BMFTF) when the vice president and director of EDI met with the manager of Intercultural Competency Development and Campus Climate and faculty co-chairs of the BMFTF. This culminated in a joint DI/BMFTF presentation titled “*Creating Symbiosis: Supporting the Bilingual Mission through the EDI Inclusive Excellence Framework to Promote the Living, Wellbeing and Belonging of the Gallaudet Community,*” delivered

during an open session of the Board of Trustees on Friday, February 8, 2019.

**Inclusive Excellence Ambassadors:** The vice president for Equity, Diversity, and Inclusion and the chief diversity officer (CDO) established the Inclusive Excellence Ambassadors (IEA) initiative during Spring 2019 to expand collaborative leadership in the implementation of Priority Two of Gallaudet University’s Strategic Plan. The 11 IEAs are to serve as liaisons between the EDI and their respective units and divisions. Their roles will include:

- Serving as EDI representatives/liaisons in their divisions;
- Being available to answer questions related to EDI;
- Infusing EDI policies, practices, and procedures throughout their respective divisions and, concomitantly, the University;
- Serving on the EDI Advisory Board.

The IEAs will engage in professional development to strengthen and enhance their confidence for creating presentations (in classes, in meetings, and within their divisions) that educate on equity and inclusion. The IEAs will receive support from their administrator/supervisor to serve in this role. They will also have the respect of their specific communities in relation to this work.

### **Cross-Cultural Conversation and Diversity Training:**

This week-long training for all campus divisions and the Inclusive Excellence Ambassadors fulfilled a commitment we made to the community in August 2018 to continue the work of enhancing our Living, Well-Being, and Belonging Initiative. It was co-led by Lee Mun Wah from StirFry Seminars & Consulting, the vice president of EDI, and the CDO. It enabled all participants to reflect on their intersectional identities and life experiences, engage in constructive conversations across cultural differences, notice the intent and impact inherent in all our communications, practice nonviolent communication, and engage in authentic relationship-building behaviors in order to build a more welcoming and thriving community. It enabled us to build internal capacity to facilitate cross-cultural conversations at the University and Clerc Center; provide professional development for Multicultural Student Development and Mentoring staff in an effort to address student retention and

graduation concerns; build cross-campus capacity for engaging across difference and creating a safe and welcoming community; continue on the journey to create a campus climate that supports and advances inclusive excellence; and build Inclusive Excellence Ambassadors' capacities to support EDI's mission and vision.

**Hosted Spring 2019 Symposium for Chief Diversity Officers** (Washington DC, Maryland, Virginia): EDI served as institutional host for this symposium in collaboration with CoopLew. The two-day symposium, titled "Summer Skill-Set: Diversity Strategic Planning, Measurement and Evaluation," attracted CDOs from over 25 institutions nationwide. On day one, diversity strategic planning was discussed, focusing on the nuance of developing strategic plans and addressing the differences between planning that maintains the **status quo**, planning that leads to **innovation**, and planning that leads to **transformation**. Day two illuminated the differences between measurement, evaluation, and assessment, as well as defining and identifying key performance indicators (KPIs). The CDO, the director of EDI, and the LGBTQA Resource Center coordinator attended this symposium. The CoopLew Skill-Set Symposium experience is designed to enhance our ability to successfully lead the University's diversity strategic planning efforts and gain more command of the executive language used to articulate the outcomes and measurement that will speak directly to institutional needs.

**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.

**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.

**Lavender Graduation:** This event grows every year. In 2019, at our eighth annual event, 60 graduates received the traditional purple stole, tassel, and certificate of achievement. Lavender Graduation is a popular, impactful event that celebrates and honors the achievements of our LGBTQIA+ graduates, both at the undergraduate and graduate level. It is also an opportunity for our graduates to thank their advocates through a certificate of appreciation for helping them achieve their goals and inspiring them as LGBTQIA+ students. Lavender Graduation inspires pride and creates a stronger sense of community.

**Mindful Facilitation Certification Theory and Practice Course:** The CDO, the Cross-Campus Multicultural and International Students Programming (CCMISP) coordinator, and the project manager for Planning, Development, and Dissemination at the Laurent Clerc National Deaf Education Center attended the Mindful Facilitation Certificate Institute, a rigorous and thorough program of study in the art of mindful facilitation. This program provides an intensive-level communication and facilitation training (in person and online) to those wishing to develop their cultural intelligence. It also provides individual and group process skills from a mindful facilitation and multicultural perspective, and it teaches the necessary skills and knowledge to effectively work with educational and social institutions, professional environments, and diverse communities on diversity issues and cross-cultural needs and concerns.

## Living, Well-Being, and Belonging Initiatives and Creating a Sense of Belonging in Our Community

**Salary Equity Study:** The CDO re-energized Gallaudet University's salary equity study to help address perceived inequities. The study is ongoing.

**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 and Finance management team, and the Graduate Education Council); (b) The EDI director engaged Campus Life paraprofessionals in diversity and cultural sensitivity training; (c) the LGBTQA Resource Center coordinator similarly engaged with Clerc Center staff, Campus Life paraprofessionals, and professionals in other divisions of the University.

**Persona-Non-Grata (PNG) Panel:** The CDO teamed up with the director of Public Safety to co-chair a cross-unit PNG Panel charged with examining PNG practices in order to revamp PNG processes and outcomes.

## Direct Student and Employee Impact

**Student Organization Leadership Dinner and Diversity Training:** This dinner and diversity training continued a tradition of conversations designed to develop capacities for inclusive and compassionate leadership and enhance relationships between EDI and the leadership of the various student organizations. These conversations should, in turn, boost students' well-being and sense of belonging. Approximately 35 student organization leaders and 18 advisors attended.

**Student of Color Leadership Institute—Identity, Diversity, and Leadership:** In 2019, the theme for the 13th annual Students of Color Leadership Institute (SCLI) was identity, diversity, and leadership. A total of 27 participants attended the two-day institute on March 1 and 2, 2019. Participants had the opportunity to explore and examine their intersectionality, their multiple identities, and prevailing systems of oppression, privilege, and empowerment. Additionally, they explored the concepts of power and privilege in the context of leadership and examined how our social identities confer unearned privileges and impose unwarranted disadvantages.

**Cross-Cultural Conversations with Students:** To further the work of EDI with regard to student concerns about living, well-being, and belonging at Gallaudet, EDI provided this training opportunity for students on how to effectively communicate across cultures in an effort to address the retention and graduation concerns of

students from culturally diverse backgrounds. Over 70 students participated, and participants requested more opportunities to engage in cross-cultural conversations.

**Various Training Programs:** To advance excellence and inclusiveness to their full capacity, the EDI director, the LGBTQA Resource Center coordinator, and the CCMISP coordinator provided training to several fraternities, classes, and groups. These trainings ranged in purpose from increased intercultural competency and building inclusive communities to understanding intersectionality. They were calculated to advance the living, well-being, and belonging agenda.

**#StopDakotaPipeline Workshop:** This workshop was presented by three graduate social work students as part of SWK752: Practice with Deaf and Hard of Hearing Populations: Macro Interventions under the supervision of the CCMISP coordinator. The workshop celebrated Native American Heritage Month. It led to an increased knowledge of ethical and diversity issues, increased research skills, increased familiarity with the concept of socially responsible leadership, enhanced confidence with public speaking, and enhanced competence in managing conflict within a working group. There were approximately 43 participants.

**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 student participant retention, and 70 percent of participants completed the academic year with a 3.2 average GPA.

**LGBTQA Weekly Gatherings:** These lunchtime gatherings engaged LGBTQA community members (students, staff, and faculty) in conversations about social and economic equity issues impacting the campus, the nation, and the world with respect to LGBTQA individuals and communities. The 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.

**Beyond Binaries: Identity and Sexuality, with Robyn**

**Ochs:** Robyn Ochs is a well-known bisexual educator, author/editor, and activist. Her workshop, *Beyond Binaries*, drew approximately 20–30 people. It included an interactive exercise that examined our complicated experiences with sexuality and gender. Participants filled out a sexuality survey based on their experiences throughout several stages of their lives (youth to adulthood). Then, through an interactive activity, they were able to see how much their identities may or may not have shifted over the years. The point was to address the fluidity of sexuality and gender.

**Gender Identity Challenges:** The LGBTQA Resource Center coordinator led participants through the complexities of gender and forming gender identities. Moving from the general to the particular, participants were invited to discuss the dimensions of gender, the body vs. identity, the characteristics of gender, and the evolution of gender “norms” as we have seen them through generations.

**Accessibility Council and Disability Advisory Group:**

An Accessibility Council was established to oversee implementation of Gallaudet’s Accessibility Plan and to create a Disability Advisory Group. The DAG is designed to address needs and concerns, as well as raise awareness about access and belonging for people with disabilities on the Gallaudet campus.



STM students measure the chlorine level in the Field House swimming pool. Experiential learning is integral to nearly all our academic offerings.

## **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 student life to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on campus and online.*

# I. ENROLLMENT

## 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	
<b>Total undergraduate</b>	<b>1,066</b>	<b>72</b>	<b>1,138</b>	<b>61%</b>
Graduate degree-seeking	275	136	411	
Graduate non-degree-seeking	0	8	8	
<b>Total graduate</b>	<b>275</b>	<b>144</b>	<b>419</b>	<b>23%</b>
English Language Institute (ELI)	32	0	32	2%
<b>Total undergraduate, graduate, &amp; ELI</b>	<b>1,373</b>	<b>216</b>	<b>1,589</b>	
Kendall Demonstration Elementary School	111	0	111	
Model Secondary School for The Deaf	160	0	160	
<b>Total Clerc Center</b>	<b>271</b>	<b>0</b>	<b>271</b>	<b>15%</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,644</b>	<b>216</b>	<b>1,860</b>	<b>100%</b>
Professional Studies <sup>1</sup>	0	219	219	

<sup>1</sup>Professional 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.

## End-of-Year University Enrollment with Dual Enrollment

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Undergraduates	1,100	1,163	1,249	1,244	1,245
Graduates	513	515	508	513	489
English Language Institute	115	84	66	56	43
Consortium	5	*	*	*	*
Professional Studies	681	592	627	795	1,014
<b>Total University</b>	<b>2,414</b>	<b>2,354</b>	<b>2,450</b>	<b>2,608</b>	<b>2,791</b>
<b>Distinct headcount enrollment</b>	<b>2,306</b>	<b>2,274</b>	<b>2,368</b>	<b>2,514</b>	<b>2,681</b>
<b>Enrolled in more than one category</b>	<b>108</b>	<b>80</b>	<b>82</b>	<b>94</b>	<b>110</b>

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

## Fall Census University and Clerc Center Enrollment Trend

	2014	2015	2016	2017	2018
Undergraduate degree-seeking	1,001	989	1,112	1,111	1,112
Undergraduate non-degree-seeking	30	22	9	18	26
<b>Total undergraduate</b>	<b>1,031</b>	<b>1,011</b>	<b>1,121</b>	<b>1,129</b>	<b>1,138</b>
Graduate degree-seeking	443	444	426	437	411
Graduate non-degree-seeking	14	22	19	12	8
<b>Total graduate</b>	<b>457</b>	<b>466</b>	<b>445</b>	<b>449</b>	<b>419</b>
English Language Institute	81	73	57	45	32
Consortium	3	5	N/A <sup>1</sup>	N/A <sup>1</sup>	N/A <sup>1</sup>
<b>Total undergraduate, graduate, ELI, &amp; consortium</b>	<b>1,572</b>	<b>1,555</b>	<b>1,623</b>	<b>1,623</b>	<b>1,589</b>
Kendall Demonstration Elementary School	87	106	111	103	111
Model Secondary School for the Deaf	165	166	166	174	160
<b>Total Clerc Center</b>	<b>252</b>	<b>272</b>	<b>277</b>	<b>277</b>	<b>271</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,824</b>	<b>1,827</b>	<b>1,900</b>	<b>1,900</b>	<b>1,860</b>
Professional Studies <sup>2</sup>	119	115	151	138	219

<sup>1</sup>Per an agreement with the Consortium of Universities of the Washington Metropolitan Area, consortium enrollment is not included in the counts as of late Spring 2016.

<sup>2</sup>Professional 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	<b>67</b>
American Indian/Alaska Native	8	1	<b>9</b>
Asian	48	16	<b>64</b>
Black/African American	174	35	<b>209</b>
Hispanic of any race	138	48	<b>186</b>
Native Hawaiian/Other Pacific Islander	6	0	<b>6</b>
Two or more	41	16	<b>57</b>
White	564	236	<b>800</b>
Race and ethnicity unknown	87	38	<b>125</b>

Gender	Under-graduate	Graduate	Total
Male	508	113	<b>621</b>
Female	604	288	<b>892</b>
Unknown	0	10	<b>10</b>
Hearing Status	Under-graduate	Graduate	Total
Deaf/Hard of hearing	985	191	<b>1,176</b>
Hearing	127	218	<b>345</b>
Unknown	0	2	<b>2</b>
Academic Load	Under-graduate	Graduate	Total
Full-time	1,066	275	<b>1,341</b>
Part-time	46	136	<b>182</b>
<b>Total for each category</b>	<b>1,112</b>	<b>411</b>	<b>1,523</b>

### Fall Degree-Seeking Diversity Trend

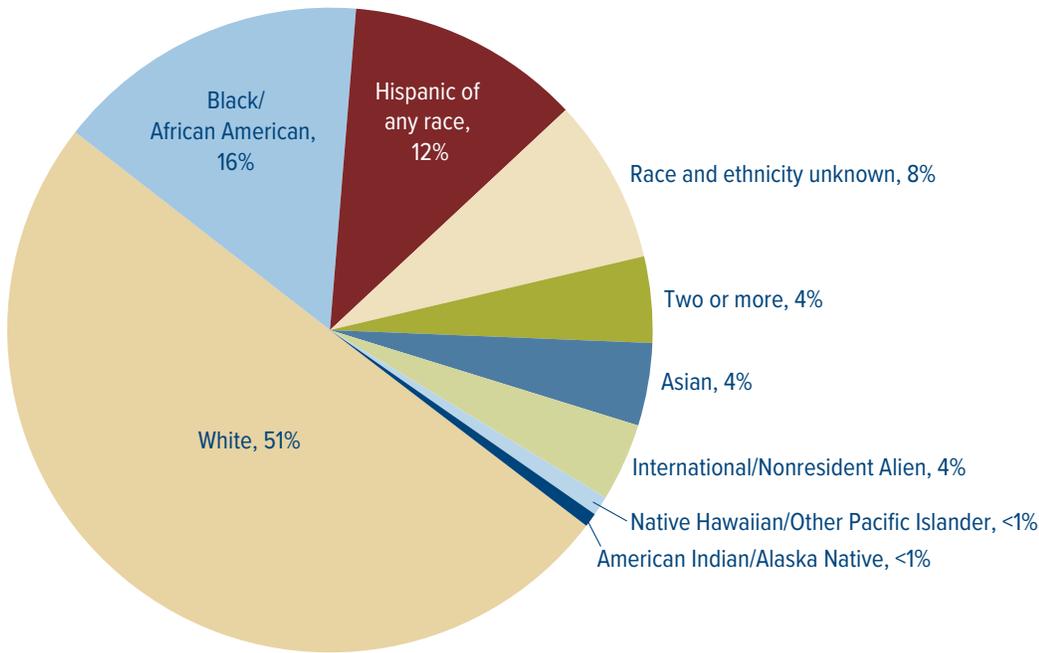
Race/Ethnicity	2014	2015	2016	2017	2018
International/ Nonresident Alien	110	105	101	81	67
American Indian/ Alaska Native	3	8	7	9	9
Asian	57	44	61	66	64
Black/African American	165	158	208	211	209
Hispanic of any race	171	155	150	148	186
Native Hawaiian/ Other Pacific Islander	3	1	6	8	6
Two or more	43	157	50	60	57
White	826	716	831	819	800
Race and ethnicity unknown	66	89	124	146	125

Gender	2014	2015	2016	2017	2018
Male	561	585	638	604	621
Female	883	848	900	936	892
Unknown	0	0	0	8	10
Hearing Status	2014	2015	2016	2017	2018
Deaf/Hard of hearing	1,118	1,093	1,197	1,182	1,176
Hearing	319	334	335	365	345
Unknown	7	6	6	1	2
Academic Load	2014	2015	2016	2017	2018
Full-time	1,276	1,254	1,379	1,362	1,341
Part-time	168	179	159	186	182
<b>Total for each category</b>	<b>1,444</b>	<b>1,433</b>	<b>1,538</b>	<b>1,548</b>	<b>1,523</b>

### 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
<b>Total for each category</b>	<b>364</b>	<b>195</b>	<b>255</b>	<b>284</b>	<b>14</b>	<b>1,112</b>

Fall 2018 Degree-Seeking Undergraduate Students by Race and Ethnicity



Fall Degree-Seeking Hearing Undergraduate Trend

	2014	%	2015	%	2016	%	2017	%	2018	%
<b>Total degree-seeking undergraduate enrollment</b>	<b>1,001</b>		<b>989</b>		<b>1,112</b>		<b>1,111</b>		<b>1,112</b>	
Hearing undergraduate (HUG)	49		66		77		82		69	
Online Degree Completion Program (ODCP) <sup>1</sup>	3		4		0		4		9	
Bachelors of Interpretation (BAI) <sup>2</sup>	32		27		46		53		49	
<b>Total hearing enrollment</b>	<b>84</b>	<b>8%</b>	<b>97</b>	<b>10%</b>	<b>114</b>	<b>10%</b>	<b>132</b>	<b>12%</b>	<b>127</b>	<b>11%</b>
<b>Total HUG enrollment<sup>3</sup></b>	<b>49</b>	<b>5%</b>	<b>66</b>	<b>6%</b>	<b>77</b>	<b>7%</b>	<b>82</b>	<b>7%</b>	<b>78</b>	<b>7%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion program are not counted towards the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) students are not counted in the hearing undergraduate (HUG) enrollment. Because hearing students may be enrolled as a hearing undergraduate (HUG) and major in Bachelors of Interpretation (BAI), the counts may not add up to the total hearing students count.

<sup>3</sup>The hearing undergraduate (HUG) enrollment percentage cap is 8%, and the HUG enrollment percentage is the percentage used to compare against the cap percentage.

### 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
<b>Total for each category</b>	<b>7</b>	<b>256</b>	<b>19</b>	<b>129</b>	<b>411</b>

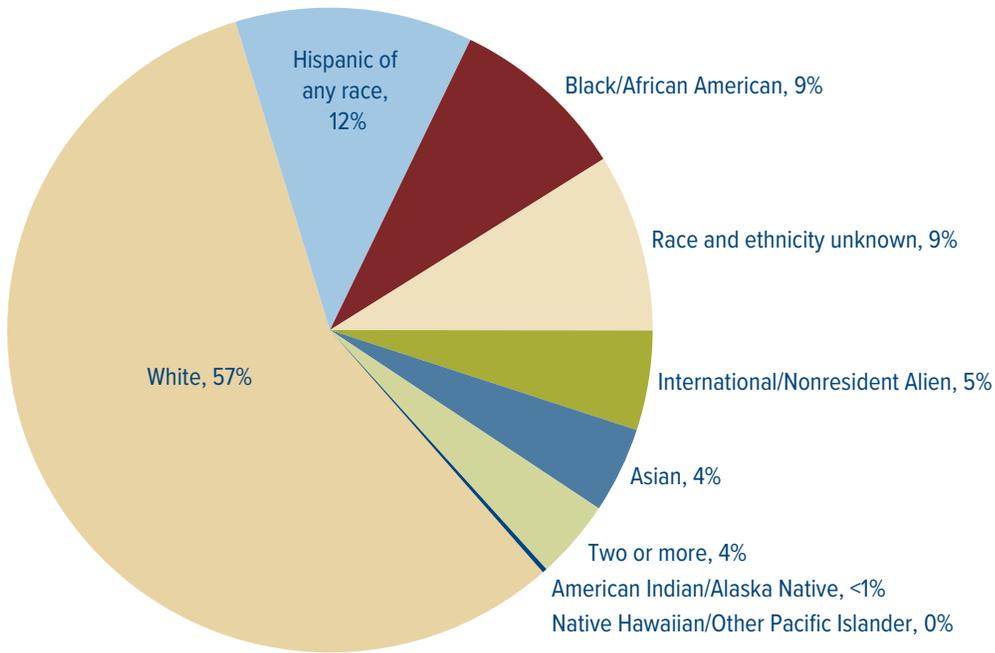
### Fall Graduate Degree-Seeking Diversity Trend

Race/Ethnicity	2014	2015	2016	2017	2018
International/Nonresident Alien	28	26	22	22	21
American Indian/Alaska Native	1	2	0	1	1
Asian	14	14	20	19	16
Black/African American	41	32	35	32	35
Hispanic of any race	25	35	39	50	48
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	10	44	11	11	16
White	264	235	242	250	236
Race and ethnicity unknown	60	56	57	52	38

Gender	2014	2015	2016	2017	2018
Male	102	111	98	117	113
Female	341	333	328	312	288
Unknown	0	0	0	8	10
Hearing Status	2014	2015	2016	2017	2018
Deaf/Hard of hearing	201	201	199	203	191
Hearing	235	237	221	233	218
Unknown	7	6	6	1	2
Academic Load	2014	2015	2016	2017	2018
Full-time	325	295	297	288	275
Part-time	118	149	129	149	136
<b>Total each category</b>	<b>443</b>	<b>444</b>	<b>426</b>	<b>437</b>	<b>411</b>

Fall 2018 Degree-Seeking Graduate Students by Race and Ethnicity



Online and Hybrid Courses Enrollment Trend

	AY 2013–2014	AY 2014–2015	AY 2015–2016	AY 2016–2017	AY 2017–2018
Course Enrollment <sup>1</sup>	1,622	1,869	2,063	2,441	2,584
Enrolled Count <sup>2</sup>	1,085	1,242	1,356	1,635	1,812
Distinct Students <sup>3</sup>	815	924	1,004	1,233	1,410

<sup>1</sup>Course enrollment is the total count of online or hybrid courses students took in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 4).

<sup>2</sup>Enrolled count is the total headcount of students per semester who took any online or hybrid courses in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 2).

<sup>3</sup>Distinct students is the number of unique students who took any online or hybrid courses in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 1).

### 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
<b>Total</b>	<b>1,066</b>	<b>390</b>	<b>1,456</b>

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

	2014	2015	2016	2017	2018
Alabama	13	14	12	13	10
Alaska	3	2	2	1	1
Arizona	21	7	36	30	28
Arkansas	3	23	5	6	3
California	131	124	149	166	181
Colorado	14	17	18	15	25
Connecticut	15	20	19	17	8
Delaware	3	3	5	8	11
District of Columbia	85	95	85	86	71
Florida	65	73	87	91	85
Georgia	32	29	39	40	41
Guam	0	1	0	0	0
Hawaii	7	4	8	9	5
Idaho	1	2	3	4	2
Illinois	39	38	44	32	35
Indiana	26	29	30	32	35
Iowa	6	2	4	3	4
Kansas	12	13	13	10	12
Kentucky	11	11	15	15	18
Louisiana	12	13	10	15	12
Maine	5	2	0	3	3
Maryland	185	188	189	169	176
Massachusetts	33	30	30	29	31
Michigan	29	26	25	22	28
Minnesota	44	37	27	26	30
Mississippi	3	4	9	12	13
Missouri	26	15	19	18	13
Montana	1	2	4	3	3
Nebraska	9	7	5	6	6
Nevada	4	4	8	8	9
New Hampshire	2	5	4	6	5
New Jersey	41	34	47	44	43
New Mexico	12	15	17	14	13
New York	92	87	104	110	94
North Carolina	26	31	27	36	34
North Dakota	2	1	1	1	1
Ohio	33	24	18	31	29
Oklahoma	8	9	5	4	3
Oregon	7	7	9	10	7

	2014	2015	2016	2017	2018
Pennsylvania	39	38	37	43	50
Puerto Rico	3	6	3	2	1
Rhode Island	3	4	2	5	3
South Carolina	9	9	8	11	12
South Dakota	1	2	3	3	1
Tennessee	14	14	17	11	10
Texas	62	60	85	113	117
Utah	12	13	10	7	9
Vermont	1	4	3	3	4
Virginia	86	92	92	80	81
Virgin Islands	0	0	0	0	0
Washington	13	20	24	28	24
West Virginia	4	1	1	0	0
Wisconsin	16	17	16	14	16
Wyoming	1	1	2	1	0
Unknown	9	1	2	1	0
<b>Total</b>	<b>1,334</b>	<b>1,330</b>	<b>1,437</b>	<b>1,467</b>	<b>1,456</b>

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

	2014	2015	2016	2017	2018
Alabama	12	13	12	11	9
Alaska	3	2	2	1	1
Arizona	20	4	31	24	21
Arkansas	3	23	4	6	3
California	102	90	108	126	150
Colorado	11	10	12	12	16
Connecticut	9	9	7	10	4
Delaware	3	3	5	8	9
District of Columbia	32	36	35	36	26
Florida	52	51	66	60	63
Georgia	24	20	28	33	34
Guam	0	1	0	0	0
Hawaii	6	4	6	7	5
Idaho	1	2	2	3	0
Illinois	27	30	35	26	23
Indiana	21	24	27	26	28
Iowa	5	1	3	1	2
Kansas	12	12	11	8	10
Kentucky	7	9	13	13	17
Louisiana	9	11	8	12	10
Maine	4	1	0	2	2
Maryland	112	121	120	114	125
Massachusetts	22	22	22	23	21
Michigan	20	18	19	15	20
Minnesota	32	28	23	23	24
Mississippi	3	4	9	12	11
Missouri	16	10	12	15	8
Montana	1	2	4	3	3

	2014	2015	2016	2017	2018
Nebraska	8	6	5	6	5
Nevada	3	2	3	3	4
New Hampshire	1	4	4	4	2
New Jersey	25	23	34	31	34
New Mexico	9	10	11	7	7
New York	65	63	84	79	71
North Carolina	17	22	20	26	25
North Dakota	1	1	1	1	1
Ohio	24	17	15	25	27
Oklahoma	7	5	3	3	3
Oregon	4	2	5	6	5
Pennsylvania	21	21	19	22	32
Puerto Rico	3	4	1	0	0
Rhode Island	3	4	2	5	2
South Carolina	6	6	5	7	8
South Dakota	1	2	3	3	1
Tennessee	11	11	15	9	7
Texas	46	45	71	93	96
Utah	7	10	10	7	7
Vermont	0	1	1	1	1
Virginia	60	60	64	54	55
Virgin Islands	0	0	0	0	0
Washington	10	15	15	17	18
West Virginia	3	1	1	0	0
Wisconsin	10	12	13	11	10
Wyoming	1	1	2	1	0
Unknown	4	0	2	1	0
<b>Total</b>	<b>919</b>	<b>909</b>	<b>1,033</b>	<b>1,052</b>	<b>1,066</b>

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

State	2014	2015	2016	2017	2018
Alabama	1	1	0	2	1
Alaska	0	0	0	0	0
Arizona	1	3	5	6	7
Arkansas	0	0	1	0	0
California	29	34	41	40	31
Colorado	3	7	6	3	9
Connecticut	6	11	12	7	4
Delaware	0	0	0	0	2
District of Columbia	53	59	50	50	45
Florida	13	22	21	31	22
Georgia	8	9	11	7	7
Guam	0	0	0	0	0
Hawaii	1	0	2	2	0
Idaho	0	0	1	1	2
Illinois	12	8	9	6	12
Indiana	5	5	3	6	7
Iowa	1	1	1	2	2
Kansas	0	1	2	2	2
Kentucky	4	2	2	2	1
Louisiana	3	2	2	3	2
Maine	1	1	0	1	1
Maryland	73	67	69	55	51
Massachusetts	11	8	8	6	10
Michigan	9	8	6	7	8
Minnesota	12	9	4	3	6
Mississippi	0	0	0	0	2
Missouri	10	5	7	3	5
Montana	0	0	0	0	0

State	2014	2015	2016	2017	2018
Nebraska	1	1	0	0	1
Nevada	1	2	5	5	5
New Hampshire	1	1	0	2	3
New Jersey	16	11	13	13	9
New Mexico	3	5	6	7	6
New York	27	24	20	31	23
North Carolina	9	9	7	10	9
North Dakota	1	0	0	0	0
Ohio	9	7	3	6	2
Oklahoma	1	4	2	1	0
Oregon	3	5	4	4	2
Pennsylvania	18	17	18	21	18
Puerto Rico	0	2	2	2	1
Rhode Island	0	0	0	0	1
South Carolina	3	3	3	4	4
South Dakota	0	0	0	0	0
Tennessee	3	3	2	2	3
Texas	16	15	14	20	21
Utah	5	3	0	0	2
Vermont	1	3	2	2	3
Virginia	26	32	28	26	26
Virgin Islands	0	0	0	0	0
Washington	3	5	9	11	6
West Virginia	1	0	0	0	0
Wisconsin	6	5	3	3	6
Wyoming	0	0	0	0	0
Unknown	5	1	0	0	0
Total	415	421	404	415	390

### Cumulative U.S. University Enrollment Since 1864<sup>1</sup>

State	Enrollment	State	Enrollment	State	Enrollment
Alabama	229	Louisiana	267	Oregon	226
Alaska	34	Maine	115	Pennsylvania	1,129
Arizona	326	Maryland	1,828	Puerto Rico	32
Arkansas	182	Massachusetts	586	Rhode Island	87
California	1,996	Michigan	482	South Carolina	209
Colorado	286	Minnesota	632	South Dakota	136
Connecticut	405	Mississippi	94	Tennessee	251
Delaware	94	Missouri	420	Texas	996
District of Columbia	556	Montana	90	Utah	130
Florida	831	Nebraska	214	Vermont	65
Georgia	422	Nevada	48	Virgin Islands	6
Guam	6	New Hampshire	95	Virginia	1,039
Hawaii	100	New Jersey	659	Washington	455
Idaho	91	New Mexico	157	West Virginia	159
Illinois	1,060	New York	1,672	Wisconsin	482
Indiana	543	North Carolina	543	Wyoming	24
Iowa	319	North Dakota	112	<b>Total</b>	<b>22,393</b>
Kansas	322	Ohio	756		
Kentucky	267	Oklahoma	128		

<sup>1</sup>Includes enrollment through Fall 2019.

### Fall 2018 International Degree-Seeking Enrollment by Country

Country	Under-graduate	Graduate	Total	Country	Under-graduate	Graduate	Total
Botswana	2	0	2	Pakistan	1	0	1
Brazil	1	0	1	Panama	0	1	1
Canada	16	3	19	Philippines	1	1	2
Cayman Islands	1	0	1	Russian Federation	0	1	1
China	5	1	6	Saint Kitts and Nevis	1	0	1
Denmark	1	0	1	Saudi Arabia	8	2	10
Ethiopia	0	1	1	Sri Lanka	0	1	1
Greece	0	1	1	United Kingdom	1	0	1
Hong Kong	1	1	2	<b>Total</b>	<b>46</b>	<b>21</b>	<b>67</b>
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				

### Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

Country	2014	2015	2016	2017	2018
Bahamas	1	0	0	0	0
Botswana	4	5	5	2	2
Brazil	0	0	0	1	1
Cameroon	0	0	0	1	0
Canada	29	31	25	14	16
Cayman Islands	0	0	1	1	1
China	9	10	9	11	5
Denmark	0	0	0	0	1
France	2	1	1	0	0
Germany	2	1	1	0	0
Ghana	1	1	0	0	0
Hong Kong	0	1	1	1	1
India	3	1	0	0	1
Iran	1	1	0	0	0
Japan	1	1	1	0	0
Jordan	0	0	0	1	1
Kuwait	0	0	0	1	1
Mali	1	0	0	0	0
Mexico	0	1	1	1	0
Mongolia	1	1	1	1	1
Nepal	1	0	0	0	0
Nigeria	6	5	5	4	3
Pakistan	0	0	1	1	1
Paraguay	2	1	1	0	0
Peru	1	0	0	0	0
Philippines	0	0	0	0	1
Qatar	1	1	1	0	0
Russian Federation	1	1	1	1	0
Saint Kitts and Nevis	0	0	0	1	1
Saudi Arabia	8	9	15	13	8
Sri Lanka	2	1	1	1	0
Sweden	4	3	1	0	0
Taiwan, Republic of China	1	2	2	1	0
United Arab Emirates	0	0	4	1	0
United Kingdom	0	0	0	1	1
Vietnam	0	1	1	0	0
<b>Total</b>	<b>82</b>	<b>79</b>	<b>79</b>	<b>59</b>	<b>46</b>

### Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

Country	2014	2015	2016	2017	2018
Argentina	1	1	0	0	0
Australia	0	1	1	0	0
Belgium	0	1	0	0	0
Canada	3	3	5	5	3
Chad	0	0	1	0	0
China	4	2	1	0	1
Egypt	0	0	1	1	0
Ethiopia	0	0	0	1	1
France	0	0	0	1	0
Greece	0	0	0	0	1
Hong Kong	1	2	1	1	1
Iceland	0	0	1	1	0
India	0	1	0	1	1
Iran (Islamic Republic Of)	0	0	1	1	2
Iraq	0	0	0	0	1
Italy	1	0	0	0	1
Japan	4	3	2	2	2
Kenya	1	0	0	0	0
Korea, Republic of	3	2	1	0	0
Kuwait	1	0	0	0	0
Malaysia	1	1	1	1	0
Mexico	0	0	0	1	0
Netherlands	1	1	0	0	0
Nigeria	4	1	1	1	1
Panama	0	1	1	0	1
Philippines	0	0	0	1	1
Russian Federation	0	0	0	0	1
Saudi Arabia	0	1	3	2	2
Singapore	1	0	0	0	0
Spain	2	1	0	0	0
Sri Lanka	0	0	0	0	1
Sweden	0	0	0	1	0
Venezuela	0	0	1	1	0
Vietnam	0	1	0	0	0
<b>Total</b>	<b>28</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>21</b>

## Cumulative International Enrollment Since 1864<sup>1</sup>

Country	Enrolled	Country	Enrolled	Country	Enrolled
Argentina	4	Greece	5	Peru	3
Australia	19	Guatemala	3	Philippines	22
Austria	2	Guyana	2	Poland	1
Bahamas	4	Haiti	1	Portugal	1
Bangladesh	1	Honduras	1	Russian Federation	3
Barbados	2	Hong Kong	4	Rwanda	1
Belgium	13	Hungary	2	Saint Kitts and Nevis	1
Benin	1	Iceland	4	Samoa	1
Bermuda	1	India	64	Saudi Arabia	30
Bolivia	1	Indonesia	3	Sierra Leone	2
Botswana	11	Iran	4	Singapore	21
Brazil	21	Iraq	1	Slovakia	2
Bulgaria	1	Ireland	15	Slovenia	1
Burkina Faso	1	Israel	16	South Africa	19
Cameroon	5	Italy	12	Spain	9
Canada	877	Jamaica	6	Sri Lanka	7
Cayman Island	1	Japan	62	Sweden	44
Chile	3	Jordan	5	Switzerland	5
China	83	Kenya	10	Taiwan, Province of China	21
Colombia	3	Korea, Republic of	19	Tanzania	1
Costa Rica	6	Kuwait	3	Thailand	10
Cote D'Ivoire	1	Lebanon	3	Trinidad and Tobago	3
Croatia	2	Liberia	1	Turkey	1
Cyprus	1	Malaysia	19	Uganda	4
Czech Republic	1	Mali	1	United Arab Emirates	8
Denmark	11	Mexico	11	United Kingdom	23
Egypt	1	Mongolia	3	Uzbekistan	1
El Salvador	2	Nepal	1	Venezuela	4
Eritrea	1	Netherlands	14	Vietnam	3
Ethiopia	6	New Zealand	4	Yugoslavia	1
Fiji	1	Nigeria	77	Zambia	2
Finland	7	Norway	15	Zimbabwe	1
France	10	Oman	1	<b>Total</b>	<b>1,800</b>
Gabon	5	Pakistan	4	<b>Countries</b>	<b>104</b>
Germany	17	Panama	2		
Ghana	18	Paraguay	2		

<sup>1</sup>Includes enrollment through Fall 2019.

### 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	0	0
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
<b>Total for each category</b>	<b>748</b>	<b>416</b>	<b>302</b>

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

	2014	2015	2016	2017	2018
Applied	736	638	752	810	748
Admitted	466	387	482	482	416
Enrolled	281	276	358	346	302
Enrollment yield	60%	71%	74%	72%	73%

### Fall New Undergraduate Degree-Seeking Diversity Trend

Race/Ethnicity	2014	2015	2016	2017	2018
International/ Resident Alien	21	14	19	12	7
American Indian/ Alaska Native	1	4	3	4	3
Asian	7	6	19	15	11
Black/ African American	47	46	61	62	53
Hispanic of any race	45	21	22	22	70
Native Hawaiian/ Other Pacific Islander	1	0	4	3	1
Two or more	13	20	10	17	2
White	143	141	185	170	141
Race and ethnicity unknown	3	24	35	41	14
Gender	2014	2015	2016	2017	2018
Male	122	140	170	139	142
Female	159	136	188	207	160
Unknown	0	0	0	0	0

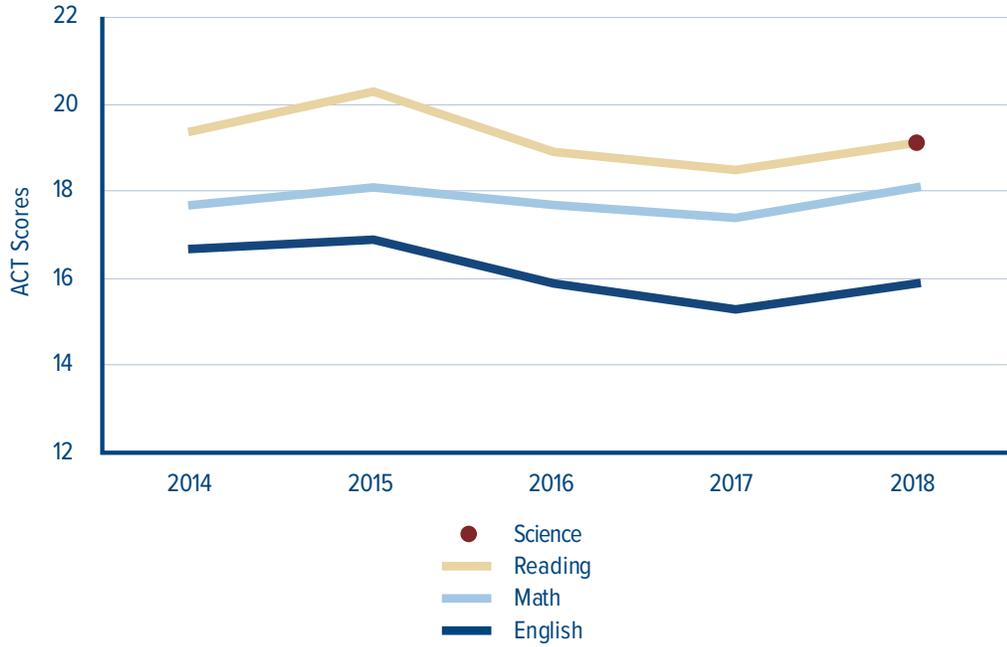
Hearing Status	2014	2015	2016	2017	2018
Deaf/Hard of hearing	247	232	306	291	254
Hearing	34	44	52	55	48
Application Type	2014	2015	2016	2017	2018
First-time freshmen	182	178	245	247	201
Transfers	96	96	111	94	100
Second Degree	3	2	2	5	1
<b>Total for each category</b>	<b>281</b>	<b>276</b>	<b>358</b>	<b>346</b>	<b>302</b>

**Fall New Undergraduate Degree-Seeking Average ACT Trend**

	2014	2015	2016	2017	2018
English	16.7	16.9	15.9	15.3	15.9
Math	17.7	18.1	17.7	17.4	18.1
Reading	19.4	20.3	18.9	18.5	19.1
Science <sup>1</sup>					19.0

<sup>1</sup>Gallaudet began tracking Science ACT scores in Fall 2018.

**Fall New Undergraduate Degree-Seeking Average ACT Trend**



### Fall Undergraduate Degree-Seeking Diversity Trend

Race/ethnicity	2014	2015	2016	2017	2018
International/Nonresident Alien	82	79	79	59	46
American Indian/Alaska Native	2	6	7	8	8
Asian	43	30	41	47	48
Black/African American	124	126	173	179	174
Hispanic of any race	146	120	111	98	138
Native Hawaiian/Other Pacific Islander	3	1	6	8	6
Two or more	33	113	39	49	41
White	562	481	589	569	564
Race and ethnicity unknown	6	33	67	94	87
Gender	2014	2015	2016	2017	2018
Male	508	509	490	459	474
Female	570	588	563	542	515
Hearing status	2014	2015	2016	2017	2018
Deaf/hard of hearing	997	1,011	962	917	892
Hearing	81	86	91	84	97
Academic load	2014	2015	2016	2017	2018
Full-time	1,029	1,045	1,006	951	959
Part-time	49	52	47	50	30
Total for each category	1,078	1,097	1,053	1,001	989

### Fall New Degree-Seeking Hearing Undergraduate Trend

	2014	%	2015	%	2016	%	2017	%	2018	%
<b>Total degree-seeking new undergraduate enrollment</b>	<b>281</b>		<b>276</b>		<b>358</b>		<b>346</b>		<b>302</b>	
Hearing undergraduate (HUG)	25		29		30		33		29	
Online Degree Completion Program (ODCP) <sup>1</sup>	1		3		1		3		6	
Bachelors of Interpretation (BAI) <sup>2</sup>	9		12		21		19		13	
<b>Total new hearing enrollment</b>	<b>35</b>	<b>12%</b>	<b>44</b>	<b>16%</b>	<b>52</b>	<b>15%</b>	<b>55</b>	<b>16%</b>	<b>48</b>	<b>16%</b>
<b>Total new HUG enrollment<sup>3</sup></b>	<b>25</b>	<b>9%</b>	<b>29</b>	<b>11%</b>	<b>30</b>	<b>8%</b>	<b>33</b>	<b>10%</b>	<b>35</b>	<b>12%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) students are not counted in the hearing undergraduate (HUG) enrollment.

<sup>3</sup>The new hearing undergraduate (HUG) enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8 percent. The HUG enrollment cap percentage is based on all undergraduate degree-seeking students, whereas the new HUG enrollment percentage is based on new undergraduate students.

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
Master's	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
<b>Total program enrollment<sup>1</sup></b>	<b>534</b>	<b>263</b>	<b>173</b>
<b>Headcount</b>	<b>488</b>	<b>249</b>	<b>168</b>

<sup>1</sup>Dual-program enrollments are included.

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

Race/Ethnicity	Applied	Admitted	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	Admitted	Enrolled
Male	112	62	42
Female	358	177	109
Unknown	32	10	5
Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of hearing	227	127	88
Hearing	272	121	67
Unknown	3	1	1
<b>Total for each category</b>	<b>502</b>	<b>249</b>	<b>156</b>

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

	2014	2015	2016	2017	2018
Applied	617	598	471	516	502
Admitted	257	280	245	253	249
Enrolled	171	158	147	172	156
Enrollment yield	67%	56%	60%	68%	63%

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

Race/ethnicity	2014	2015	2016	2017	2018
International/ resident alien	10	10	7	6	10
American Indian/ Alaska Native	0	1	0	1	0
Asian	7	9	8	8	6
Black/African American	12	12	14	5	17
Hispanic of any race	7	15	13	27	18
Native Hawaiian/ Other Pacific Islander	0	0	0	0	0
Two or more	3	12	1	7	8
White	105	79	84	100	92
Race and ethnicity unknown	27	20	20	18	5

Gender	2014	2015	2016	2017	2018
Male	37	43	31	51	42
Female	134	115	116	114	109
Unknown	0	0	0	7	5
Hearing status	2014	2015	2016	2017	2018
Deaf/Hard of hearing	95	84	79	91	88
Hearing	75	72	66	81	67
Unknown	1	2	2	0	1
<b>Total for each category</b>	<b>171</b>	<b>158</b>	<b>147</b>	<b>172</b>	<b>156</b>

## II. RECRUITMENT OF A DIVERSE STUDENT BODY

The Office of Undergraduate Admissions works to recruit, maintain, and graduate a diverse and academically talented group of students. To accomplish this goal, admissions counselors targeted and visited schools with large, diverse student populations and developed recruitment initiatives to attract prospective students of color.

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

### Percent New U.S. Degree-Seeking Students of Color (SOC<sup>1</sup>) Undergraduates, Fall 2015–Fall 2019

	2015	2016	2017	2018	2019
% New SOC Enrollment	38%	35%	37%	47%	53%

<sup>1</sup>SOC = Students of color, 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, scholarships and merit awards were restructured to recognize talents and abilities across a number of dimensions. Gallaudet awarded 167 merit scholarships, including 10 students who did not disclose their ethnicity. Of the 157 merit scholarships awarded to students with known ethnicity, 82 (52 percent) went to students of color.

## Fall 2019 Scholarships Awarded by 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	2	3
Asian	0	1	2	1	4	8
Black/African American	0	0	3	8	16	27
Hispanic of any race	1	1	3	13	19	37
Native American/Other Pacific Islander	0	0	0	0	1	1
Two or more	0	0	1	4	1	6
<b>Total SOC<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>27</b>	<b>43</b>	<b>82</b>
White	1	6	19	21	28	75
<b>Total awards</b>	<b>2</b>	<b>8</b>	<b>28</b>	<b>48</b>	<b>71</b>	<b>157</b>
Percentage SOC <sup>1</sup>	50%	25%	32%	56%	61%	52%

<sup>1</sup>SOC = Students of color, 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 efforts target states with the most diverse populations: Arizona, California, Florida, Georgia, Hawaii, Maryland, New Jersey, New Mexico, Nevada, and Texas.

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. School visits are determined based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in the University's Academic Bowl program, location, diversity consideration, recommendations, and new leads.

## Recruitment Visits by Location Trend

	FY 2015 <sup>1</sup>	FY 2016	FY 2017	FY 2018	FY 2019
Schools for the Deaf	32	63	66	65	78
Mainstream/Public schools – Deaf/Hard of Hearing prospects	55	116	234	266	161
Public schools – Hearing (BAI/HUG prospects)	11	8	21	19	14
Postsecondary programs – Deaf/Hard of Hearing prospects	8	10	12	5	18
Postsecondary programs – Hearing (BAI/HUG prospects)	5	5	17	19	9
Conventions/conferences/fairs	20	47	38	51	37
High school/Vocational Rehabilitation Counselor meetings	15	10	18	1	9
Parent events	3	5	10	12	8
Athletic events	1	2	2	10	9
Open houses	9	6	6	5	4
Camps	4	11	9	12	8
Community relations/alumni/youth	3	19	14	9	4
Home visits	10	4	8	3	14
<b>Total</b>	<b>176</b>	<b>306</b>	<b>455</b>	<b>477</b>	<b>373</b>

<sup>1</sup>The admissions office experienced unusually high staff turnover during the 2014–2015 recruitment season.

### III. PERSISTENCE AND GRADUATION DATA

#### Fall 2018 to Fall 2019 Undergraduate Degree-Seeking Attrition/Persistence by Diversity

Race/Ethnicity	Fall 2018 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2019 <sup>1</sup>
International/Resident Alien	46	15	1	2	28
American Indian/Alaska Native	8	1	0	1	6
Asian	48	8	1	4	35
Black/African American	174	22	12	28	112
Hispanic of any race	138	23	5	22	88
Native Hawaiian/Other Pacific Islander	6	0	0	0	6
Two or more	41	10	2	7	22
White	564	109	6	72	377
Race and ethnicity unknown	87	11	4	12	60
Gender	Fall 2018 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2019 <sup>1</sup>
Male	508	83	11	81	333
Female	604	116	20	67	401
Hearing Status	Fall 2018 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2019 <sup>1</sup>
Deaf/Hard of hearing	985	165	30	133	657
Hearing	127	34	1	15	77
Hearing undergraduate (HUG)	78	17	0	12	49
Non-HUG	49	17	1	3	28
Class	Fall 2018 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2019 <sup>1</sup>
Freshmen	364	0	25	81	258
Sophomores	195	0	5	21	169
Juniors	255	16	1	27	211
Seniors	284	180	0	17	87
Second degree	14	3	0	2	9
Academic Load	Fall 2018 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2019 <sup>1</sup>
Full-time	1,066	181	31	137	717
Part-time	46	18	0	11	17
<b>Total for each category</b>	<b>1,112</b>	<b>199</b>	<b>31</b>	<b>148</b>	<b>734</b>

<sup>1</sup>Counts are based on undergraduate degree-seeking students returning as an undergraduate degree-seeking student.



### Fall 2018 to Fall 2019 Graduate Degree-Seeking Attrition/Persistence by Diversity

Race/Ethnicity	Fall 2018 Enrollment	Graduated	Withdrew	Returned Fall 2019
International/Resident Alien	21	9	0	12
American Indian/Alaska Native	1	1	0	0
Asian	16	5	2	9
Black/African American	35	11	3	21
Hispanic of any race	48	16	2	30
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	16	4	2	10
White	236	79	19	138
Race and ethnicity unknown	38	14	1	23
Gender	Fall 2018 Enrollment	Graduated	Withdrew	Returned Fall 2019
Male	113	39	7	67
Female	288	95	20	173
Unknown	10	5	2	3
Hearing Status	Fall 2018 Enrollment	Graduated	Withdrew	Returned Fall 2019
Deaf/Hard of hearing	191	66	17	108
Hearing	218	73	12	133
Unknown	2	0	0	2
Degree	Fall 2018 Enrollment	Graduated	Withdrew	Returned Fall 2019
Certificates	7	3	3	1
Master's	256	112	21	123
Specialists	19	4	3	12
Doctorates	129	20	2	107
Academic Load	Fall 2018 Enrollment	Graduated	Withdrew	Returned Fall 2019
Full-time	275	85	17	173
Part-time	136	54	12	70
<b>Total for each category</b>	<b>411</b>	<b>139</b>	<b>29</b>	<b>243</b>

Dr. Elavie Ndura, Vice President for Equity, Diversity, and Inclusion, speaks at a forum, with Gustavo Navarrete-Guastella interpreting. Dr. Ndura serves as the university's Chief Diversity Officer, and oversees a wide spectrum of programs and services.

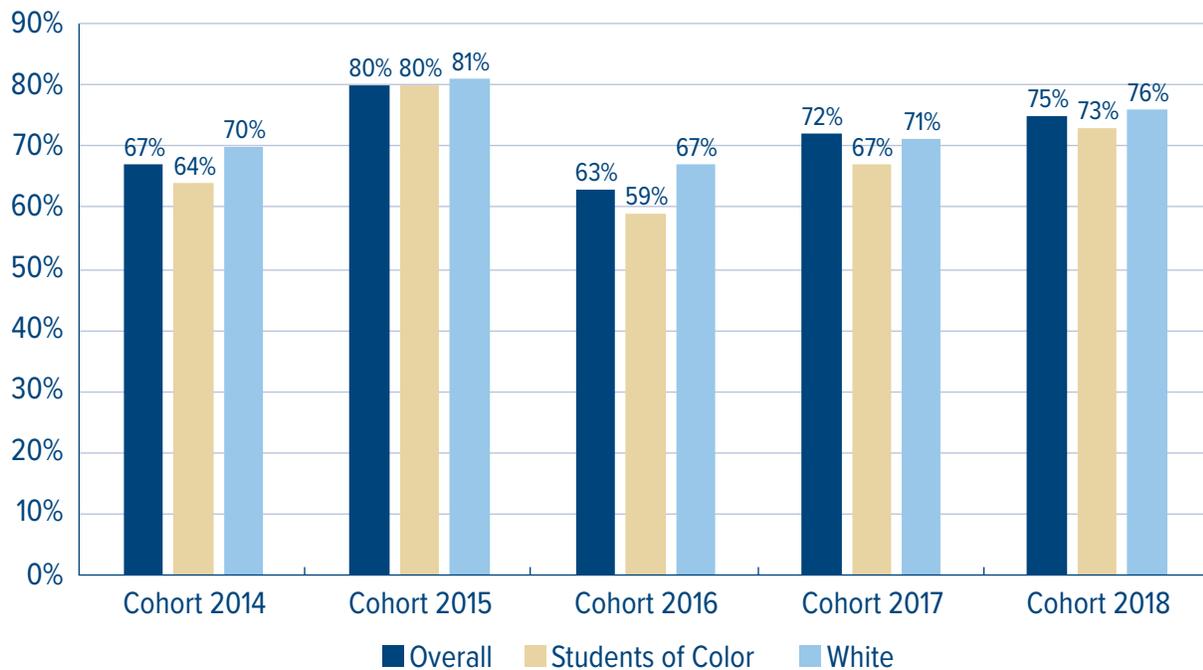
Persistence of Full-Time, First-Time Freshmen by Diversity

Group in the Cohort	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018
Number in Cohort	181	178	245	247	201
Male	83	99	124	99	100
Female	98	79	121	148	101
Students of color <sup>1</sup>	77	60	83	88	93
White	93	91	124	122	93
Deaf/Hard of hearing	174	172	234	233	191
Hearing	7	6	11	14	10
Hearing undergraduate (HUG)	6	6	8	13	9
Non-HUG	1	0	3	1	1
<b>Percent Retained to Year 2</b>	67%	80%	63%	72%	75%
Male	59%	79%	55%	67%	75%
Female	74%	82%	71%	75%	74%
Students of color <sup>1</sup>	64%	80%	59%	67%	73%
White	70%	81%	67%	71%	76%
Deaf/Hard of hearing	67%	80%	63%	72%	73%
Hearing	71%	83%	55%	64%	100%
Hearing undergraduate (HUG)	67%	83%	50%	62%	100%
Non-HUG	100%	N/A	67%	100%	100%
<b>Percent Retained to Year 3</b>	60%	71%	54%	60%	
Male	55%	69%	48%	54%	
Female	63%	73%	60%	64%	
Students of color <sup>1</sup>	58%	63%	48%	52%	
White	59%	78%	60%	65%	
Deaf/Hard of hearing	60%	73%	55%	59%	
Hearing	57%	17%	36%	71%	
Hearing undergraduate (HUG)	50%	17%	25%	69%	
Non-HUG	100%	N/A	67%	100%	
<b>Percent Retained to Year 4</b>	49%	66%	49%		
Male	42%	66%	40%		
Female	55%	67%	58%		
Students of color <sup>1</sup>	45%	63%	43%		
White	50%	70%	55%		
Deaf/Hard of hearing	49%	67%	49%		
Hearing	43%	50%	45%		
Hearing undergraduate (HUG)	33%	50%	38%		
Non-HUG	100%	N/A	67%		

Group in the Cohort	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018
<b>Percent Retained to Year 5</b>	29%	42%			
Male	30%	45%			
Female	28%	37%			
Students of color <sup>1</sup>	29%	33%			
White	27%	44%			
Deaf/Hard of hearing	29%	42%			
Hearing	14%	17%			
Hearing undergraduate (HUG)	17%	17%			
Non-HUG	0%	N/A			
<b>Percent Retained to Year 6</b>	9%				
Male	13%				
Female	5%				
Students of color <sup>1</sup>	5%				
White	13%				
Deaf/Hard of hearing	9%				
Hearing	14%				
Hearing undergraduate (HUG)	17%				
Non-HUG	0%				

<sup>1</sup>Students 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 Full-Time, First-Time Freshmen by Demographics



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

Gender	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%
Male	114	13%	91	22%	86	26%	83	12%	99	17%
Female	86	38%	121	30%	114	27%	98	24%	79	25%
Race/Ethnicity	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%
International/Resident Alien	6	50%	20	25%	10	30%	11	18%	12	17%
Male	4	50%	11	27%	4	25%	8	25%	8	25%
Female	2	50%	9	22%	6	33%	3	0%	4	0%
American Indian/Alaska Native	0	N/A	0	N/A	1	0%	0	N/A	3	0%
Male	0	N/A	0	N/A	0	N/A	0	N/A	1	0%
Female	0	N/A	0	N/A	1	0%	0	N/A	2	0%
Asian	10	50%	6	33%	4	0%	6	33%	3	67%
Male	5	60%	6	33%	2	0%	1	100%	1	0%
Female	5	40%	0	N/A	2	0%	5	20%	2	100%
Black/African American	33	12%	23	17%	26	19%	35	20%	28	4%
Male	20	10%	10	10%	15	27%	18	11%	18	0%
Female	13	15%	13	23%	11	9%	17	29%	10	10%
Hispanic of any race	20	20%	30	20%	31	16%	29	7%	11	36%
Male	13	8%	12	17%	9	11%	12	8%	6	33%
Female	7	43%	18	22%	22	18%	17	6%	5	40%
Native Hawaiian/ Other Pacific Islander	0	N/A	0	N/A	1	0%	0	N/A	0	N/A
Male	0	N/A								
Female	0	N/A	0	N/A	1	0%	0	N/A	0	N/A
Two or more	13	15%	10	0%	11	9%	6	0%	15	33%
Male	6	17%	5	0%	8	13%	0	N/A	9	33%
Female	7	14%	5	0%	3	0%	6	0%	6	33%
White	115	26%	122	32%	116	34%	93	22%	91	24%
Male	64	9%	46	26%	53	30%	43	7%	48	21%
Female	51	47%	76	36%	63	37%	50	34%	43	28%
Unknown	3	0%	0	N/A	0	N/A	0	N/A	15	7%
Male	2	0%	0	N/A	0	N/A	0	N/A	8	0%
Female	1	0%	0	N/A	0	N/A	0	N/A	7	14%
Students of color <sup>1</sup>	76	20%	70	17%	74	15%	77	16%	60	20%
Male	44	16%	34	15%	29	17%	32	16%	35	14%
Female	32	25%	36	19%	45	13%	45	16%	25	28%
Hearing Status	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%
Deaf/Hard of hearing	195	24%	205	26%	196	26%	174	18%	172	20%
Hearing	5	20%	7	43%	4	50%	7	29%	6	33%
Hearing undergraduate (HUG)	3	33%	3	0%	3	67%	6	33%	6	33%
Non-HUG	2	0%	4	75%	0	N/A	1	0%	0	N/A
<b>Total within the cohort</b>	<b>200</b>	<b>24%</b>	<b>212</b>	<b>26%</b>	<b>200</b>	<b>27%</b>	<b>181</b>	<b>19%</b>	<b>178</b>	<b>21%</b>

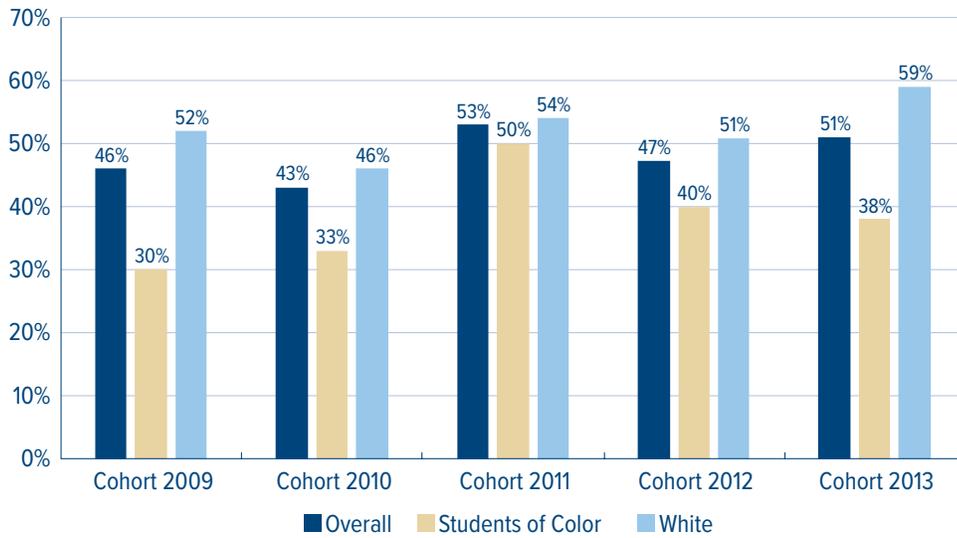
<sup>1</sup>Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

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

Gender	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
Male	99	37%	91	35%	114	44%	91	44%	86	49%
Female	112	55%	107	50%	86	64%	121	50%	114	53%
Race/Ethnicity	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
International/Resident Alien	12	67%	12	67%	6	67%	20	50%	10	60%
Male	6	50%	3	100%	4	75%	11	55%	4	75%
Female	6	83%	9	56%	2	50%	9	44%	6	50%
American Indian/Alaska Native	1	0%	0	N/A	0	N/A	0	N/A	1	0%
Male	1	0%	0	N/A	0	N/A	0	N/A	0	N/A
Female	0	N/A	0	N/A	0	N/A	0	N/A	1	0%
Asian	9	33%	9	89%	10	70%	6	50%	4	50%
Male	5	20%	4	100%	5	60%	6	50%	2	50%
Female	4	50%	5	80%	5	80%	0	N/A	2	50%
Black/African American	28	29%	24	4%	33	42%	23	39%	26	35%
Male	12	17%	13	0%	20	35%	10	30%	15	33%
Female	16	38%	11	9%	13	54%	13	46%	11	36%
Hispanic of any race	19	32%	27	41%	20	45%	30	47%	31	42%
Male	12	25%	11	27%	13	46%	12	50%	9	11%
Female	7	43%	16	50%	7	43%	18	44%	22	55%
Native Hawaiian/ Other Pacific Islander	0	N/A	1	0%	0	N/A	0	N/A	1	100%
Male	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Female	0	N/A	1	0%	0	N/A	0	N/A	1	100%
Two or more	0	N/A	5	40%	13	62%	10	20%	11	27%
Male	0	N/A	4	25%	6	57%	5	40%	3	33%
Female	0	N/A	1	100%	7	67%	5	0%	8	25%
White	140	52%	120	46%	115	54%	122	51%	116	59%
Male	63	44%	56	38%	64	41%	46	43%	53	58%
Female	77	58%	64	53%	51	71%	76	55%	63	59%
Unknown	2	0%	0	N/A	3	0%	0	N/A	0	N/A
Male	0	0%	0	N/A	2	0%	0	N/A	0	N/A
Female	2	0%	0	N/A	1	0%	0	N/A	0	N/A
Students of color <sup>1</sup>	57	30%	66	33%	76	50%	70	40%	74	38%
Male	30	20%	32	25%	44	45%	34	41%	29	28%
Female	27	41%	34	41%	32	56%	36	39%	45	44%
Hearing Status	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
Deaf/Hard of hearing	206	47%	193	44%	195	53%	205	47%	196	51%
Hearing	5	40%	5	0%	5	40%	7	57%	4	75%
Hearing undergraduate (HUG)	2	50%	5	0%	3	33%	3	100%	3	100%
Non-HUG	3	33%	0	N/A	2	50%	4	25%	1	0%
Total within the cohort	211	46%	198	43%	200	53%	212	47%	200	51%

<sup>1</sup>Students 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 Cohorts by Demographics



### Six-Year Graduation Rate of All<sup>1</sup> New Undergraduate Students Cohort

Gender	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
Male	56	43%	136	44%	160	49%	130	52%	119	52%
Female	83	49%	153	58%	141	65%	168	55%	167	60%
Admit Type	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
First-time freshmen	98	46%	198	43%	200	53%	213	47%	201	51%
Transfer/Second degree	41	46%	91	69%	101	65%	85	71%	85	72%
Hearing Status	Cohort 2009	%	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%
Deaf/Hard of hearing	126	48%	261	49%	272	56%	264	52%	254	56%
Hearing	13	37%	28	68%	29	62%	34	68%	32	66%
Hearing undergraduate (HUG)	5	33%	15	67%	14	50%	17	53%	18	61%
Non-HUG	8	40%	13	69%	15	73%	17	82%	14	71%
<b>Total within the cohort</b>	<b>300</b>	<b>46%</b>	<b>289</b>	<b>51%</b>	<b>301</b>	<b>57%</b>	<b>298</b>	<b>54%</b>	<b>286</b>	<b>57%</b>
<b>Total graduated</b>		<b>139</b>		<b>148</b>		<b>171</b>		<b>160</b>		<b>163</b>

<sup>1</sup>Includes part-time students, transfers, and second-degree-seeking students.

## Undergraduate Degrees Awarded by Major Trend

Major	2014–15	2015–16	2016–17	2017–18	2018–19
Accounting	3	7	11	8	5
American Sign Language	4	5	14	7	7
Art and Media Design	16	13	8	10	10
Biology, B.A.	9	4	2	1	3
Biology, B.S.	5	4	3	4	3
Business Administration	16	19	13	11	26
Chemistry, B.A.	0	0	1	0	0
Chemistry, B.S.	0	1	1	3	1
Communication Studies	16	28	31	19	18
Deaf Studies	23	13	21	14	19
Digital Media	0	0	0	0	0
Education	7	11	13	6	7
English	6	7	6	5	3
Family and Child Studies	1	0	0	0	0
Government	5	10	8	12	6
Graphic Design	1	0	0	0	0
History	3	7	5	3	4
Information Technology	5	6	8	4	8
International Studies	11	9	8	10	6
Interpretation	14	16	8	21	19
Mathematics, B.A.	4	4	3	3	1
Mathematics, B.S.	0	3	2	3	2
Philosophy	1	2	1	0	1
Photography	0	0	0	0	0
Physical Education	4	1	0	0	0
Physical Education and Recreation	13	21	16	12	16
Psychology	10	21	17	14	15
Recreation and Sports	4	0	0	0	0
Risk Management and Insurance	0	0	1	1	8
Self-directed major	4	0	2	5	1
Social Work	17	19	13	14	18
Sociology	5	3	1	3	1
Spanish	1	2	1	4	4
Studio Art	0	0	0	0	0
Theatre Arts	3	1	1	4	3
<b>Total degrees awarded</b>	<b>211</b>	<b>237</b>	<b>219</b>	<b>201</b>	<b>215</b>
Distinct headcount of graduates	201	218	207	188	204

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2014–15 (10/28/15), 2015–16 (9/13/16), 2016–17 (9/13/17), 2017–18 (9/11/18), and 2018–19 (9/6/2019).

## Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2014–15	2015–16 <sup>1</sup>	2016–17 <sup>2</sup>	2017–2018 <sup>3</sup>	2018–2019 <sup>4</sup>
American Sign Language	0	0	0	0	1
Communication Studies	0	1	3	2	1
Deaf Studies	7	4	7	1	4
Education	1	1	1	1	1
Government	0	0	1	2	0
International Studies	0	2	1	1	1
Interpretation	1	3	2	5	5
Philosophy	1	0	0	0	1
Physical Education and Recreation	0	0	0	0	1
Psychology	0	3	1	1	2
Self-directed major	0	0	0	2	0
Social Work	1	0	0	1	0
Sociology	1	0	0	0	0
Spanish	0	0	0	1	2
<b>Total degrees awarded</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>17</b>	<b>19</b>
Distinct headcount of graduates	12	14	16	16	17

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2014–15 (10/28/15), 2015–16 (9/13/16), 2016–17 (9/13/17), 2017–18 (9/11/18), and 2018–19 (9/6/19).

<sup>1</sup>Eleven additional hearing undergraduates graduated in 2015–16 with degrees in Interpretation. These students are not considered HUGs and had graduated from the Bachelors of Interpretation (BAI) program.

<sup>2</sup>Seven additional hearing undergraduates not considered HUGs graduated in 2016–17. Six graduated from the Bachelors of Interpretation (BAI) program with degrees in interpretation. One additional hearing undergraduate graduated from the Online Degree Completion Program in 2016–17 with a degree in deaf studies.

<sup>3</sup>Seventeen additional hearing undergraduates not considered HUGs graduated in 2017–18. Fifteen graduated from the Bachelors of Interpretation (BAI) program with degrees in interpretation. Two additional hearing undergraduates graduated from the Online Degree Completion Program in 2017–18 with a degree in deaf studies. even additional hearing undergraduates graduated in 2016–17 who are not considered HUGs.

<sup>4</sup>Eighteen additional hearing undergraduates not considered HUGS graduated in 2018–19. Fourteen graduated from the Bachelors of Interpretation (BAI) program with degrees in interpretation. Four additional hearing undergraduates graduated from the Online Degree Completion Program in 2018–19.

## Graduate Degrees Awarded by Program Trend

Certificates	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19
ASL/Deaf Studies	1	1	0	1	0
ASL/English Bilingual ECE	1	0	1	0	0
Deaf/HOH Infants, Toddlers, and Families	6	2	8	6	1
Deaf History	0	0	0	0	0
Educating Deaf Students with Disabilities	0	1	1	1	3
<b>Certificates total</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>4</b>
Master's	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19
Counseling: Mental Health	3	4	4	2	4
Counseling: School	4	0	8	2	2
Deaf Education: Advanced Studies	2	3	1	5	3
Deaf Education: Special Programs	2	1	2	1	2
Deaf Studies	5	2	6	4	0
Developmental Psychology	6	5	5	5	5
Education	10	6	7	3	6
Hearing, Speech, and Language: Non-clinical	11	10	11	8	14
International Development	4	3	4	3	6
Interpretation	7	12	9	9	9
Linguistics	11	6	7	4	9
Psychology	4	9	6	6	3
Public Administration	15	14	21	18	18
Sign Language Education	27	29	26	36	24
Sign Language Teaching	1	0	0	0	0
Social Work	14	17	12	26	17
Speech-Language Pathology	14	17	15	14	15
<b>Master's total</b>	<b>140</b>	<b>138</b>	<b>144</b>	<b>146</b>	<b>137</b>

Specialists	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19
Deaf Education, Ed.S.	0	6	6	2	1
School Psychology, Psy.S.	6	4	5	6	4
<b>Specialists total</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>8</b>	<b>5</b>
Doctorates	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19
Audiology, Au.D.	8	12	12	10	9
Audiology, Ph.D.	0	0	0	0	1
Educational Neuroscience	0	0	1	0	3
Critical Studies	2	0	2	1	1
Deaf Education	0	2	1	0	0
Interpretation	1	4	2	5	3
Linguistics	1	4	1	2	0
Clinical Psychology	5	3	3	10	3
<b>Doctorates total</b>	<b>17</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>20</b>
<b>Total degrees awarded</b>	<b>171</b>	<b>177</b>	<b>187</b>	<b>190</b>	<b>166</b>
Headcount	166	176	178	188	165

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2014–15 (10/28/15), 2015–16 (9/13/16), 2016–16 (9/13/17), 2017–18 (9/11/18), and 2018–19 (9/6/19).

Cumulative Listing of U.S. Alumni by State/Territory since 1865<sup>1</sup>

State	Alumni
Alabama	101
Alaska	17
Arizona	188
Arkansas	85
California	1,141
Colorado	150
Connecticut	265
Delaware	48
District of Columbia	309
Florida	492
Georgia	220
Guam	3
Hawaii	57
Idaho	52
Illinois	593
Indiana	285
Iowa	143
Kansas	162
Kentucky	136

State	Alumni
Louisiana	149
Maine	64
Maryland	1110
Massachusetts	340
Michigan	283
Minnesota	348
Mississippi	37
Missouri	220
Montana	49
Nebraska	102
Nevada	28
New Hampshire	55
New Jersey	430
New Mexico	94
New York	1,092
North Carolina	301
North Dakota	61
Ohio	421
Oklahoma	58

State	Alumni
Oregon	115
Pennsylvania	668
Puerto Rico	27
Rhode Island	56
South Carolina	92
South Dakota	70
Tennessee	113
Texas	541
Utah	65
Vermont	32
Virgin Islands	5
Virginia	610
Washington	227
West Virginia	80
Wisconsin	282
Wyoming	13
<b>Total</b>	<b>12,685</b>

<sup>1</sup>Includes all those who graduated through Summer 2019.

International students bring a passion for learning and contribute immeasurably to our vibrant academic community.



#### Cumulative Listing of International Alumni by Country since 1864<sup>1</sup>

Country	Alumni	Country	Alumni	Country	Alumni
Argentina	4	Guyana	1	Paraguay	2
Australia	10	Haiti	1	Peru	3
Austria	2	Honduras	1	Philippines	16
Bahamas	2	Hong Kong	3	Poland	1
Bangladesh	1	Hungary	1	Portugal	1
Barbados	1	Iceland	2	Russian Federation	3
Belgium	7	India	42	Rwanda	1
Benin	1	Indonesia	3	Saudi Arabia	13
Botswana	7	Iran	4	Sierra Leone	2
Brazil	7	Ireland	6	Singapore	20
Bulgaria	1	Israel	11	Slovakia	1
Burkina Faso	1	Italy	2	Slovenia	1
Cameroon	3	Jamaica	5	South Africa	17
Canada	514	Japan	32	Spain	8
Chile	3	Jordan	5	Sri Lanka	7
China	65	Kenya	8	Sweden	20
Colombia	2	Korea, Republic of	14	Switzerland	3
Costa Rica	3	Kuwait	1	Taiwan, Province of China	13
Cyprus	1	Lebanon	2	Tanzania	1
Czech Republic	1	Liberia	1	Thailand	5
Denmark	1	Malaysia	17	Trinidad and Tobago	2
El Salvador	2	Mali	1	Turkey	1
Ethiopia	5	Mexico	9	Uganda	3
Fiji	1	Mongolia	2	United Arab Emirates	3
Finland	3	Nepal	1	United Kingdom	12
France	5	Netherlands	11	Uzbekistan	1
Gabon	2	New Zealand	3	Venezuela	2
Germany	6	Nigeria	60	Vietnam	2
Ghana	14	Norway	7	Zambia	1
Greece	4	Pakistan	4	<b>Total</b>	<b>1,109</b>
Guatemala	3	Panama	2	<b>Countries</b>	<b>91</b>

<sup>1</sup>Includes all those who graduated through Summer 2019.

## 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 help prepare them for careers or graduate education. Student Affairs, the Office of Student Success and Academic Quality, and the Office

for Equity, Diversity, and Inclusion contribute to this priority by providing a variety of frontline programs and services for learning outside the classroom. These programs and services 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 to connect with the University and deaf communities. It is an important contributor to

## 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 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” in order 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 during their years at Gallaudet. During AY 2018–2019, advisors also switched from Starfish to Navigate, a student success and retention management system. Advisors monitor student success in Navigate for risk indicators; when they are identified as potentially being at-risk, they are contacted by their advisor to discuss concerns raised and, if necessary, develop an intervention plan for ensuring academic success. Academic advisors also periodically meet with students who have declared their major to discuss any questions they may have related to academic issues.

Academic advising highlights for the year include:

- During the fall 2018 semester, a total of 146 students participated in the Shopping Cart Pre-Registration Assessment, which resulted in 80 percent achieving a score of 2 or higher (meets expectations) for the preparedness portion of the Pre-Registration Rubric. The result was 10 percentage points higher than the target of 70 percent. During the spring 2019 semester, a total of 12 students participated in the Shopping Cart Pre-Registration Assessment, which resulted in 75 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration

student persistence. The following section provides brief descriptions of the significant impact that these programs have on persistence and graduation rates.

Rubric. The result was 5 percentage points higher than the target of 70 percent.

- One hundred forty-six students participated in the My Planner Pre-Registration Assessment during the fall 2018 semester, which resulted in 83 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration Rubric. The result was 13 percentage points higher than the target of 70 percent. During the spring 2019 semester, twelve students participated in the My Planner Pre-Registration Assessment, which resulted in 92 percent achieving a score of 2 or higher for the preparedness portion of the Pre-Registration Rubric. The result was 22 percentage points higher than the target of 70 percent.
- During the fall 2018 semester, 79 students participated in the Degree Audit Report Quiz Assessment. Seventy-seven out of seventy-nine students met or exceeded the target of 70 percent on the quiz, which computed to 97 percent of the assessed students having achieved the target. During the spring 2019 semester, a total of 117 students participated in the Degree Audit Report Quiz Assessment. One hundred sixteen out of one hundred seventeen students met or exceeded the target of 70 percent on the quiz, which computed to 99 percent of the assessed students having achieved the target.
- Advising services are provided by professional academic advisors, faculty advisors, and Graduate School advisors. In the spring 2019 Ruffalo-Noel Levitz Student Satisfaction Inventory (RNL:SSI), students identified the following components of academic advising as institutional strengths (valued by students as areas of high importance and high satisfaction):
  - My academic advisor is approachable.
  - My academic advisor is knowledgeable about requirements in my major.
  - Major requirements are clear and reasonable.

- My academic advisor is concerned about my success as an individual.
- My academic advisor helps me set goals to work toward.

## Athletics and Intramurals Programs

The Athletics Department is committed to promoting the academic and athletic success of our student-athletes. The department encourages personal development and opportunities to compete in sports at the highest level possible, as these are an integral part of student athletes' overall educational experience. 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:

- The Gallaudet Athletics Department launched its first online fundraising campaign to benefit Bison student-athletes. The campaign kicked off on Tuesday, May 7, 2019, at the annual sports banquet. The campaign was initially set for \$56,000, but the department was able to fundraise over \$68,000 within a four-month period. Gallaudet partnered with MobileCause, which helps non-profit organizations attract more donors and inspire giving with its digital marketing services and its fundraising and donor engagement software.
- Gallaudet Athletics' social media platforms (Facebook, Instagram, Twitter) remained ranked at the top of NCAA Division III social media for the 2018–19 school year.
- Fourteen Musco Lighting poles were installed at Hoy Field and Softball Complex. Provided by a company which specializes in the design and manufacture of sports and large-area lighting solutions around the world, this service will allow the Athletics Department to host night practices, games, and intramural tournaments.
- Gallaudet finished in sixth place out of 12 schools in the final 2018–19 North Eastern Athletic Conference (NEAC) Presidents' Cup standings. The NEAC Presidents' Cup is calculated by a school's standing for athletic, academic, sportsmanship, and community service success throughout the school year.
- Sabina Shysh, who excelled in academics while participating in four collegiate sports during her four years at Gallaudet, was honored with the 2018–19 North Eastern Athletic Conference (NEAC) Inspirational Award. 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.
- Members of the Gallaudet men's basketball program went to San Jose, Costa Rica, for the team's first international trip in school history. During the week-long trip, the Bison finished with a 3–0 record while also spending time with local community deaf schools and students. The itinerary also included visits to La Paz Waterfall Gardens, Arenal Volcano, and zip-lining at Mundo Aventura.
- Gallaudet Athletics launched its first official online store for athletic gear in partnership with Advanced-Online: [www.GallaudetAthleticsStore.com](http://www.GallaudetAthleticsStore.com).
- Twenty-eight student-athletes earned all-conference honors for their respective sport.
- Gallaudet earned several NEAC awards, including 2018–19 NEAC Women's Basketball Player of the Year (Hannah Neild), 2018–19 NEAC Women's Basketball Coach of the Year (Stephanie Stevens), 2018–19 Men's Swimmer of the Year (Benjamin Sealts), 2018 Women's Volleyball Rookie of the Year (Emma Giuntoli).
- Gallaudet's women's basketball team advanced to the NEAC championship game and finished as conference runner-up, posting a 17–10 record.
- Men's basketball player Noah Valencia and women's basketball players Sabina Shysh and Hannah Neild

- scored their 1,000th career points as Bison during the 2018–19 season.
- Freshman sprinter Eric Gregory placed 10th in the 200-meter dash at the 2019 NCAA Division III outdoor track and field championship.
  - Current Gallaudet student-athletes and Bison alumni helped the USA men’s and women’s basketball teams at the World Deaf Basketball Championship in Lublin, Poland, this past summer (June 27–July 6). The men’s team won the gold medal and the women’s team got bronze. Team USA men’s player Noah Valencia was named tournament MVP.
  - Fifty-one student-athletes earned a spot on the 2018–19 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a grade point average (GPA) of 3.4 or better; 14 were repeat honorees, and three earned scholar-athlete honors all four years they were a student-athlete.
  - Gallaudet University senior offensive linemen Drew Faulkner and Brad Peterson were named to the 2019 National Football Foundation (NFF) Hampshire Honor Society, which is comprised of college football players from all divisions of play who maintained a cumulative 3.2 GPA or better throughout their college career.
  - Gallaudet University defensive lineman Everett Polzin was honored at the 13th annual Scholar-Athlete Banquet hosted by the National Capital Region Chapter of the National Football Foundation (NFF). Polzin received the Scholar-Athlete Award, which includes a \$1,000 scholarship. This is the seventh time the chapter has honored a Gallaudet student-athlete.
  - Gallaudet University earned eight honors for the second straight year at the Eastern Collegiate Football Conference (ECFC) all-conference teams. Gallaudet had three players on the first team, three on the second team, and two received honorable mention.
  - Thirty-one confirmed student-athletes, coaches, and managers who were on an active roster during the 2018–19 school year graduated and met their degree requirements; 10 graduated with honors (summa cum laude, magna cum laude, cum laude).
  - Nine student-athletes were inducted into the Chi Alpha Sigma National College Honor Society.
  - Eight student-athletes were named 2019 Arthur Ashe Jr. Sports Scholars, as announced by *Diverse: Issues In Higher Education*.
  - Gallaudet University women’s basketball guard/forward Hannah Neild was named a finalist for the 2019 Jostens Trophy, awarded to the outstanding NCAA Division III men’s and women’s basketball players who excel on the court, in the classroom, and in the community. Neild is the first Jostens Trophy finalist in Gallaudet’s history.
  - Senior guard/forward Hannah Neild was selected to the 2018–19 Google Cloud Academic All-America Division III in Women’s Basketball and Softball, as selected by the College Sports Information Directors of America (CoSIDA).
  - Hannah Neild was selected as the 2018–19 Google Cloud Academic All-America Division III Women’s Basketball Team Member of the Year, a first for any Gallaudet student-athlete in the history of the athletic program. The Team Member of the Year honor is given to the top academic all-America student-athlete for that division and sport. She was one of 12 Division III finalists for the 2018–19 Google Cloud Academic All-America of the Year.
  - Hannah Neild was a candidate for the 2019 NCAA Woman of the Year award. Neild was selected as the North Eastern Athletic Conference (NEAC) nominee and became Gallaudet’s second student-athlete to receive this distinction, joining Elena Ciccarelli (2015). Established in 1991, the NCAA Woman of the Year award recognizes graduating female college athletes who have exhausted their eligibility and distinguished themselves in academics, athletics, service, and leadership throughout their collegiate careers.
  - Katherine Bean was selected as the new associate athletic director for Student Success. This new position is funded as part of the NCAA Division III Strategic Alliance Matching Grant program.
  - Associate Athletic Director for Communications Sam Atkinson was elected chair of the NCAA Division III men’s basketball committee for the 2019–2020 school year. This coming year is Atkinson’s fourth of a four-year appointment on the national committee.
  - Atkinson was elevated to first vice president of the College Sports Information Directors of America (CoSIDA). He will become only the second CoSIDA president from a Division III program in 2020–2021.

## Career Center

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

Career Center highlights for the year include:

- One hundred ninety-five student internships were coordinated by the Career Center in 2018–2019. At the end of their internship experiences, 76 percent of students expressed satisfaction with their internship and its alignment with their major and future career plans.
- Two hundred seventy-eight students successfully completed the GSR 110 Career Development Course. By the end of the GSR 110 course, 80 percent of students wrote a resume at the “marketable” level (the highest level on the rubric), and 85 percent of students demonstrated improvement in their interview skills.
- The Fall Internship and Job Fair had 61 employers and 200 students in attendance. The Spring Internship and Job Fair had 49 employers and 324 students in attendance.
- There were 2,007 student visits to the Career Library.
- Two hundred fourteen students attended the employer information sessions and/or mock interviews.
- Thirteen Deaf Awareness training workshops were presented to off-campus employers.
- Consultations with faculty (in person and through email) numbered 153.
- Career presentations conducted in partnership with faculty in classrooms numbered 16.
- Sixty-six students interviewed through the Workforce Recruitment Program (WRP).
- Thirty-four students participated in employer on-campus interviews for internship and full-time job opportunities.
- 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.
- A career consultant was elected to serve on the Board of the DC Metro Business Leadership Network and on the Risk Management and Insurance (RMI) Board.
- The Career Center partnered with RMI and the Department of Business to host the first CyberSecurity Summit in October 2018.

## 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 the unique developmental needs of the university population. CAPS consults with faculty and staff regarding students' needs, contributes to student paraprofessional training programs, and offers training for mental health graduate students from the departments of psychology, social work, and counseling.

Counseling and Psychological Services highlights for the year include:

- Three hundred seventy-five students were served. Out of the 375 students served, 273 received ongoing individual counseling (67 of those also received psychiatric service) and 30 received assessment services. The number of crisis appointments significantly increased this year, with 281 walk-in crisis appointments provided.
- Sixty-one percent (61%) of students receiving services identified themselves as deaf (2 percent further identified themselves as DeafBlind), 22 percent as hard of hearing (6 percent of these students identified as both deaf and hard of hearing), and 22 percent as hearing.
- Eighty-nine percent (89%) of students receiving services reported that the problems that brought them to CAPS were improved.

- Sixty-four percent (64%) of students received services because of problems in school. Of those students, 72 percent reported that CAPS services helped them stay in school, and 65 percent reported that services helped them do better in class.
- Ninety-one percent (91%) rated CAPS services as being above average to outstanding.
- Provided a support group for LGBTQA students.
- CAPS collaborated with the Athletics Department for the first time in hosting a suicide prevention theme during a football game. T-shirts with a hotline number were distributed along with information on suicide prevention and supporting friends.
- CAPS hosted the International Survivors of Suicide Loss Day with a movie and discussion about suicide. The event was open to all faculty, staff, students, and community members.
- 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.

- CAPS screened approximately 70 students at National Depression Screening Day and 60 students at National Alcohol Screening Day.
- CAPS hosted a training on trauma-informed yoga for staff and interns.
- Sixteen presentations on a variety of mental health topics were provided to paraprofessional groups, new students during New Student Orientation, faculty, and parents.
- In collaboration with Residence Life, CAPS provided weekly trainings for the peer advisors.
- CAPS provided clinical training for 12 interns from Gallaudet's Counseling, Psychology, and Social Work Departments, 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) works to provide equitable experiences to students with disabilities at Gallaudet and to encourage opportunities to build confidence beyond the classroom. OSWD provides individually tailored, comprehensive support services and programs for students with disabilities.

Office for Students with Disabilities highlights for the year include:

- On November 30, 2018, OSWD and Columbia Lighthouse for the Blind (CLB) co-sponsored their second annual "Education and Technology Fair." The event showcased CLB services and assistive technology and demonstrated pro-tactile ASL and newer Braille technology. The event also provided DeafBlind students with an opportunity to socialize with their peers, faculty, and staff.
- OSWD revised and improved the classroom accommodations process from including Faculty Accommodation Letters (FALs)—individual letters of students' classroom accommodations sent to each faculty teaching courses—to Student Accommodation Letters (SALs). SALs are individual letters of students' classroom accommodations sent to students to share with their faculty, a revised process which

allows students to choose which courses require accommodation and encourages students to talk with their faculty about their accommodation needs to succeed. This approach also builds student's independence, confidence, and self-advocacy skills.

- OSWD transitioned from its Orientation for New Students with Disabilities (ONSD), a separate orientation event starting two days earlier than the New Student Orientation (NSO), to a redesigned NSO. NSO now integrates OSWD's orientation for new students with disabilities, including relevant information about working with OSWD, self-advocacy, and individual meetings. Early move-in to dorm rooms is also available as an accommodation for students who benefit from extra time on campus before the start of the term.
- In Fall 2018, OSWD served 217 active students. In Spring 2019, OSWD served 226 active students. For the entire 2018–2019 academic year, OSWD served 245 unique students: 181 undergraduate students, 49 graduate students, and 15 other students.
- Testing services was the most utilized accommodation provided to OSWD students. The testing accommodation typically combines an allowance for extended test-taking time (150% of

- classroom time) and allowing the test to be taken in OSWD's lowered-distraction testing rooms.
- During 2018–2019, 504 individual tests were given in OSWD facilities over the course of three terms: 158 tests in Fall 2018, 343 tests in Spring 2019, and 3 tests in Summer 2019. The number of students who used the service in Fall 2018 was 53. The number increased to 83 for Spring 2019, and it decreased to one student for Summer 2019.

## 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 within the community.

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

- The Peer Advisor program had a 140 percent increase in student contacts in 2018–2019, up to 416 contacts from the 173 contacts in 2017–2018.
- Clerc Hall underwent renovation over the summer that included cleaning the vents, painting the walls, and building a social room in the basement. Designed to provide space for Clerc residents to host social events, the social room has an updated kitchen, new floors, and painted walls.
- An updated digital signage system was installed at the front desk areas in the main office, as well

## Student Center Programs and Services

### 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

- Alternative print services produced 249,066 pages of large print, scanned, and e-book pages, 58 Braille pages, and 176 e-books for 16 students.
- Note-takers are paraprofessional students hired by OSWD to provide an essential, widely used accommodation for students with disabilities. Fifty-five students in 128 classes received support from 44 student paraprofessional note-takers.

as in all residence halls.. This is designed to better communicate various events to all residents, encouraging participation in campus events and building a sense of belonging.

- In support of the deaf ecosystem, Residence Life and Housing worked closely with reFort, a deaf-owned business, to rent out refrigerators and microwaves to the students.
- Residence Life and Housing underwent a department-led restructuring with a focus on increasing efficiency and redistributing responsibilities for addressing the whole student experience. Some highlights of these changes include:
  - The six coordinators of residence education positions are now reorganized into four coordinators of residence education and two residence hall conduct coordinators.
  - The staff residential assistants are now working the day shift Monday through Friday instead of working overnight shifts.

Foster Auditorium. Services such as poster approvals, printing banners, and making copies are provided for the community.

Campus Activities highlights for the year include:

### Programming

- Campus Activities provided more large-scale events, with 870+ participants in Fall 2018 and 855+ participants in Spring 2019.

- Our student paraprofessionals produced several informational and/or inspirational short videos for our social media platforms. Several videos had more than 500 views, and a video titled “You Beautiful” had more than 32,000 views!

#### Student Organizations

- Campus Activities had 28 registered student organizations serving over 500 students.
- Student organizations hosted many events during AY 2018–2019, and one notable trend was that there was a decrease in the number of events serving alcohol.
- In Spring 2019, Campus Activities hosted leadership training for all student organization officers. Topics such as “How to Run an Effective Meeting,” “Tips for Event Planning,” and “Budget 101” were offered.

#### Leadership Training

- Gallaudet’s chapter of the National Society of Leadership and Success (NSLS) has a total of 203 members, including 60 new members. NSLS officers set up three volunteer events this year. The first one, partnering with Serve DC from the DC Mayor’s Office, was snow shoveling elderly and handicapped residents’ sidewalks in the neighborhood surrounding Gallaudet. The second event was volunteering at the Capital Food Bank, where six NSLS students packed and sorted food for the homeless for the Thanksgiving holiday. The third event was participating as volunteers for the Suicide Prevention Walk. Campus Activities received a \$1,500 grant to support funding for this year’s society fees.

#### Office Operations

- Room requests are the center of Campus Activities operations. The office handled and oversaw 1,449 events for the community in the JSAC Multipurpose Room, JSAC 1011 conference room, JSAC hallways, Ely Center, and the Andrew Foster Auditorium. The office also approved 536 fliers and printed 348 banners for the community. In addition, the office offered evening hours to provide services for student organizations and visitors.
- Renovations to the Ely Patio were completed, and it is currently becoming one of the most popular spaces on campus. Student Affairs worked with Campus

Design and Planning in this effort. The Alpha Sigma Pi (ASP) study lounge was renovated as well.

#### Game Room

- AY 2018–2019 was the second year of operations for the game room. It is open during weeknights and weekends.
- A new logo debuted in January 2019.
- The game room staff hosted a total of nine tournaments, including ping pong, air hockey, pool, video gaming, and more.
- Over 900 students used the game room. It is becoming a popular site to rent for campus departments, including the Admissions Office for use by prospective students.

#### 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.

Commuter Programs highlights for the year include:

- Commuter Lounge programs included the creation of a video on “Safety Tips.” They also included the videotaping of Commuter Programs workshops, which were posted on the Commuter Programs website.
- Commuter Programs provided an Off-Campus Fair with over 50 students participating. It also hosted a workshop, “Cooking on a Budget,” with a chef from Bon Appetite as the speaker and over 30 student participants.
- Each week, over 75 students used the Commuter Lounge, with the peak time being during lunchtime.
- Commuter Programs implemented a “book swap” shelf to encourage our commuters to read and share books.

#### Health and Wellness Programs

Health and Wellness Programs provides for the enhanced well-being of Gallaudet University students

by empowering them to make informed health and lifestyle choices.

The Health and Wellness Programs (HWP) highlights for the year include:

- During the 2018–2019 academic year, HWP offered 163 programs and interventions to 2,576 students (duplicated) on the dimensions of health, including physical, emotional, social, and sexual health.
- HWP provided training and a paraprofessional experience to two interns and six Peer Health Advocates who helped increase messaging about health and wellness to the student community.
- Students provided a wide range of events. Two highlights are: Get Moving, which brought the Gallaudet community together to participate in physical activity, and the Condom Fashion Show, which taught students about safer sex in a fun and engaging way. Both events had around 200 people in attendance.
- HWP began full implementation of Brief Alcohol Screening for College Students (BASICS) and Cannabis Screening for College Students (CASICS), both of which are evidence-based interventions. Thirty-eight students completed both of the two sessions and the evaluations (21 for alcohol, 8 for cannabis, 9 for both). One hundred percent (100%) of students said they would think about changing their use; 89 percent said they would definitely change their use; and 100 percent gave the sessions a very good or excellent rating.
- A food pantry was established to provide food, toiletries, and clothes to at least 21 students with at least 78 visits (duplicated) throughout the 2018–2019 academic year. All items distributed were donations, so we faced some limitations with availability; as a result, we did not advertise services widely. We worked with Gallaudet University Alumni Association to fund the services and began contracting with the Capital Area Food Bank to maintain full shelves of food. We will begin advertising services to the campus community during the 2019–2020 academic year.

## 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 added more specific restorative justice language to the student conduct process in the 2019–20 Student Handbook. 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 the year include:

- OSC enhanced its prevention education efforts through collaboration with academic departments, Student Body Government (SBG), Residence Life, and other Student Affairs units.
- OSC’s prevention education programs included “Consent Kick-Off”, Title IX booths in the Commuter Lounge and residence halls, and campus-wide programming for Sexual Assault Awareness Month (SAAM), including a self-defense workshop.
- OSC served as a campus-wide resource for cross divisional committees, including the Integrated Response Team, Persona-Non-Grata (PNG) Panel, and Title IX Team, to address issues including bias-related harassment, Title IX policy, procedures, and compliance, and diversity, equity, and inclusion.
- OSC continued to serve as a community resource for infusing restorative justice practices into the student conduct program to address low-level infractions.
- OSC provided 10 Title IX training sessions for students and paraprofessionals, including JumpStart paraprofessional staff and students, Residence Life

residence advisors (RAs), and peer mentors, as well as at New Student Orientation (NSO).

- OSC provided 10 Student Conduct training sessions for students and paraprofessionals, including JumpStart paraprofessional staff and students, Residence Life RAs, and peer mentors, as well as at NSO and New Faculty Orientation.
- OSC also provided training and collaborative programming with community-based organizations like DAWN to enhance access to community resources for our students.

## 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 (OCM), the

## Student Success

Student Success programs provide opportunities for students to engage as contributing members of the campus community and to learn the academic and social skills necessary to succeed while at the University and in a diverse global society. Student Success oversees three programs: New Student Orientation, JumpStart: American Sign Language, and the Peer Mentor Program.

## 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

campus ministers provide regular religious services for students and the community.

The Office of Campus Ministries highlights for the year include:

- OCM hosted High Holiday events, Shabbat events, a birthright trip, and other social dinners.
- OCM provided weekly and monthly events, including "The Book of Job" film showing, game nights, prayer walks, leadership training, retreats, weekly mass, field trips, and Bible study.
- OCM provided pastoral counseling to both students and staff throughout the year.
- OCM held Christmas, Ash Wednesday, Good Friday, and Easter Sunday gatherings and services.
- OCM produced monthly email newsletters.
- OCM hosted an ice cream social event each semester.
- OCM participated in ongoing dialogue on creating an interfaith space on campus.

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.

## 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 the year include:

- Ten undergraduate students and one graduate assistant were hired for the JumpStart: ASL program.
- Forty-two students participated in the JumpStart: ASL program.
- Two peer coaches, sixteen peer mentors, two social work interns, and one media producer were recruited to work in Student Success for Fall 2019.
- New Student Orientation welcomed 302 new undergraduate and transfer students in August 2019.

- After New Student Orientation, 16 peer mentors partnered with 13 faculty instructors to support students in 16 sections of the GSR 101: First Year Seminar course.
- New this year, Student Success partnered with Athletics and the assistant director of Athletics

and Student Success to provide a peer mentor for student athletes.

- Two hundred nineteen first-year students were assigned a peer mentor as part of their required GSR 101: First Year Seminar.

## 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 the year include:

- TIP rolled out *Navigate*, Gallaudet University's newest student success platform, which allows students to use their mobile device to make quick tutoring appointments and services.

- Approximately 30 percent of TIP's resources were dedicated to math tutoring, 29 percent to English tutoring, 14 percent to general tutoring, 10 percent to ASL tutoring, 7 percent to graduate-level tutoring, and 10 percent toward TIP's program support staff to coordinate tutoring services.
- TIP provided English walk-in services for summer courses.
- Developmental English, developmental mathematics, and higher mathematics courses received "in-class tutoring" support.
- TIP held Dorm Study Halls, in which ASL, English, and mathematics coaches were provided for 5 dorms.
- In collaboration with the Office of Student Success and Academic Quality, TIP expanded the drop-in tutoring services for gateway and developmental courses, which had been limited due to tutor resources.

## V. ALUMNI SURVEY INFORMATION

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2016–August 2017 graduates). Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table is included of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals.

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

### Post-Graduation Employment Experience

- Seventy percent (70%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time in the year since graduation.
- Eighty-six percent (86%) of graduate degree alumni worked either full-time or part-time in the year since graduation.

- Twenty-six percent (26%) of bachelor's degree alumni were pursuing additional education in the year after graduation.
- Thirteen percent (13%) of graduate degree alumni were pursuing additional education in the year after graduation.

## Employment Fields

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

- Forty-six percent (46%) – **education, training, and library** occupations.
- Twelve percent (12%) – **healthcare practitioners and technical** occupations.

- Eleven percent (11%) – **community and social services** occupations.

Sixty-nine percent (69%) of Gallaudet University alumni are working in the three occupational fields listed above.

## Internship Participation

- Eighty-seven percent (87%) of all responding alumni participated in an internship while at Gallaudet—ninety-eight percent (98%) of bachelor's degree

alumni and seventy-eight percent (78%) of graduate degree alumni.

## Hearing Undergraduate Outcomes

- Fifty percent (50%) of hearing undergraduates who responded to the survey stated that they were employed.
- Fifty percent (50%) of hearing undergraduates who responded to the survey stated that 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	Undergraduate (N=44) <sup>1</sup>	Graduate (N=58) <sup>1</sup>	Total (N=102) <sup>1</sup>	Undergraduate Providing Service to Deaf or HH People <sup>2</sup>	Graduate Providing Service to Deaf or HH People <sup>2</sup>	Total Providing Service to Deaf or HH People <sup>2</sup>
Architectural and engineering						
Arts, design, entertainment, sports, and media	5%		2%	50%		50%
Business and financial	9%	2%	5%	25%	0%	20%
Community and social services	14%	9%	11%	100%	80%	91%
Computer and mathematical	2%		1%	100%		100%
Education, training, and library	41%	50%	46%	72%	76%	74%
Food preparation and serving related	5%		2%	0%		0%
Healthcare practitioners and technical	2%		1%	100%		100%
Healthcare support		21%	12%		33%	33%
Installation, maintenance, and repair		5%	3%		33%	33%
Life, physical, and social Science						
Management	2%	5%	4%	100%	67%	75%
Military	9%	2%	5%	100%	100%	100%
Office and administrative support		2%	1%		0%	0%
Personal care and service	5%	3%	4%	100%	0%	50%
Sales and related	2%	2%	2%	0%	100%	50%
Transportation and material moving	2%		1%	0%		0%
<b>Total</b>				<b>68%</b>	<b>60%</b>	<b>64%</b>

<sup>1</sup>Percentages may not total 100 percent due to rounding.

<sup>2</sup>Percent 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 relationshipbuilding capacity.*

## I. ADAPTIVE DIGITAL LEARNING

In June 2017, Gallaudet's provost, Dr. Carol Erting, was selected 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. Gallaudet's 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, as well as how the use of digital courseware could transform

departmental and institutional practice. The goal of participating in the program was to explore ways to utilize digital technology to increase retention and persistence toward the 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 Program was limited to the 2017–2018 academic year, the program was expanded using Gallaudet funding in reflection of the University's longer-term institutional goals and objectives for digital learning (Priority Four). The focus of the ACAO Digital Fellows Program was the redesign of our general

Undergraduate Admissions Counselor Tony Tatum meets with a student to discuss her academic options.



studies quantitative reasoning course (GSR 104), which was offered during the spring semester of 2018. This course redesign included the introduction of digital adaptive courseware into the curriculum.

## FY 2019 Highlights

Gallaudet's general education curriculum is currently undergoing review with the goal of revising it to strengthen its interdisciplinary approach, foster practices of diversity, equity, and inclusion, and promote innovative teaching and scholarship in the humanities and the arts. Learning as a result of the ACAO Digital Fellows Program will help shape discussions about the role of digital adaptive courseware and digital learning in the core of our liberal education curriculum—the general studies curriculum.

Gallaudet began recruiting a new group of Digital Fellows, ultimately choosing two English faculty, two ASL faculty, and one (continuing) mathematics faculty. Building on what was learned from our pilot project, these faculty chose to work as a learning community with a digital adaptive learning vendor and its instructional design team. Together, they are working

The ultimate, long-term goal of the initiative includes integrating digital teaching and learning into the culture and practice of the University and partnering with digital courseware vendors to produce bilingual ASL/English versions of courseware in all disciplines for use with ASL/English bilingual learners nationwide.

to build an adaptive digital learning module for first-year students that is designed visually and bilingually from the ground up. This vendor has the potential to produce a truly revolutionary adaptive digital learning experience for bilingual deaf students.

The Gallaudet digital learning project is building awareness, infrastructure, and capacity at Gallaudet for digital adaptive learning across the curriculum. Our educational campaign to raise awareness about digital learning and, specifically, adaptive courseware and its potential to transform the education of students who are ASL/English bilingual visual learners is a critical component of our project. It is particularly important with respect to identifying faculty champions who can testify to its positive role in our efforts to improve student engagement, student-centered learning, and retention and persistence to graduation.

## II. ACADEMIC AFFAIRS RESTRUCTURING

The basis for the restructuring of Academic Affairs is to create student cohorts and learning communities to better serve our students, to engage them earlier and more often, and to make them feel welcome and included. The potential outcomes for restructuring include: 1) student success, both academic and social; 2) opportunities for faculty to do interdisciplinary work; and 3) faculty engagement with both students and other faculty.

The history of the idea for restructuring Academic Affairs has not been a linear one. Different people, both administrators and faculty, contributed to its germination. The previous faculty chair began work on the "Faculty Redesign Initiative" three years ago. In the middle of that work, it became clear that restructuring the curriculum was vital to redesigning the faculty. That realization led to some very preliminary conversations

about restructuring. At the October 2018 Research Expo, an opportunity to address interdisciplinary work led to further discussion about restructuring Academic Affairs. Soon after, faculty officers called for a meeting with department and program chairs (or their representatives) to begin a discussion with faculty about the possibility of restructuring. In January 2019, the faculty continued to learn about restructuring and narrowing the focus of their work. In late spring, they considered restructuring through the lens of deaf students in higher education.

The conversations in Fall 2018 and Spring 2019 allowed faculty to explore ideas about and reactions to the concept of restructuring. The Senate Executive Committee (SEC), which is comprised of the eight faculty members who serve as faculty officers, the previous faculty chair, and four senators from the

Faculty Senate, have been working with Academic Affairs senior administrators to assume the planning and implementation for the restructuring of Academic Affairs.

Work during FY 2020 includes the submission and review of proposals for the restructuring of Academic Affairs submitted by faculty. This will be followed by the narrowing of proposals for faculty review and the selection of those to be sent to the provost for her consideration.

### III. BUDGET RECONCILIATION AND REINVESTMENT INITIATIVE

In FY 2019, Gallaudet continued its efforts to develop a more sustainable financial model and further diversify its revenue sources via the Budget Reconciliation and Reinvestment Initiative (BRR). This work began in early FY 2018 through a number of projects, including the Rapid Response Team, the Academic Portfolio Review (APR), and the Administrative Services Review (ASR).

Through BRR, 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. BRR is allowing Gallaudet to increase its ability to realize the cultural, linguistic, social, and economic value of people within the spectrum of deaf identities.

In FY 2019, Gallaudet continued its initial implementation of strategies based on data and

recommendations that resulted from both the APR and ASR. Based on findings from the APR, the provost, deans, and department chairs furthered their efforts to establish savings targets and design efficiency opportunities. During FY 2019, General Studies Requirements classes (GSR) reduced reliance on adjuncts/temp faculty and, compared to Spring 2018, GSR class size increased by 5% in Spring 2019. Implementation of recommendations from the ASR, a deep analysis of all administrative services, included a review and revision of select benefits, identified effective policies and procedures, and incorporated the use of consultants and advisors.

BRR efforts will continue throughout FY 2020 to further Gallaudet's goal of aligning resources with strategic initiatives and the evolving design of Gallaudet's educational access and opportunities.

### IV. INTERNATIONALIZATION PROCESS

Gallaudet's goal to infuse a global aspect into the learning experience for everyone at the University, advance international students as assets in the campus community, and favor transformative worldwide partnerships culminated in FY 2018 when the Gallaudet Internationalization (IZN) Lab completed its Stage One planning process, earning high praise from the American Council of Education (ACE). IZN is an invitational learning community led by ACE that includes more than 125 institutions from around the world. Like Gallaudet, these institutions are committed to enhancing their capabilities and strategies for comprehensive internationalization.

The two-year planning effort involved 80 people representing all campus constituents. The broader campus community shared its vision of a "Global

Gallaudet" at an April 2019 event, which is scheduled to be repeated in the fall of 2019. An internationalization planning session was held as well, during which Dr. Dawn Whitehead, vice president of the Association of American Colleges & University's Office of Global Citizenship for Campus, Community and Careers, shared her expertise with faculty to give them ideas on how to integrate global learning into the curriculum. In the spirit of internationalization planning, a number of collaborations were also held with University offices that serve international students, accentuating the importance of promoting the value of Gallaudet's rich, culturally diverse campus. The focus of these interdepartmental sessions was to develop a coordinated effort to impart a sense of belonging among international students. The goal is to help them

feel part of Gallaudet's academic and community vitality, address their monetary concerns, and help them complete their studies and graduate.

The findings of the two-year planning effort were eventually condensed into three grand themes: 1) Internationalize the learning experience; 2) Advance international students as assets and ensure their equitable participation in all campus activities; and 3) Favor multi-faceted global partnerships and transformative partnerships. Using the three grand themes as a guide, International Affairs will develop an action plan in FY 2020 to implement the recommendations that were made during the planning process. The overarching intent is to enhance the University's academic mission by embracing global learning in the curriculum, impart a sense of duty to faculty in preparing students to meet new, multicultural demands in the workplace, embrace people from other

cultures as both teachers and learners, provide faculty and staff development to ensure international students' pathway to success, and select global partnerships in learning and research that incorporate Gallaudet's value of training and empowering deaf, DeafBlind, and hard of hearing people around the world.

The recommendations that came out of the planning process were evaluated by a team of peer reviewers consisting of four experts in the areas of global partnership, international student enrollment, comprehensive internationalization, and distance learning. The team toured the campus and met with the University's president and provost. Feedback from the peer review team indicated that Gallaudet was on the right track to internationalize the campus, and the University was commended for its IZN review and planning efforts.

## V. LIVING, WELL-BEING, AND BELONGING (LWB) INITIATIVE

The Living, Well-Being, and Belonging (LWB) initiative began in FY 2018 to address key issues related to three foundational aspects of the student experience at Gallaudet: students' physiological well-being, safety, and belonging. Designed to be a series of activities over time, LWB has focused on three areas: 1) community hubs, 2) food security, and 3) the Persona-Non-Grata Panel.

- **The Community Hubs Project** intends to improve community building and increase students' sense of belonging at Gallaudet by identifying, repurposing, and renovating spaces on campus that could serve as community hubs. During FY 2019, several projects were completed: the Ely Patio canopy was installed, completing a project that included new outdoor furniture, patio lighting, grills, WiFi and additional outlets. The Jordan Student Academic Center (JSAC) second-floor lounge was renovated with new carpet, new furniture, and outlets. New "snake" furniture with power/USB outlets was added to the JSAC atrium area along with three TVs to allow for bilingual announcements. The Merrill Learning Center outdoor furniture was replaced, and furniture was added to the Sorenson Language and Communication Center's

second-floor terrace. The next Community Hubs project involves repurposing the Hanson Plaza by creating a community hub for recreational games and outdoor conversation areas.

- **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 in FY 2018, the Gallaudet Food Pantry opened in early FY 2019. It now provides food, school supplies, clothing, and other essentials to students in need.
- **The Persona-Non-Grata (PNG) Panel Review** was established to review and revamp Gallaudet's PNG policy. This ongoing 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. The PNG panel was established in FY 2018 and continued to meet throughout FY 2019 to discuss various PNG-related matters. It continues to represent a cross section of stakeholders from the Gallaudet campus community. The panel has created a draft PNG policy that takes into account how this policy protects Gallaudet's

campus and how it impacts the community at large. The draft policy was designed around other universities' policies as well as in consideration of legal advice addressing the unique circumstances that impact Gallaudet University. The ultimate intent is to create a policy that protects Gallaudet's students, staff, and faculty while remaining fair, transparent, and sensitive to the needs of the Gallaudet community and the deaf and hard of hearing community at large.



Anatomy and physiology students use computer modeling to learn about the human body.

## 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 2019, the Division of Academic Affairs implemented several initiatives.

1. **Student Success and Academic Quality (SSAQ)** has trained academic departments, advisors, and professional staff on *Navigate*, our student success platform and mobile app, which will be rolled out

to the campus for Academic Year 2019–2020 and beyond. To date, we have over 700 students who have downloaded the app, as well as an assertive marketing plan to reach out to all undergraduate/graduate students, faculty, and professional staff to utilize this important student success tool.

2. The **Tinkerlab** 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 3D print and Geomagic Touch tools. Tinkerlab Knowledge Assistants work with students, faculty, and staff to guide and support them in becoming familiar with the equipment. Use of the Tinkerlab has also been integrated into several courses.
3. The **Department of Hearing, Speech, and Language Sciences (HSLs)** successfully transitioned from a four-year to a three-year doctoral program in Audiology. HSLs also successfully graduated the seventh cohort of the Peer Mentoring program, in which doctoral Audiology students, under the supervision of faculty, train hard of hearing and deaf adults from across the country via a hybrid online/on-site program to become mentors for other deaf or hard of hearing individuals who have acquired a

hearing loss and could benefit from their knowledge and support.

4. In 2019, Gallaudet's objectives to infuse a global aspect into the learning experience of everyone at the University, advance international students as assets to the campus community, and favor transformative worldwide partnerships culminated when the **Gallaudet Internationalization (IZN) Laboratory** completed its 18-month comprehensive review. It earned high praise from the American Council of Education (ACE), which has led 130 universities through the IZN process. The two-year planning effort involved a core group of 80 people representing all campus constituents. The findings of the planning stage were condensed into three grand themes: internationalize the learning experience; advance international students as assets and ensure their equitable participation in all campus activities; and favor multi-faceted global partnerships and transformative partnerships.

## Faculty

The University began the 2019–2020 academic year with 190 full-time, regular faculty members. Ten faculty members retired in 2018–19, and 18 new full-time, regular faculty members joined the following departments and programs:

- American Sign Language and Deaf Studies
- Art, Communication, and Theatre
- Business

- Education
- Government and Public Affairs
- History, Philosophy, Religion, and Sociology
- International Development MA Program
- Interpretation and Translation
- Psychology
- Social Work
- Science, Technology, and Mathematics

## 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 lifelong 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.

## Language and Communication

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.

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)

## Assessment of ASL

### GSR AY 2018–2019 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). A majority of the students in the GSR 200 courses met or exceeded the benchmark score of 3. While the majority of the students in the GSR 300 courses also met or exceeded the benchmark score of 3, a higher percentage of students in the GSR 300 courses exceeded the benchmark score of 3 for all categories compared to students in the GSR 200 courses.

**GSR 100 Course Level ASL Public Presentation Data**

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	36	9%	32	8%	40	10%	43	11%	35	9%
2's	98	24%	96	24%	91	23%	131	33%	111	28%
3's	204	51%	219	55%	206	51%	169	42%	197	49%
4's	63	16%	54	13%	64	16%	58	14%	58	14%
N	401	100%	401	100%	401	100%	401	100%	401	100%
Mean	2.73		2.74		2.73		2.60		2.69	

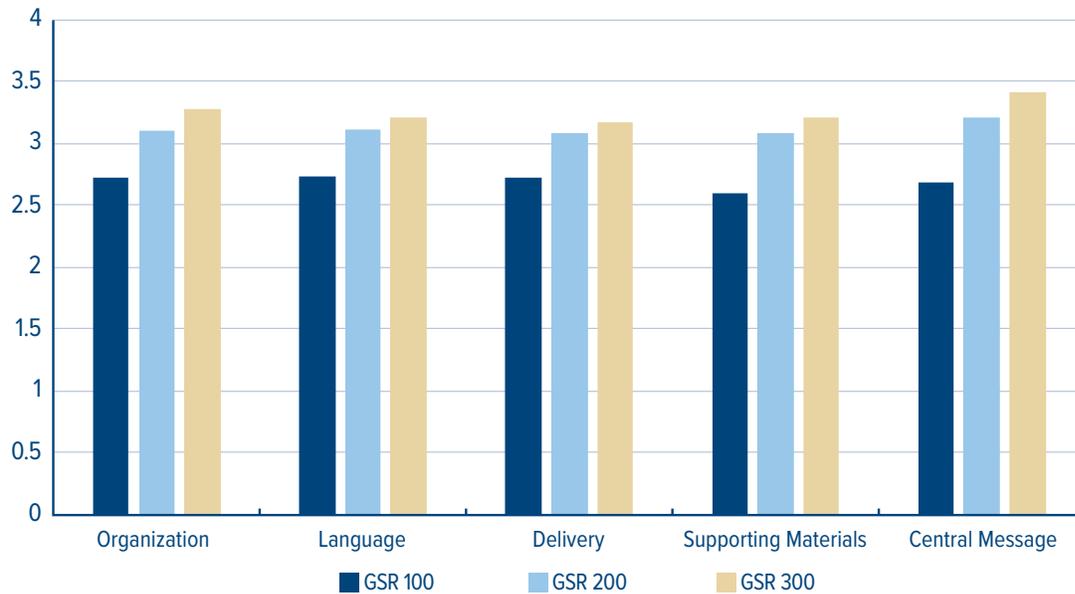
**GSR 200 Course Level ASL Public Presentation Data**

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	13	4%	12	3%	16	4%	10	3%	11	3%
2's	64	17%	55	15%	64	17%	71	19%	43	12%
3's	160	43%	180	49%	158	43%	164	45%	170	46%
4's	131	36%	121	33%	130	35%	123	33%	144	39%
N	368	100%	368	100%	368	100%	368	100%	368	100%
Mean	3.11		3.11		3.09		3.09		3.21	

**GSR 300 Course Level ASL Public Presentation Data**

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	5	5%	5	5%	5	5%	6	6%	5	5%
2's	16	15%	15	14%	17	16%	18	17%	12	11%
3's	30	28%	39	36%	39	36%	27	26%	23	21%
4's	56	52%	48	45%	46	43%	52	50%	67	63%
N	107	100%	107	100%	107	100%	103	100%	107	100%
Mean	3.28		3.21		3.18		3.21		3.42	

## GSR Average ASL Public Presentation Rubric Scores



## Assessment of Writing

### GSR AY 2018–2019 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). While the majority of the GSR 200 students met or exceeded

the benchmark score of 3, more than a quarter of the students did not meet or exceed the benchmark score of 3 in all categories. At least 80 percent of the GSR 300 students met or exceeded the benchmark score of 3, demonstrating improvement in written English as they reached the 300 level.

### 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	48	11%	51	11%	54	12%	67	15%	56	12%
2's	139	31%	172	38%	174	38%	180	40%	181	40%
3's	213	47%	188	41%	190	42%	163	36%	173	38%
4's	55	12%	44	10%	37	8%	45	10%	45	10%
N	455	100%	455	100%	455	100%	455	100%	455	100%
Mean	2.60		2.49		2.46		2.41		2.45	

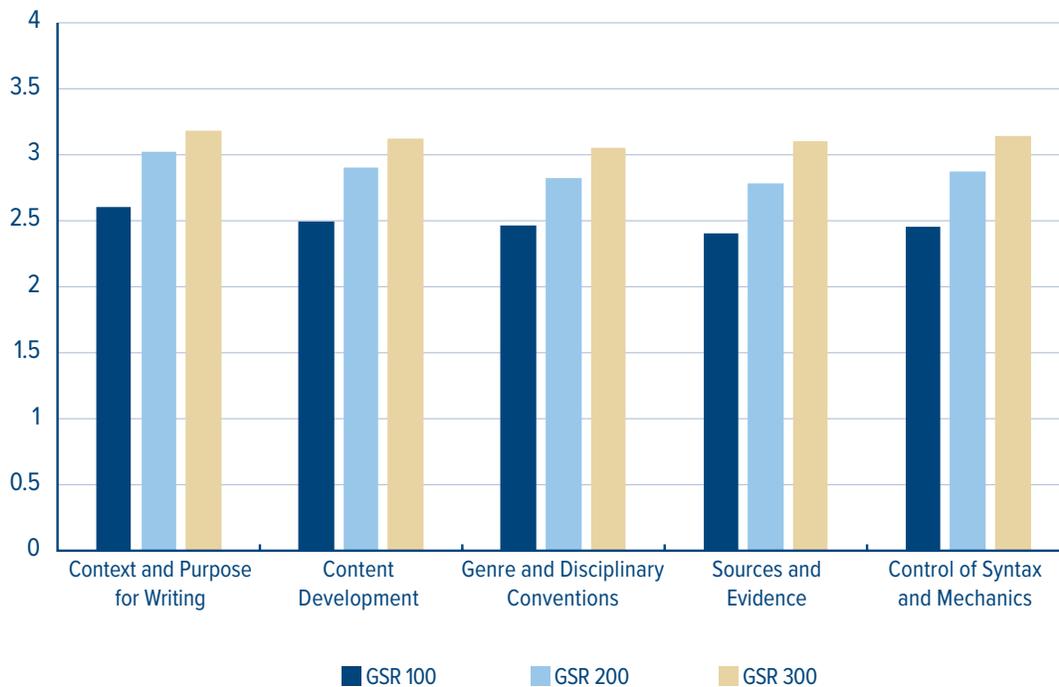
### GSR 200 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1's	15	4%	16	4%	31	7%	32	8%	22	5%
2's	94	22%	115	27%	113	27%	131	31%	125	29%
3's	184	43%	190	45%	183	43%	160	38%	165	39%
4's	133	31%	105	25%	99	23%	103	24%	114	27%
N	426	100%	426	100%	426	100%	426	100%	426	100%
Mean	3.02		2.90		2.82		2.78		2.87	

### 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	6	5%	6	5%	5	4%	6	5%	5	4%
2's	11	9%	13	11%	18	15%	12	10%	19	16%
3's	57	48%	60	51%	61	52%	64	54%	48	41%
4's	44	37%	39	33%	34	29%	36	31%	46	39%
N	118	100%	118	100%	118	100%	118	100%	118	100%
Mean	3.41		3.38		3.32		3.32		3.46	

### GSR Average Written Communication Rubric Scores



## Critical Thinking

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

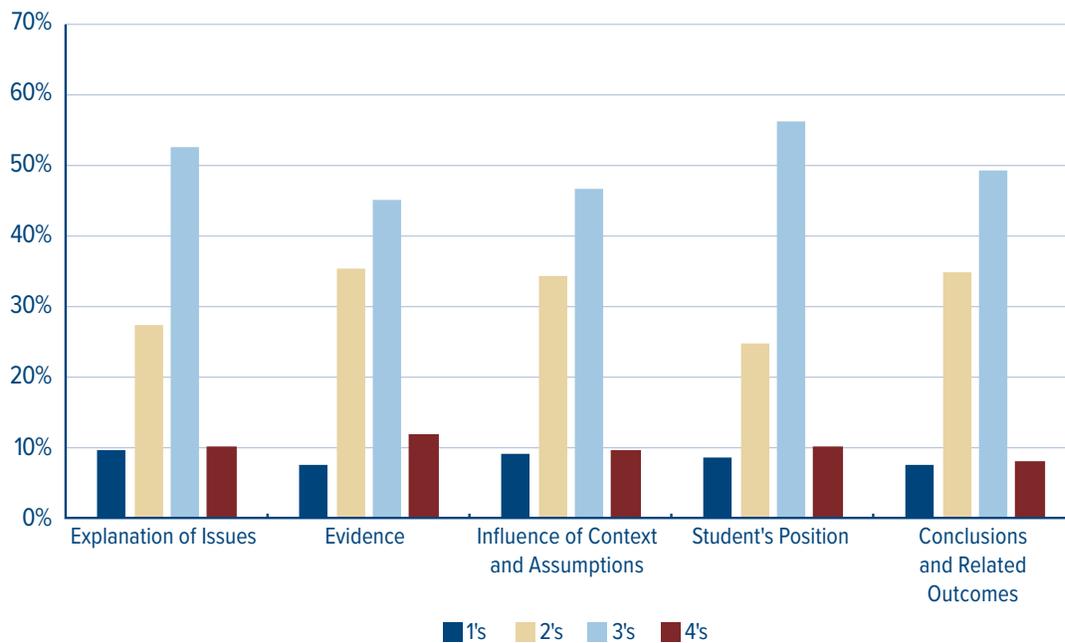
This SLO has been assessed for GSR 100-level courses using the AACU Critical Thinking VALUE Rubric.

While there were students (less than or equal to 10 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, at least 45 percent of the students 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 2's and 3's.



	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1's	18	10%	14	8%	17	9%	16	9%	14	8%
2's	51	27%	66	35%	64	34%	46	25%	65	35%
3's	98	53%	84	45%	87	47%	105	56%	92	49%
4's	19	10%	22	12%	18	10%	19	10%	15	8%
N	186	100%	186	100%	186	100%	186	100%	186	100%
Mean	2.63		2.61		2.57		2.68		2.58	

### GSR 100 Critical Thinking Rubric Scores



## 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.”

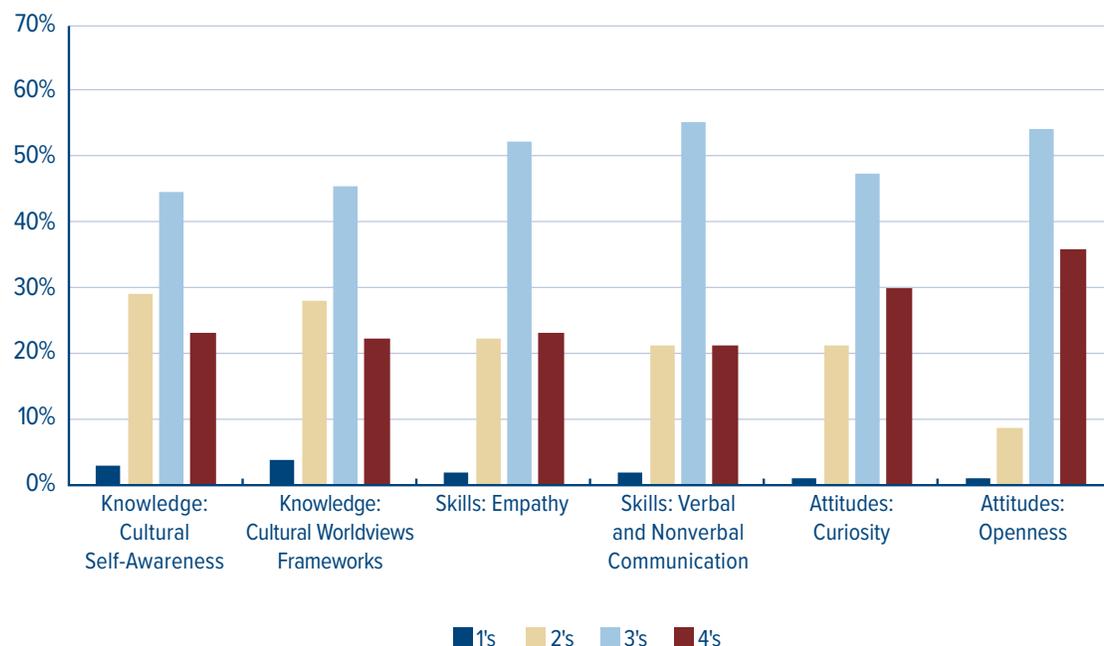
This SLO has been assessed for GSR 200-level courses using the AACU Intercultural Knowledge and Competence VALUE Rubric.

A majority of students in 200-level courses showed scores of 3 for all six skill areas, meeting or exceeding the benchmark. The skill and attitude areas with the most 3’s was Verbal and Nonverbal Communication followed by Openness. Areas with fewer students scoring 3’s or 4’s were Cultural Self-Awareness and Knowledge of Cultural Worldview Frameworks.

### GSR 200 AY 2018–2019 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	3	3%	4	4%	2	2%	2	2%	1	1%	1	1%
2's	30	29%	29	28%	23	22%	22	21%	22	21%	9	9%
3's	46	45%	47	46%	54	52%	57	55%	49	48%	56	54%
4's	24	23%	23	22%	24	23%	22	21%	31	30%	37	36%
N	103	100%	103	100%	103	100%	103	100%	103	100%	103	100%
Mean	2.88		2.86		2.97		2.96		3.07		3.25	

### GSR 200 Intercultural Knowledge Rubric Scores



## Knowledge and Inquiry

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 2018–2019 Knowledge and Inquiry Data

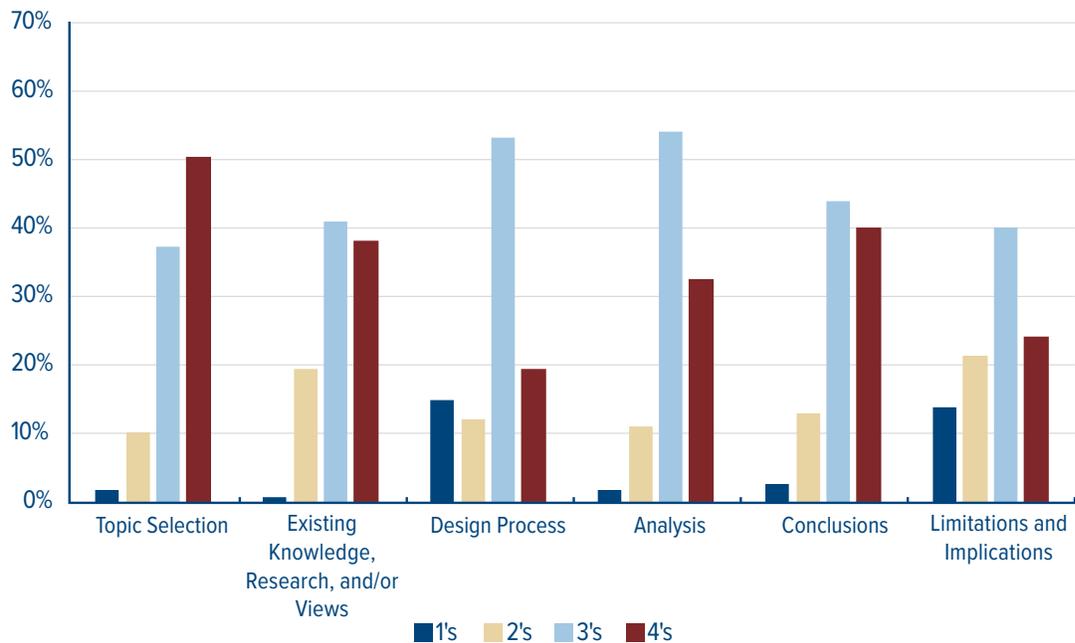
Mean scores exceeded the benchmark of 3 in four of the six areas. Design Process and Limitations and Implications are areas that did not meet or exceed the benchmark, with 14 to 15 percent of students scoring 1.

However, most of the students, ranging from 41 to 54 percent, scored 3's in Existing Knowledge, Research, and/or Views, Analysis, and Conclusions, and half of the students scored 4's in Topic Selection.

### GSR 200 AY 2018–2019 Knowledge and Inquiry Data

	Topic Selection	%	Existing Knowledge, Research, and/or Views	%	Design Process	%	Analysis	%	Conclusions	%	Limitations and Implications	%
1's	2	2%	1	1%	16	15%	2	2%	3	3%	15	14%
2's	11	10%	21	20%	13	12%	12	11%	14	13%	23	21%
3's	40	37%	44	41%	57	53%	58	54%	47	44%	43	40%
4's	54	50%	41	38%	21	20%	35	33%	43	40%	26	24%
N	107	100%	107	100%	107	100%	107	100%	107	100%	107	100%
Mean	3.36		3.17		2.78		3.18		3.21		2.75	

### GSR 200 Knowledge and Inquiry Rubric Scores



## Ethics and Social Responsibility

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 2018–2019 Ethical Reasoning Data

This 200-course-level SLO had a higher percentage of students scoring 4’s, from 35 to 44 percent in each category except Application of Ethical Perspectives and Concepts, where more students scored 2’s (34 percent) than scored 3’s or 4’s. This SLO is therefore an area for additional instructional and course development. The

areas of greatest strength currently, with most scores clustering around 3 and 4, are Ethical Self Awareness, Understanding Different Ethical Perspectives and Concepts, Ethical Issue Recognition, and Evaluation of Different Ethical Perspectives and Concepts.

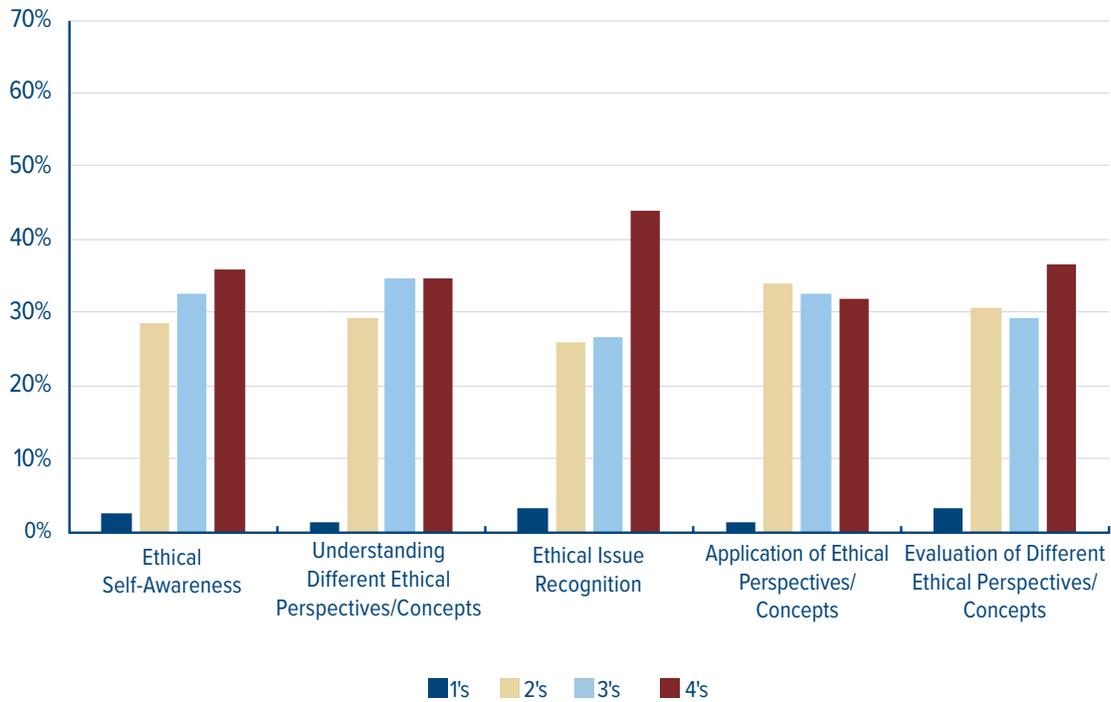
#### GSR 200 AY 2018–2019 Ethical Reasoning Data

	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	4	3%	2	1%	5	3%	2	1%	5	3%
2’s	43	29%	44	29%	39	26%	51	34%	46	31%
3’s	49	33%	52	35%	40	27%	49	33%	44	29%
4’s	54	36%	52	35%	66	44%	48	32%	55	37%
N	150	100%	150	100%	150	100%	150	100%	150	100%
Mean	3.02		3.03		3.11		2.95		2.99	

Dr. Sharon Pajka, an expert in children’s literature and deaf characters therein, leads a class discussion.



### GSR 200 Ethical Reasoning Rubric Scores



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 given by 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.

### III. ACADEMIC ENROLLMENT TRENDS

In addition to the data provided in this chapter, the “Fiscal Year 2020 Highlights” chapter also contains information regarding enrollment at the University. The “I. Overview of the Clerc Center” chapter contains enrollment data for the Kendall Demonstration Elementary School and for the Model Secondary School for the Deaf.

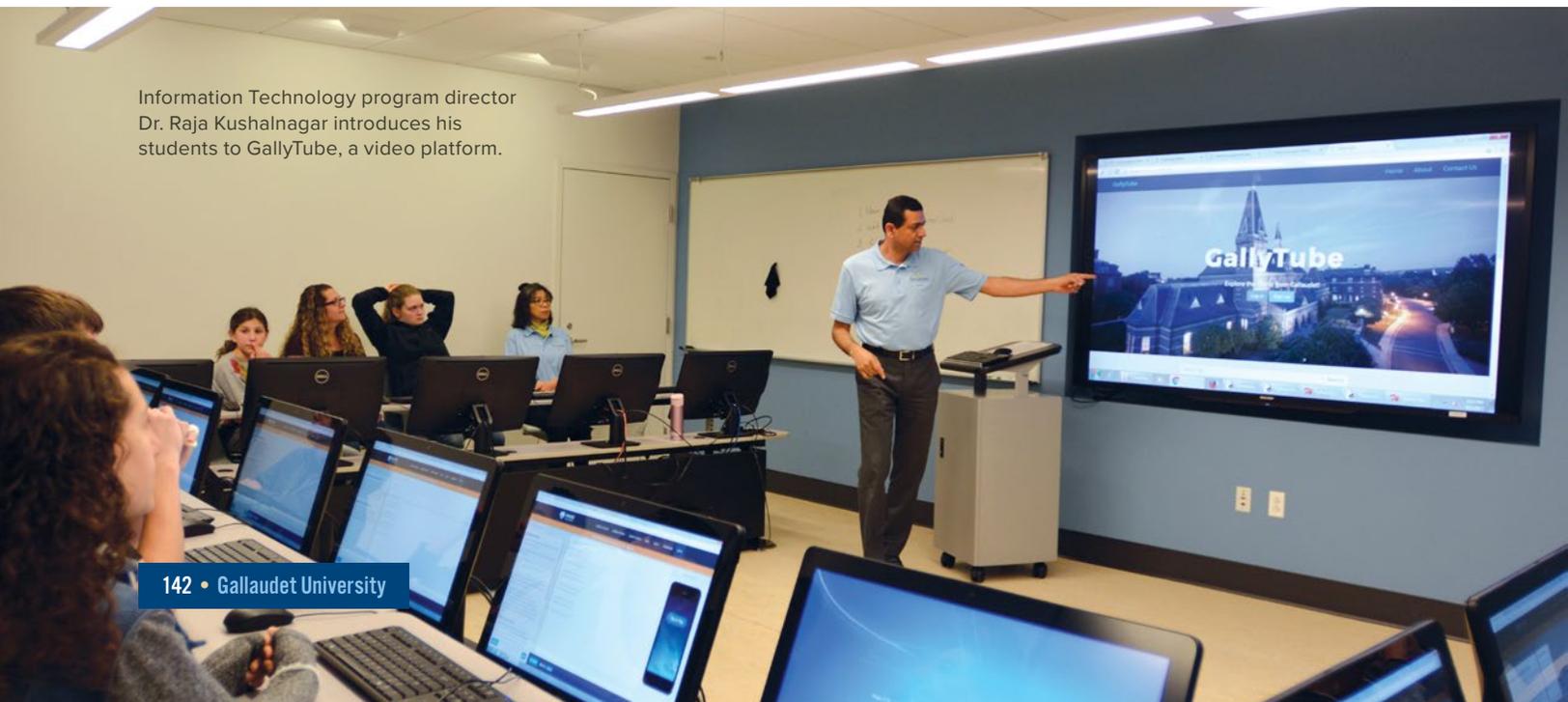
Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2014	2015	2016	2017	2018
Accounting	16	23	25	19	17
American Sign Language	5	12	17	10	10
Art and Media Design	23	17	19	21	30
Biology, B.A.	11	6	3	1	3
Biology, B.S.	16	9	12	15	15
Business Administration	40	33	32	38	42
Chemistry, B.A.	1	2	1	0	0
Chemistry, B.S.	1	3	5	5	7
Communication Studies	36	55	47	35	36
Deaf Studies	27	27	32	22	30
Education	23	26	20	12	18
English	14	13	12	20	17
Family and Child Studies	1	0	0	0	0
Government	18	25	24	30	25
Graphic Design	1	0	0	0	0
History	15	13	11	10	12
Information Technology	17	18	14	16	27
International Studies	26	22	24	24	20
Interpretation	39	36	46	59	52
Mathematics, B.A.	7	8	7	5	4
Mathematics, B.S.	1	5	8	6	8
Philosophy	4	3	1	0	2
Photography	1	0	0	0	0

	2014	2015	2016	2017	2018
Physical Education	6	2	0	0	0
Physical Education and Recreation	44	46	46	37	39
Psychology	35	42	40	37	39
Public Health	0	0	0	0	1
Recreation and Sports Program	3	0	0	0	0
Risk Management and Insurance	0	0	0	10	17
Self-directed major	3	0	2	4	1
Social Work	44	36	40	47	54
Sociology	11	7	5	5	5
Spanish	4	6	6	7	7
Theatre Arts	7	5	5	8	9
<b>Total plan enrollment<sup>1</sup></b>	<b>500</b>	<b>500</b>	<b>504</b>	<b>503</b>	<b>547</b>

<sup>1</sup>This is not a headcount; dual-degree enrollments are included, but students who have not yet declared a major are not included. Declared majors reflect total as of census date.

Information Technology program director Dr. Raja Kushalnagar introduces his students to GallyTube, a video platform.



### Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

Declared Minor	2014	2015	2016	2017	2018
Accounting	1	0	0	0	0
American Sign Language	2	1	1	0	5
Art	5	3	9	12	11
Athletic Coaching	26	20	14	13	14
Biology	3	4	2	1	3
Business Administration	1	7	2	1	3
Chemistry	4	2	1	2	4
Communication Studies	6	4	5	3	1
Dance	4	5	4	4	5
Deaf Studies	2	6	6	5	13
Economics and Finance	1	0	0	0	0
Education	0	0	1	2	4
English	10	8	6	3	8
Family and Child Studies	0	9	19	29	25
French	1	0	0	0	0
Government	3	2	1	2	1
History	1	0	0	2	1
Information Technology	8	6	4	3	2
Linguistics	8	11	16	18	15
Mathematics	3	3	2	2	0
Philosophy	2	1	0	0	0
Psychology	9	7	6	8	8
Public Health	0	0	0	0	3
Recreation and Sports Program	4	3	0	1	2
Risk Management and Insurance	0	0	0	1	2
Sociology	10	8	5	3	1
Spanish	5	5	9	8	8
Theatre Arts	2	5	5	3	2
<b>Total plan enrollment<sup>1</sup></b>	<b>121</b>	<b>120</b>	<b>118</b>	<b>126</b>	<b>141</b>

<sup>1</sup>This is not a headcount; dual-degree enrollments are included. Declared minors reflect total as of census date.

### Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Majors

Declared Major	2014	2015	2016	2017	2018
American Sign Language	0	0	0	0	1
Biology, B.S.	1	0	0	1	0
Business Administration	0	0	0	1	0
Communication Studies	1	1	2	3	3
Deaf Studies	3	6	7	2	5
Education	1	2	4	1	3
English	1	0	0	0	0
Government	1	1	2	2	0
International Studies	2	4	1	1	4
Interpretation	3	7	9	9	0
Mathematics	0	1	1	0	0
Philosophy	1	0	0	0	1
Physical Education and Recreation	0	0	0	2	0
Psychology	0	3	3	3	3
Self-directed major	0	0	0	2	0
Social Work	3	0	1	1	1
Sociology	2	0	0	0	1
Spanish	0	0	0	1	1
Undeclared	30	41	47	55	47
<b>Total majors declared<sup>1</sup></b>	<b>49</b>	<b>66</b>	<b>77</b>	<b>84</b>	<b>70</b>
<b>Total headcount<sup>2</sup></b>	<b>49</b>	<b>66</b>	<b>77</b>	<b>82</b>	<b>69</b>

<sup>1</sup>Dual-program enrollments are included. Declared majors and minors reflect totals as of census. Total majors declared could exceed headcount because some students have dual majors.

<sup>2</sup>Headcount includes students who have not yet declared a major.

### Fall Graduate Degree-Seeking Enrollment Trend by Degree Program and Discipline

Certificates	2014	2015	2016	2017	2018
ASL/Deaf Studies	2	2	0	0	3
ASL/English Bilingual Early Childhood Education	2	0	2	0	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	19	13	14	8	3
Deaf Students with Disabilities	4	0	1	3	6
<b>Certificates total</b>	<b>29</b>	<b>15</b>	<b>17</b>	<b>11</b>	<b>12</b>
Master's	2014	2015	2016	2017	2018
Counseling: Mental Health	12	9	9	10	15
Counseling: School	14	12	10	9	12
Deaf Education: Advanced Studies	3	6	3	4	8
Deaf Education: Special Programs	3	4	3	2	7
Deaf Studies	13	15	9	5	3
Education	21	22	20	19	22
International Development	10	13	14	16	19
Interpretation	20	22	18	25	24
Interpreting Research	1	4	2	1	2
Linguistics	19	13	11	16	19
Public Administration	40	44	50	50	37
Sign Language Education	35	35	33	39	30
Sign Language Teaching	1	1	0	0	0
Social Work	42	42	42	45	34
Speech-Language Pathology	33	32	29	31	32
<b>Master's total</b>	<b>267</b>	<b>274</b>	<b>253</b>	<b>272</b>	<b>264</b>

Specialists	2014	2015	2016	2017	2018
Deaf Education	3	2	3	3	4
School Psychology	17	16	17	17	15
<b>Specialists total</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>19</b>
Doctorates	2014	2015	2016	2017	2018
Audiology, Au.D.	45	44	43	43	37
Audiology, Ph.D.	2	1	1	1	1
Clinical Psychology	42	40	41	39	34
Critical Studies in the Education of Deaf Learners	12	14	12	10	9
Deaf Education	3	3	1	0	0
Educational Neuroscience	4	5	7	7	8
Hearing, Speech, and Language Sciences	8	7	7	5	6
Interpretation	33	35	33	28	24
Linguistics	8	9	9	13	10
<b>Doctorates total</b>	<b>157</b>	<b>158</b>	<b>154</b>	<b>146</b>	<b>129</b>
<b>Total program enrollment</b>	<b>473</b>	<b>465</b>	<b>444</b>	<b>449</b>	<b>418</b>
<b>Total headcount</b>	<b>443</b>	<b>444</b>	<b>426</b>	<b>437</b>	<b>411</b>

## IV. RESEARCH AND OUTREACH

In FY 2019, Gallaudet University was highly gratified to learn that its ongoing commitment to research benefitting deaf and hard of hearing people and all humanity around the world led to a higher research reclassification by the Carnegie Classification of Institutions of Higher Education. For the first time since the classification system was created in 1970, Gallaudet is now recognized as a research university in Carnegie's "Basic" category for "Doctoral Universities: High Research Activity (R2)."

The Carnegie Classification of Institutions of Higher Education was created by the Carnegie Commission on Higher Education as a framework for classifying U.S.

colleges and universities, primarily for educational and research purposes. Since being introduced in 1973, the classification has undergone seven periodic updates, including its most recent update in 2015. At that time, according to the 2015 Higher Education Research and Development (HERD) survey for research activities, Gallaudet reported conferring 18 doctoral degrees—two shy of the 20 doctoral-level degrees required for Carnegie's higher distinction—and 141 master's degrees. This earned Gallaudet the classification of "Master's Colleges and Universities: Medium Programs," which includes colleges and universities awarding between 100 and 200 master's degrees.

The HERD survey for FY 2017 showed that doctoral degrees awarded by Gallaudet had risen to 25, justifying the High Research Activity classification. Another important factor taken into consideration in Gallaudet's upgraded classification was the amount of funding earmarked for research and development. The latest HERD survey reported Gallaudet spent about \$7 million for research and development, surpassing the \$5 million minimum requirement and placing Gallaudet in consideration for "Very High Research Activity (R1)" classification. The R2 reclassification was determined by a formula that calculates the University's aggregate level of research and per capita research using expenditures and staffing divided by the number of full-time faculty.

Gallaudet's research in FY 2019 was guided by the directives of a new set of research priorities that were adopted in 2018 after three years of internal and external review. 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 and to benefiting humankind in general.

These outcomes are reflected in a wide array of academic disciplines. (Examples follow in the FY 2019 Research Overview and Research Activities sections.)

FY 2019 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 with faculty and staff at other universities, and cooperative agreements with domestic and international organizations. By enhancing 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.

## Introduction

The University demonstrated marked progress in FY 2019 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 strengthened the foundation of knowledge Gallaudet has built over the past 155 years and helped perpetuate its reputation as an esteemed center of academics and research to enlighten and empower others.

In FY 2019, Gallaudet continued to emphasize the training of a new generation of researchers by encouraging experienced faculty and staff researchers to serve as mentors to undergraduate and graduate students and by having students join with them on a multitude of studies. As a result, 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, interdisciplinary approach allows students to learn how to incorporate ideas and apply the knowledge they have gained in multiple 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 include the Center for Bilingual Teaching and Learning (see "*Short-Term Strategic Plan 2017–2020, Priority One: Define Gallaudet's Bilingual Mission*"), the Office of Sponsored Programs, 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, Deaf Health Communication and Quality of Life Center, and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center/Gallaudet University Museum.

Following up on its highly successful Research Expos of 2016 and 2017, Gallaudet celebrated its emphasis on research as a pillar of the University's mission by planning a third Expo—a two-part event that commenced in October 2018 and concluded during the

2019 spring semester. This Expo focused on research across disciplines, 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.

Also in FY 2019, a new issue of a University newsletter, *Research at Gallaudet*, shared the latest news regarding the interesting studies 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. The newsletter featured a report on a truly revolutionary speech-to-text app called Live Transcribe, developed by Google in partnership with Gallaudet University's Technology Access Program (TAP). It had received more than one million downloads in the Google Play Store as of March 18, 2019, just six weeks since its release for Android. Google has worked closely with TAP and Gallaudet's Information Technology program to receive user interface guidance. A heavy emphasis was placed on instant availability without complicated setup, visual indicators of the environment, and other features that mirror the conversational dynamics of deaf and hard of hearing people interacting with hearing people. TAP coordinated the trusted tester program for Google during the run-up to the launch. Testers were recruited by TAP and featured a mix of students, faculty, and staff, as well as members of both the deaf and hard of hearing communities off campus.

The FY 2019 *Research at Gallaudet* issue also ran an article on a Deaf Studies Conference held November 1–3, 2018. Hosted by the ASL and Deaf Studies Department, it brought together experts in the field from Gallaudet and around the world to lead workshops, give presentations, and engage in other collaborative activities. According to Dr. Arlene B. Kelly, ASL and Deaf Studies professor and chair, "Attendees expressed a lot of gratitude for this conference, a first since 1997. I even had some reflective takeaways from the conference. There's so much research that needs to be conducted to make significant transformations in the world."

A third article that deserves mention introduced a new, integrated research and grants management tool, the Cayuse Research Suite, which allows the University to manage its expanding research and grants portfolio. The Cayuse Research Suite supports the Office of Sponsored Programs with proposal development and electronic submission to grants.gov, the main U.S. federal government resource for finding and applying for federal government grants. It also assists with internal grant proposal submission and supports the Institutional Research Board with application submission, protocol review, and meeting administration. Additionally, the Cayuse system integrates with the Collaborative Institutional Training Initiative to track human subjects and conflict-of-interest training and scores.

## FY 2019 Overview

Through grant writing and new and ongoing studies, research flourished in FY 2019 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 2019, continuing to cultivate international partnerships that benefit Gallaudet students and the worldwide deaf community. It also continued to 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 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, Priority Research Funds (PRFs) are awarded each year to assist faculty and staff with expenses associated with getting their studies underway. These awards are made with the understanding that faculty and staff will obtain external

funding to expand and sustain work in their chosen area when the start-up funding expires.

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 with durations of a year or less. Proposals are accepted for studies on any topic of academic significance using any accepted research method. In FY 2019, SRGs went to 26 undergraduate and graduate students. Details on all of the funded studies can be seen under the various academic departments in this chapter and by searching the "Research & Scholarly Achievement at Gallaudet" database at <https://ragu.novawebdevelopment.net/resources/ragu/>.

The Office of Sponsored Programs' reports on research proposals and awards from external sponsors, as well as reports on a comprehensive array of outreach programs and services to Gallaudet's many national and international constituencies, can be found in this section.

The Research section contains profiles on active research projects and individual faculty and staff members' scholarly achievements, including

publications and presentations, both research-based and otherwise.

A table showing the projects conducted by faculty, staff, students, and collaborators on each of the University's research priority areas can be found in this section. There is also an overview of student engagement in research, highlighting doctoral dissertations, the most notable of student achievements. Finally, profiles are provided for each research and demonstration project, as well as citations for each reported scholarly product, 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," which can be found at <https://ragu.novawebdevelopment.net/resources/ragu/>. The database can be searched by department, individual, research priority, and 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.

Information about the research activity of the Laurent Clerc National Deaf Education Center can be found in a later chapter.

## V. GALLAUDET RESEARCH PRIORITIES

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 to educate and empower deaf and hard of hearing people.

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. Providing a foundation for the research efforts of the University and the Clerc Center, these priorities will ultimately benefit deaf and hard of hearing populations and all of humanity.

The five priorities are:

**Priority #1: Education.** The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of d/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.

**Priority #2: Diversity.** Diversity within and between d/Deaf, hard of hearing, and DeafBlind communities,

including underserved populations, as represented through the arts, humanities, and allied fields; demographic studies; and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

**Priority #3: Accessibility.** Accessibility for d/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.

**Priority #4: Deaf Experience.** The subjective experience of living as a d/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, and history and philosophy, among others.

**Priority #5: Language and Cognition.** The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in d/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.

### Research Projects Organized by Research Priorities

*Priority numbers in this table correspond to priorities earlier in this section.*

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Misfits and Allies: The portrayal of Goth in <i>My Summer as a Goth</i> (2018)	●	●			
Poe and Shockoe Hill Cemetery	●				
The impact of bullying and victimization among deaf students in residential schools and distressful behaviors of deaf students	●		●	●	
The Making of a Taphophile: One student at a time	●				
A Comparison Study of: Measured Attenuation Using Different Hearing Protective Devices			●		●
Address practices of deaf undergraduate students and deaf faculty: A study of language use, identity, and community	●				●
Advancing students' science literacy	●				
Analysis of Eye Gazes and Attention Management in a Preschool Class	●				
ASL Discourse Structure of Personal Experience Narratives		●			●
ASL Translational Strategies for Setting-Specific Demands	●	●	●		●
Assessing the assessment: Reliability and fairness in the Teacher Work Sample	●				
Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication			●		
Auditory Cortical Deactivation in American Sign Language Users During Word Production	●				●
Bilingual ASL/English storybook apps for children	●		●	●	●
Bismuth Telluride and Molybdenum Disulfide Nanomaterials	●	●			
BRIDGES—Bias Reduction Intervention: Deaf Gain in Employment Settings	●	●	●	●	
CAEP PILOT CASE STUDY: The impact of the success of Gallaudet University Teacher candidates on Pre-K–12 student achievement	●				
Capstone Honors	●	●	●	●	●
Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students					●
Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants	●	●	●	●	
Comprehension of text in ASL: Impact of linguistic complexity	●				

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Computational Investigation of Ataxia Disease-Causing Mutations	●				
Computer Simulations to Understand Disease Mechanisms	●				
Cultural Adaption of the Childhood Trauma Questionnaire for Deaf, Hard of Hearing, and DeafBlind People	●	●		●	
Current practice of psychological assessment of deaf and hard of hearing clients: A focus group study			●	●	
Deaf Acculturative Stress Inventory (DASI): Development and Validation of an Acculturative Stress Inventory for Deaf Adults				●	
Deaf Employees' Perspectives on Effective Interpreting in the Workplace					●
Deaf Health Literacy: Usability and Navigability of Health and Wellness Apps			●		
Deaf NYC	●			●	
Designing Serious Games for Chemistry	●			●	
Development, Adaptation, and Norming of ASL Proficiency Test Assessment Tool	●				●
Developmental Neuroplasticity and Timing of First Language Exposure in Infants	●				●
Disability Orientation and Regulatory Focus in the Assistive Technology Context: A Study of Deaf and Hard-of-Hearing Consumers			●	●	
Does Absent Vestibular Function Mitigate Virtual Reality Simulator Sickness?	●				
Does an Interpreter's Gender Affect How Face Threatening Acts are Conveyed?					●
Dyadic Parent-Child Interaction Coding System, 4th edition: Interrater reliability with live coding versus video coding				●	
Efficacy of Parent-Child Interaction Therapy with Deaf/Hard-of-Hearing Children and Families			●	●	●
EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes	●				
EL2: ASL assessment toolkit	●				●
EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)	●		●		
EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants	●		●		●
EL2: Visual Communication and Sign Language Checklist: Online	●				
EL2: VL2 national research volunteer program			●	●	
EL2: VL2 shared data resource			●	●	
Electrophysiological Differences in Autism Spectrum Disorder					●
Emerging themes in the study of young Deaf adults				●	
ERPs and Syntactic Processing: Investigating hearing Aid Efficacy in Restoring Auditory Access to Hard-of-Hearing Adults					●
Examining the acoustic prosodic features of ASL to English interpreting					●
Expanding the deaf patient narrative: Exploring the experiences of a group of deaf Asian Pacific Islander patients from the Bay		●		●	
Experiences of LGBTQIA-Identified Faculty in Biology Classrooms	●				
Exploring Language Exposure's Relationship to Neurobiological Linguistic Outcomes in d/Deaf Infants		●			●
Exploring the Experiences of Deaf Student Athletes at a Deaf University	●			●	
Eyth 3D: A Deaf Folktale Transformed for the 21st Century	●		●	●	

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Facing and Overcoming Academic Challenges: Perspectives from Deaf Latino/a First Generation College Students		●		●	
Foundations of Learning from Signing Avatars	●		●		●
Help-Seeking Behavioral Among Deaf and Hard of Hearing Individuals		●	●	●	
HINTS-ASL: Deaf Signers' Experience with Seeking Health Information			●		
Image processing for NASA applications	●				
Impact of Language Experience on Early Numerical Cognition	●			●	●
Impact of Parent Openness to and Style of Communication on Emotion				●	●
Incorporating Original Research into Undergraduate Chemistry Curriculum	●			●	
Interactive learning environment for optimizing technology use	●	●	●		
Interpreters' Use of the Added Fillers 'um' and 'uh' when Interpreting from American Sign Language into English			●		
Interpreting for Deaf professionals: Linguistic comparison of a novice and expert ASL-to-English interpretation			●		
Interrelationships among knowledge, belief, and confidence and the effectiveness of an educational safety program designed to decrease risks of pedestrians and bicyclists in Florida	●		●		
Investigating the Effects of Mouthing and Hand Placement on Fingerspelling Accuracy in Deaf Adults			●		●
Investigations of the effect of catalyst loading on cross-metathesis reaction	●		●		
L2 Acquisition of ASL in M1 and M2 Contexts.					●
Language Attitudes about Interpreters					●
Language Emergence, Evolution, and Acquisition					●
Letter or Spirit of the Law: An Institutional Ethnography of Effective Communication Access in U.S. Hospitals			●		
Lost in Translation: The Foundational Culture of the Values in the ASL-English Interpreting Field in the United States				●	
Making Sense of Mattering: A Phenomenological Study of Black Deaf College Students and Academic Success	●	●		●	
Media Objectification and Implicit Gender Bias	●				
Merging Deaf Talent with 21st Century Digital Skill Sets: Scaling a solution to technological employability and literacy for deaf, hard of hearing, and deaf people with additional disabilities	●	●	●	●	●
ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience	●		●		●
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	●		●		
ML2: Object Oriented Hand Classifier Recognition with LEAP and Unity		●	●		●
ML2: US-Russian Literacy for Deaf Children	●	●	●		
Modeling Ion Permeation in Wild-Type and Mutant Human $\alpha 7$ nAChR Ion Channels	●				
MTS Test Scores and Communication Self-Evaluation in Spoken Language Environments of Deaf Adult Hearing Aid Users			●		●
Neural Bases of Tactile and Visual Language Processing	●				●
Neural Correlates of Biological Motion Perception in Sign Language Users				●	●
Neural Correlates of Observing and Producing Sign Language	●			●	●

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach	●			●	●
Neurobiological Correlates of Phonological Awareness and Reading Outcomes	●				●
New Signers: Acculturation and Coping	●	●	●	●	
Overcoming barriers to STEM success for deaf undergraduates	●				
Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials					
Partnerships for material research (PREM)	●			●	
Patterns of listening effort in individuals with hearing loss vs individuals with simulated hearing loss: a comparative study					●
Perceptual Narrowing in Deaf Infants	●		●		●
Ph.D. in Sign Language Studies at Gallaudet University: A Feasibility Study	●				●
Philadelphia signs		●		●	●
Phonotactic Constraints in ASL					●
Predictors of Interpersonal Suicide Risk in Deaf and Hard-Of-Hearing Groups		●		●	
Priority Research Fund			●		
Project D1: Development of a model for a consumer-centric, technology-focused train-the-trainer program			●		
Project D2: Context-sensitive assessment of real-world listening situations via integrated smartphones and hearing aids	●		●		
Project D3: Interactive learning environment for optimizing technology use	●		●		
Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology	●		●		
Project R2: User-driven customization of cochlear implant programming	●		●		
Project R3: Validation of hearing aid fitting for infants and toddlers	●		●		
PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research				●	
ProTactile Romeo and Juliet: Theater by/for the DeafBlind		●		●	●
Representation of deaf characters in television watched by adolescents and young adults				●	
REU Accessible Information and Communications Technologies			●		●
Semantic Congruity Effects in Non-native ASL Interpreters with Signed Sentences: An ERP Study					●
Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study	●				●
Sign Language Annotation, Archiving and Sharing (SLAASH)	●	●	●	●	●
Signing Avatars & Immersive Learning (SAIL)	●	●	●		●
Signing Avatars & Immersive Learning (SAIL): Development and Testing of a Novel Embodied Learning Environment	●		●	●	●
Small Research Grants		●	●		
Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment			●		●
Spatial Navigation Abilities in Deaf Population	●		●		
Standards work and technical assistance	●		●		

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Student Reflections: Making Assessment Engaging, Thoughtful, and Meaningful	●				●
Synthesis of bismuth telluride nanomaterials	●	●			
Targeting America's Defectives: The Exclusion of Deaf People from State Sterilization Programs				●	
Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing				●	
The Deaf Acculturative Stress Inventory: Development and Validation of an Acculturative Stress Inventory for Deaf Adults		●		●	
The Deaf Acculturative Stress Inventory: Development and Validation of an Acculturative Stress Inventory for Deaf Adults		●		●	
The Effect of Hearing Protection on Postural Stability			●		
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	●	●	●	●	●
The Ethical Impact of Communication Technology and Social Media on Social Work Practice in the Deaf Community		●	●	●	
The impact of language experience on the neural activations of arithmetical processing	●	●		●	●
The impact of language modality on number sense and arithmetic processing	●			●	●
The impact of using a bilingual approach in writing instruction on the writing performance of deaf students	●			●	●
The Influence of Language on Cognitive Development				●	
The Institutionalization of Translation and Interpreters in Colonial Vietnam, 1862-1945					●
The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	●	●	●	●	●
The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	●	●	●	●	●
The relationship between sign language experience and mental rotation abilities	●	●			●
The Role of Auditory Experience in the Neurobiological Systems for Effortful Listening			●	●	●
The semantics of space in Sign and Gesture	●			●	●
The Therapeutic Power of Play: Play Therapy Training Experiences of Mental Health Professionals with Deaf Clients				●	
TL2: Benefits and Risks Assessment	●				
TL2: Efficacy Study: Measuring the efficacy of the Storybook Apps in Facilitating Vocabulary Development			●		
TL2: Ethical practices website		●			
TL2: Family Information Package	●				●
TL2: Signwise for Kids	●		●		
TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps	●				
TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials	●				
Transitioning and Thriving: Cross-cultural Pathways of Resilience in Deaf Youth	●	●	●	●	

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Transitioning from high school to college: Student perceptions of preparation	●			●	
Translation and Interpretation Studies Special Edited Issue					●
Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)			●	●	
Use of Address Terms in American Sign Language: An Examination of Deaf Students and Faculty in Higher Education					●
Using L2/Ln Sign Language to Teach Sign Language Interpreters					●
Vicarious Trauma in Interpreters			●		
Vocal Emotional Detection in Cochlear Implant Users					●
You'll Know It When You See It: Gender, Sex, and the Porn Industry	●				
<b>Totals: 156 projects reported</b>	<b>85</b>	<b>36</b>	<b>60</b>	<b>56</b>	<b>66</b>

## 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 people and of deaf and hard of hearing students is essential to many topics that support Gallaudet's mission. Young minds frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

Students are major contributors to the vitality of campus research 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.

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 and Translation'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.

Of the 155 research projects reported herein, 118 graduate and undergraduate students were involved in 71 projects. In FY 2019, there were 36 small research grants awarded to students conducting their own research or working with faculty members. The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2019, 11 students completed their doctoral studies (shown below).

Allen, A. (2019). *Factors that influence psychological well-being in hard of hearing individuals* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Andriola, D. L. (2019). *The neurobiological correlates of phonological awareness and reading outcomes in deaf children* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Cole, J. (2019). *Storied Realities: An Examination of the Lived Experiences of Deaf Translators* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Halley, M. (2018). *Interpreting Dissent: Narratives about American Sign Language-English Interpreting for the*

*Deaf President Now Protest* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Harrelson, P. B. (2019). *Deaf employees' perspectives on effective American Sign Language-English interpreting in the workplace: an investigation using the critical incident technique* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Pietz, T. A. (2019). *Comparison of face-to-face and videophone communication modalities for delivering anxiety and stress psychoeducation to deaf individuals in a university counseling center* (Doctoral Dissertation). Gallaudet University, Washington, D.C.

Shaffer, L. R. (2018). *In-Between: The Social Organization of American Sign Language-English Interpreters in the Medical Context* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Wafa, T. T. (2019). *A new paradigm in assessing postural stability* (Doctoral dissertation). Gallaudet University, Washington, D.C.

White, B. E. (2019). *The role of auditory experience in the neurocognitive systems for everyday and effortful listening* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Wilkins, A. (2019). *Current practice of psychological assessment of deaf and hard of hearing clients: Results of a focus group study*. (Unpublished doctoral dissertation). Gallaudet University, Washington, D.C.

Zimmerman, H.G. (2019). *Transitioning and thriving: Cross-cultural pathways of resilience in deaf youth* (Doctoral dissertation). Gallaudet University, Washington, D.C.

The third annual Gallaudet University Expo was designed around the theme, "The Value of Interdisciplinary Research." For the first time, it was expanded to two days, focusing greater attention on the critical need to offer opportunities for student researchers to gain knowledge and expertise by partnering with seasoned faculty and staff researchers at the University.

The first part of the Expo, held October 31, 2018, featured presentations by undergraduate and graduate

students on research proposals they developed with faculty advisors. A keynote address was delivered by Dr. Randall Amster, faculty coordinator for the Core Pathways Initiative at Georgetown University, an innovative project that engages the campus community to experiment with new ways to deliver exemplary higher education in an ever-changing world. The Expo also featured a presentation on Gallaudet's Creativity Way by Dr. Benjamin Bahan, co-leader of the academic program for this exciting project. Creativity Way will play a key role in producing transdisciplinary knowledge in Gallaudet's future, and perpetuates the University's commitment to being a major global hub for research and outreach that benefits people who are deaf and hard of hearing and all humanity.

Building on the momentum generated during the morning session, Gallaudet President Roberta Cordano and Provost Carol J. Erting hosted afternoon roundtable discussions involving approximately 100 faculty, students, and staff. The discussions focused on interdisciplinary approaches to the complex challenges Gallaudet faces to ensure that all children who are deaf and hard of hearing have access to early language acquisition from birth to age 5, and that Gallaudet students have access to an interdisciplinary curriculum delivered using ASL/English bilingual pedagogy and digital adaptive courseware.

The second part of the Expo was a poster session held April 4, 2019, featured 23 high-quality poster presentations from students representing a wide variety of disciplines. They were joined by their faculty advisors.

Another example of students actively involved in research comes from the Department of Interpretation and Translation (DoIT), which continued to make notable strides in encouraging students to be involved in research. A large body of original scholarship generated in FY 2019 was from seven individuals who graduated with a Ph.D. from DoIT: LeWana Clark, Stephen Fitzmaurice, Keith Gamache, Mark Halley, Annette Miner, Laurie Shaffer, and Naomi Sheneman. Their research topics included an examination of speaker identification by interpreters in legal settings, a study of policies surrounding K-12 interpreters, fingerspelling development and production by students, interpreter activists in the DPN protest, situated learning

in interpreter education, an ethnographic study of healthcare interpreting, and the role of extra-linguistic knowledge in interpreting. In addition, after a year and a half of work, students in the M.A. in Interpretation (MAI) Program presented their original research findings on a variety of topics in interpreting and translation studies and pedagogy at DoIT's Annual MAI Research Forum. From the B.A. program, 23 DoIT seniors presented the findings of their small-scale research projects during the annual BAI Research Poster Presentations

It is also notable that FY 2019 marked the ninth year that Gallaudet's Science, Technology, and Math (STM) Department has hosted a summer internship program in the science, technology, engineering, and mathematics fields. Over the years, most of the students who have participated in the summer program have come from outside Gallaudet; many are from mainstream colleges, and they leave with very positive impressions of science at Gallaudet. The acceptance process is highly competitive—only about 50 percent of the applicants have been accepted to the program. This summer, interns worked on the following projects:

- Accessible Communication and Information Technology. Interns developed and evaluated accessible solutions for communication and technology, such as captioned and video phones, closed captions and interpreting for internet television, and accessibility in augmented or virtual reality settings.
- Aquatic Ecology. Interns investigated changes in nutrient dynamics and algal and bacterial biodiversity as a result of the new Anacostia River tunnel.
- Nanotechnology and Organic Chemistry (only for Gallaudet students). Interns worked at Gallaudet University, Howard University, Harvard University, and the Massachusetts Institute of Technology

to synthesize and characterize nanomaterials from molybdenum disulfide (MoS<sub>2</sub>) and bismuth telluride (Bi<sub>2</sub>Te<sub>3</sub>).

- Bioinformatics. Interns used programming and bioinformatics tools to analyze foreign genes in microbial genomes from the Human Microbiome project. The goal of this project was to understand the purpose and function of these genes in bacterial genomes.
- Drug Design. Interns learned to design, synthesize, isolate, and characterize new drug molecules using rational and structure-based approaches. They gained hands-on experience by using organic synthesis laboratory tools and learned to interpret experimental data from an array of analytical instruments.

Finally, Gallaudet is proud to announce that Emily Kubicek, a student in the Ph.D. in Educational Neuroscience Program, was selected to participate in the Society for Neuroscience's 2019 Early Career Policy Ambassadors Program (ECPA). The one-year program allowed Kubicek and other early career scientists to interact with leading neuroscience advocates, meet policymakers, gain necessary skills to advocate for science, and encourage those in their personal networks to join the conversation. Kubicek works in the Visual Learning and Visual Language (VL2) Action and Brain Lab, where she uses electroencephalography to investigate the neural underpinnings of spatial cognition in signers and non-signers. Specifically, her research explores how sign language experience may impact performance on mental rotation tasks. Kubicek is passionate about diversity in STEM and hopes her work both in and out of the lab will aid in creating a more accessible environment for all underrepresented groups in science.

## VII. RESEARCH AND SCHOLARLY ACTIVITIES BY RESEARCH CENTER

The research and scholarly activity sections list the FY 2019 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

## 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 national resource on early brain development underlying language, reading, bilingualism, and sign language processing. BL2 is a member of the NSF Science of Learning Center on Visual Language and Visual Learning (VL2). The team studies language and bilingualism as well as 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, from parents and teachers to 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 who are 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 Ph.D. in Educational Neuroscience (PEN) program—the site where all PEN students receive their

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.

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). Remarkably, fNIRS is made available to undergraduate and graduate student training, leading to new career and postgraduate study opportunities. The lab also houses an advanced Thermal IR Imaging system to study higher cognitive functions involving emotional arousal and attention in learning; 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, a cognitive neurogenetic analysis studio, experimental and observation chambers, a state-of-the-art Tobii Eye-Tracking studio, a library, student research brain/behavioral analysis work stations, and more.

BL2 provides laboratory tours and presentations of our research to visitors of Gallaudet University and VL2. This year (October 1, 2016–September 30, 2017), more than 200 people have visited the laboratory from more than 9 countries. BL2 has undergraduates, graduate students, and doctoral students from multiple programs and departments across the University (e.g., psychology, interpretation, education, linguistics, hearing speech & language sciences). In particular, it has 5 doctoral students from the Ph.D. in Educational Neuroscience (PEN) 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 BL2 scientific director

## 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 negatively impacts 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. Rather than neural plasticity, findings suggest that aspects of left hemisphere language tissue thought to be “auditory” are not; they are 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)

### **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? No studies exist for these questions; 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. 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 insight into what age young deaf children are best exposed to sign languages so 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)
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- **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**

- W.M. Keck Foundation
- Gallaudet funding

### **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, the Robot AVatar Thermal-Enhanced learning tool (RAVE). RAVE 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 the 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. It is also 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)
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- **Brawer, Jake** • Social Robotics Lab, Yale University
- **Gallagher, Grady** (Student) • Brain and Language Laboratory (BL2)
- **Gilani, Setareh Nasihati** • USC Institute for Creative Technologies, Playa Vista, Calif.

- **Kaplan, Brittany** (Student) • Brain and Language Laboratory (BL2) – *Educational Neuroscience (PEN)*
- **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, Crystal** (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, Calif.
- **Sortino, Rachel** (Student) • Brain and Language Laboratory (BL2)
- **Stone, Adam** (Student) • Education
- **Traum, David** • USC Institute for Creative Technologies, Playa Vista, Calif.
- **Tsui, Katherine** • Social Robotics Lab, Yale University
- **Walker, Zoey** (Student) • Brain and Language Laboratory (BL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### Funding sources

- National Science Foundation (NSF) - INSPIRE (Integrated NSF Support Promoting Interdisciplinary Research and Education)
- National Science Foundation (NSF)

#### The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development

**Status:** Ongoing

**Start date:** October 2015

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To overcome the 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. It is also 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)
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- **Kaplan, Brittany** (Student) • Brain and Language Laboratory (BL2)
- **Kartheiser, Geo** (Student) • Brain and Language Laboratory (BL2)

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- **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, Calif.
- **Sortino, Rachel** (Student) • Brain and Language Laboratory (BL2)
- **Stone, Adam** (Student) • Education
- **Traum, David** • USC Institute for Creative Technologies, Playa Vista, Calif.
- **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

#### Products

Nasihati Gilani, S., Traum, D., Sortino, R., Gallagher, G., Aaron-Lozano, K., Padilla, C., Shapiro, A., Lamberton, J., & Petitto, L.A. (2019). "Can a signing virtual human engage a baby's attention?" *Publication of the Association for Computing Machinery Intelligent Virtual Agents (IVA)*. ISBN 978-1-4503-6672-4/19/07. <https://doi.org/10.1145/3308532.3329463>

Nasihati Gilani, S., Traum, D., Sortino, R., Gallagher, G., Aaron-Lozano, K., Padilla, C., Shapiro, A., Lamberton, J., & Petitto, L.A. (2019). "Can a virtual human facilitate language learning in a young baby?" *Proceedings of the 18th International Conference on Autonomous Agents and Multiagent Systems (AAMAS)*.

Nasihati Gilani, S., Traum, D., Merla, A., Hee, E., Walker, Z., Manini, B., Gallagher, G., & Petitto, L.A. (2018). *Multimodal dialogue management for multiparty*

*interaction with infants*. In peer-reviewed publication of the 20th Association for Computing Machinery International Conference on Multimodal Interaction. ISBN 978-1-4503-5692-3/18/10. doi: <https://doi.org/10.1145/3242969.3243029>

Nasihati Gilani, S., Traum, D., Merla, A., Hee, E., Walker, Z., Manini, B., Gallagher, G., & Petitto, L.A. (2018, October). *Multimodal dialogue management for multiparty interaction with infants*. Paper presented at 20th Association for Computing Machinery/ACM International Conference on Multimodal Interaction, Boulder, Colo.

Nasihati Gilani, S., Traum, D., Sortino, R., Gallagher, G., Aaron-Lozano, K., Padilla, C., Shapiro, A., Lamberton, J., & Petitto, L.A. (2019, July). *Can a signing virtual human engage a baby's attention?* Paper presented at the Association for Computing Machinery Intelligent Virtual Agents (IVA), Paris, France.

Nasihati Gilani, S., Traum, D., Sortino, R., Gallagher, G., Aaron-Lozano, K., Padilla, C., Shapiro, A., Lamberton, J., & Petitto, L.A. (2019, May). *Can a virtual human facilitate language learning in a young baby?* Poster, International Foundation Conference on Autonomous Agents and Multiagent Systems, Montreal, Quebec, Canada.

Petitto, L.A., Sortino, R., Aaron-Lozano, K., Gallagher, G., Nasihati Gilani, S., Traum, D., Merla, A., Filippini, C., & Padilla, C. (2019, March). *Hearing Babies Respond to Language's Patterning and Socially-Contingent Interactions with a Signing Avatar: Insights into Human Language Acquisition*. Poster, 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Md.

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. (2018). "Teaching language to deaf infant with a robot and a virtual human." *Proceeding of the 2018 CHI Conference on Human Factors in Computing Systems* pp.553; 1–553:13. New York, N.Y., USA: ACM. ISBN 123-4567-24-567/08/06. doi: [http://dx.doi.org/10.475/123\\_4](http://dx.doi.org/10.475/123_4)

## Deaf Health Communication and Quality of Life Center

The lab's mission is to do research that links accessibility to health outcomes among deaf and hard of hearing 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

#### HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

**Status:** Ongoing

**Start date:** August 2015

**End date:** December 2019

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, Holcomb, J, & Sadler, G.R. (2019). Genetic testing and eHealth usage among Deaf women. *Journal of Genetic Counseling*, 00: 1–7. <https://doi.org/10.1002/jgc4.1134>

Miller, C. A., Biskupiak, A., & Kushalnagar, P. (2019). Deaf LGBTQ patients' disclosure of sexual orientation and gender identity to health care providers. *Psychology of*

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

*Sexual Orientation and Gender Diversity*, 62(2), 194–203. doi: 10.1037/sgd0000319

Spellun, A. H., Moreland, C. J., & Kushalnagar, P. (2019). Young deaf adults' knowledge of human papillomavirus and human papillomavirus vaccine's effectiveness in preventing cervical, anal, penile, and oral cancer. *Journal of Pediatric and Adolescent Gynecology*. 32(3), 293–299. doi: 10.1016/j.jpag.2018.11.013

#### 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 presents serious language barriers to deaf and hard of hearing patients who use American Sign Language (ASL). The availability of patient-reported outcome measures in ASL and English that are 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 deaf and hard of hearing population. The research plan builds on Dr. Kushalnagar's prior research on communication and quality-of-life outcomes with the deaf and hard of hearing population. Communication-related fatigue is relevant to healthcare outcomes.

#### Principal investigators

- Kushalnagar, Poorna • Psychology

## Funding sources

- National Institutes of Health (NIH)

## Products

Kushalnagar, P., Palundeviciene, R., & Kushalnagar, R. (2019). Video remote interpreting technology in health care: Cross-sectional study of deaf patients'

experiences. *JMIR Rehabilitation and Assistive Technologies*, 6(1): e13233. doi: 10.2196/13233

Miller, C.A., Biskupiak, A., & Kushalnagar, P. (2019). Deaf LGBTQ patients' disclosure of sexual orientation and gender identity to health care providers. *Psychology of Sexual Orientation and Gender Diversity*, 62(2), 194–203.

# 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 U.S. 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 from 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, all of whom are removed from the firsthand experiences deaf and hard of hearing consumers. The technologies that are needed for the kind of paradigm shift in which deaf and hard of hearing consumers can be in charge of their communication needs have begun to emerge in recent years. As a result, people and devices have become increasingly interconnected. With respect to hearing loss, many rehabilitation and training activities that formerly could only take place 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 in which they 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 2020

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 policymakers 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 who 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 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 healthcare needs, particularly those 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

Kozma-Spytek, L., & Lennon, V. (2019). *Revised N-CHAT online course for the consumer train-the-trainer program on technology*. <https://www.hearingloss.org/programs-events/n-chatt/>.

Vogler, C. & Kozma-Spytek, L. (2019, May 19). *Technology Access*. Presentation given to the HLAA DC chapter, Washington, D.C.

Vogler, C. (2018, December). *Updates on Direct Engagement with Real-Time Text*. Presentation given to MN Government IT Symposium, Minneapolis, Minn.

Vogler, C. (2018, October 2). *PSAP Education Panelist on Real-Time Text*. FCC, Washington, D.C. <https://www.fcc.gov/news-events/events/2018/10/public-safety-answering-points-psaps-education-day-real-time-text>

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), Cerebral Palsy and Deaf Organization (CPADO), American Association of the Deaf-Blind (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), Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (DHH-RERC), Rehabilitation Engineering Research Center on Universal Interface & Information Technology Access (IT-RERC) (2018). Comments on IP-CTS eligibility. FCC, Dockets 13–24 and 03–123: FCC ECFS, September 17, 2018.

Telecommunications for Deaf and Hard of Hearing, Inc. (TDI), National Association of the Deaf (NAD), American Association of the DeafBlind (AADB), Deaf Seniors of America (DSA), Cerebral Palsy and Deaf Organization (CPADO), Registry of Interpreters for the Deaf, Inc. (RID), Gallaudet University Alumni Association (GUAA), Hearing Loss Association of America (HLAA), American Deafness and Rehabilitation Association (ADARA), Northern Virginia Resource Center for Deaf and Hard of Hearing Persons (NVRC), Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing at Gallaudet University (DHH-RERC) (2019). EX PARTE FILING – VRS Access Technology Reference Platform and RUE Profile. FCC Dockets 10–51 and 03–123: FCC ECFS, March 22, 2019.

### **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 2020

In order to improve hearing aid outcomes, it is critical to understand listeners' perceptions of 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 TAP context information in natural environments using mobile phones. AudioACE will be

developed for this project, which builds on the previous system by adding capabilities to respond to changes in listening context and intelligently recording 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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

### **Project D3: Interactive learning environment for optimizing technology use**

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 2020

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: 1) acoustic factors that affect hearing/sound processing; and 2) 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 the 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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

### **Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology**

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 2020

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 percent reported non-financial 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, comprising 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 to greatly extend 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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

## Products

Bernstein, C., Brewer, D., & Lennon, V. (2019). *New Training Video for KTH Speech Tracking Software*. <http://www.deafhhtech.org/lerc/products/kth/video/>

Bernstein, C., Brewer, D., & Lennon, V. (2019) *Clinician Directed Auditory Training with KTH Speech Tracking Software*. Webpage that enables free digital access to auditory training software, an instructional video, and training materials for clinicians to use with adults with hearing loss. <http://www.deafhhtech.org/lerc/products/kth/>

Bernstein, C., Brewer, D., Bosworth, C., Gottschalk, K., Olson, A., Seward, K., Stillitano, G., & Sydlowski, S. (2018, September 23–25). *Telehealth Delivery of Aural Rehabilitation: A Clinical Trial for Adult Cochlear Implant Users*. Poster presented at the Academy of Rehabilitative Audiology Institute, Pittsburgh, Pa.

Woodruff, T., Bernstein, C., & Cienkowski, K. (2018, March 18–20). *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 (EHDI) Meeting, Denver, Colo.

## Project R2: User-driven customization of cochlear implant programming

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 2020

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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

### **Project R3: Validation of hearing aid fitting for infants and toddlers**

**Status:** Ongoing

**Start date:** October 2015

**End date:** September 2020

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, as 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 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. 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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

#### **Standards work and technical assistance**

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 2020

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; and 4) Other technical standards activity, including real-time text policy and standardization: ATIS IMSESINet 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, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

## 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: SDDC conducts research on deaf-specific topics through a variety of methods; 2) Documentation: SDDC engages in the creation of film, photographs, and narrative writing; 3) Dissemination: SDDC organizes and hosts film screenings, lectures, and discussions in public and classroom settings, develops exhibitions, publishes articles, and produces multimedia website

## 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

presentations and online bilingual (ASL/English) publications; and 4) Education: SDDC trains students in the documentary process, including concept development and technical skills in film, photo, and 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 bring 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, SDDC director

Jean Bergey, SDDC associate director

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.

### 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**

- National Endowment for the Humanities
- Schuchman Deaf Documentary Center

### **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 eugenics programs? Why was deafness, a condition typically a category eligible for sterilization, never actually in the law? This project seeks to explore the processes and rationale behind excluding deaf people as targets of sterilization.

### **Principal investigators**

- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

## **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 introduces 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 experiences 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 as well as its 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. This better understanding is consequently transforming the science of learning. Moreover, the identification of specific processing advantages in young “visual learners” has already provided a significant conceptual challenge to prevailing societal views by offering an alternative to prior “deficit models.” They provide new approaches to helping all young learners capitalize on visual processes.

Dr. Laura Ann Petitto, VL2 co-principal investigator and science director

Dr. Thomas Allen, VL2 co-principal investigator

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around four resource hubs:

**Petitto Brain and Language Laboratory for Neuroimaging** (BL2; Dr. Laura Ann Pettito, scientific director)

See under *Petitto Brain and Language Laboratory for Neuroimaging*

**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.

**Motion Light Lab** (ML2; Melissa Malzkuhn, creative director; Dr. Lorna Quandt, science director)

ML2 innovates technologies to help improve and advance research-based translation. Based on research from BL2 and EL2, Malzkuhn has pioneered the creation of the world's first interactive ASL/English bilingual storybook apps and a storybook creator platform, 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.

**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 society, including families and policymakers, the Clerc Center, K–12 schools, homes, museums, libraries, medical clinics, 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. TL2 also works closely with the Ph.D. 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 oversee mechanisms for ensuring and promoting quality control and risk assessment for publicly 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

run 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)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### Funding sources

- National Science Foundation (NSF) – Directorate for Social, Behavioral & Economic Sciences (SBE)

#### Products

Malzkuhn, M., & Baer, C. (2019). *Buck and Bull*. VL2 Storybook App, 2019. Vers. 1.0. Apple App Store, <https://apps.apple.com/us/app/buck-bull/id1449739216>.

Malzkuhn, M., & Kettering, T. (2019). VL2 Storybook Creator, Software, Vers. 2.0.

#### Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

See under *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 U.S. Office of Education, Institute for Educational Science, National Center for Special Education Research

#### EL2: ASL assessment toolkit

**Status:** Ongoing

**Start date:** October 2011

Since its inception, VL2 has made an ongoing effort to develop and validate measures of ASL skill, especially those that are suitable for tracking and monitoring the development of ASL skill among young children. The researchers at VL2 have also been working to adapt and modify a broad array of neurocognitive measures with ASL translations and methods that are suitable for both children and adults. Ultimately, the goal is to build a “one-stop shop” ASL assessment portal that will provide access to the tools themselves and an online means for test administration.

#### Principal investigators

- **Allen, Thomas** • Education
- **Morere, Donna** • Psychology
- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### Additional investigators

- **Cappetta, Kelsey** (Student) • Psychology
- **Fedlan, Denise** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Science of Learning Center on Visual Language and Visual Learning (VL2)

### Funding sources

- National Science Foundation (NSF)

### 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

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Berteletti, Ilaria** • Ph.D. in Educational Neuroscience (PEN)
- **Eyer, Sherry** • Psychology
- **Morere, Donna** • Psychology

#### Additional investigators

- **Fedlan, Denise** (Student) • Psychology
- **Hernandez, Brianna** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • 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 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: 1) the relationship of language skills to social competence; 2) early visual language and its relationship to growth rates in reading over a three-year period; 3) early writing skills; 4) differences in beliefs and attitudes toward deaf education among parents from Hispanic and non-Hispanic families; 5) early literacy of children with cochlear implants with varying levels of ASL skill; and 6) 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
- **Morere, Donna** • Psychology

#### Additional investigators

- **Fedlan, Denise** (Student) • Psychology
- **Hernandez, Brianna** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology
- **Strassler, Amanda** (Student) • Psychology

#### 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 5 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 what had been collected through the online database.

#### **Principal investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Fedlan, Denise** (Student) • Psychology
- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Simms, Laurene E.** • Education

#### **Additional investigators**

- **Allemang, Linda Noelle** (Student) • Hearing, Speech, and Language Sciences
- **Rodriguez, Yessica** (Student) • Psychology

#### **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 recruitment, 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 define and select subgroups of a broader 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 under Ph.D. in Educational Neuroscience (PEN)*

### **Merging deaf talent with 21st-century digital skill sets: Scaling a solution to technological employability and literacy for deaf, hard of hearing, and deaf people with additional disabilities**

**Status:** Ongoing

**Start date:** January 2018

**End date:** December 2021

The Motion Light Lab will implement a “train-the-trainers” model in order to empower deaf individuals with the digital technology and app development skills necessary to create storybook apps. These storybook apps support deaf children’s access to literacy. We are rolling out a nationwide curriculum using our award-winning VL2 Storybook Creator platform. This effort will facilitate deaf participation in STEM fields and increase their experience and skills for future employability.

#### **Principal investigators**

- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Additional investigators**

- **Baer, Connor** • Motion Light Lab (ML2)
- **Hoglund, JamiLee** • Motion Light Lab (ML2)
- **Mills, Julia** (Student) • Motion Light Lab (ML2)
- **Wang, Yiqiao** • Motion Light Lab (ML2)

#### **Funding sources**

Mitsubishi Electric America Foundation

### **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 the Unity3d 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 3-dimensional built world. How do we want to define the signing 3D landscape and design fully accessible immersive learning experiences?

#### **Principal investigators**

- **Lamberton, Jason** • Motion Light Lab (ML2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • 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 show 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: 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)
- **Malzkuhn, 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 Science of Learning Center on Visual Language and Visual Learning (VL2), the RAP4CL team is helping children by creating storybooks accessible in mobile apps that include video clips of signing and fingerspelling 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)

### **TL2: Benefits and Risks Assessment**

**Status:** Ongoing

**Start date:** October 2013

To achieve the mission of the Science of Learning Center on Visual Language and Visual Learning (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 that serves as a guide for product developers, regardless of any past connection to VL2, as well as 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 for use with other departments and programs.

#### **Principal investigators**

- **Malzkuhn, 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 bring new perspectives on early intervention approaches to the United States. Information collected from this study will also help us determine design approaches in future app editions, and the 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 and 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 and research-based information related to ASL/English bilingualism. This product's intended primary audience 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 groups, surveys, 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) – Directorate for Social, Behavioral & Economic Sciences (SBE)
- National Science Foundation (NSF)

## 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 the wider community, protecting the integrity, reliability, and accuracy of science and languages used in products. For this purpose, Signwise was created as a quality assurance resource center. With a committee composed of individuals from the community, school grades K–12, parents, and professionals from Gallaudet University, categories and rubrics for quality assurance were formed. A website will also be set up. The site will feature reviews of products and resources for young children from infant to school age, and it will 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

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### Additional investigators

- **McLaren, Connor** (Student) • Psychology

### 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, creating a reading device for children

that provides a rich bilingual immersion environment for learning. The child participants in this 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 as well as 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 observational insight in determining best design approaches for future app editions, in translating research into educational resources suitable for that age group, and in identifying 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 the creation of lesson plans, activity sheets, and guides to go with the VL2 Storybook Apps, as well as providing training and workshops to educators and parents.

### Principal investigators

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Hoglund, JamiLee** • Motion Light Lab (ML2)

- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### Funding sources

- National Science Foundation (NSF)

#### Scholarly and Creative Activity

Allen, T., & Fernandez, R. (2019). *The VL2 online assessment system: A tool for building assessment in a visual language* (Software). Washington, D.C.: Science of Learning Center on Visual Language and Visual Learning (VL2).

Allen, T., & Morere, D. (Revise and Resubmit). Early visual language skills affect the trajectory of literacy gains over a three-year period of time for preschool aged deaf children who experience signing in the home. *PLOS-One*.

Herzig, M. (2019, February). Bilingual Training at Orange County Department of Education. Irvine, Calif.

Herzig, M. (2019, April). *Using VL2 Storybook App in Classrooms*. Workshop at Davila Day School. Chula Vista, Calif.

Herzig, M. (2019, March). *Using VL2 Storybook App in Classrooms*. Workshop at Davila Day School. Chula Vista, Calif.

Herzig, M. (2019). Understanding the Language Experiences and Motivations of Deaf Adolescent Latino Struggling Readers. *JADARA*, 52(3), 22–59. Retrieved from <https://repository.wcsu.edu/jadara/vol52/iss3/2>

Herzig, M. (2019, June). *Maximizing the Potential of Deaf Children: Research and Resources from Visual Language and Visual Learning*, Science of Learning Center at Gallaudet University. Presented at How Sign Language Matters Conference at OsloMet University, Oslo, Norway.

Herzig, M., & Malzkuhn, M. (2019, July). *Using VL2 Storybook Apps in Classrooms and Creating New Stories!* Presented at American Sign Language Teacher Association. San Diego, Calif.

Malzkuhn, M. (2018, November). *The power of storytelling*. Presented at the Obama Foundation Summit, Chicago, Ill.

Malzkuhn, M. (2019, July). *Strengthening Deaf Communities through Sign Language Literacy*. Presented at the XVIII World Congress of the World Federation of the Deaf World, Paris, France.

Malzkuhn, M. (2019, December). *Creating Literacy Equity and Access through Storybook Apps*. Presented at the Sabanci Foundation Seminar, Istanbul, Turkey.

Malzkuhn, M., & Lamberton, J. (2019, August). *Technology and Accessibility*. Panel at the 23rd Biennial TDI Conference, Washington, D.C.

Wille, B., Allen, T., Van Lierde, K., Van Herreweghe, M. (in press). Using the adapted Flemish Sign Language VCSL-checklist. *Journal of Deaf Studies and Deaf Education*.

Winthrop, D., Jaeger, M., Allen, T., Morere, D., & Miller, C. (2019). *Identifying language delays among signing deaf children* (Research Brief #12). Washington, D.C.: Science of Learning Center on Visual Language and Visual Learning (VL2).

## 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 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, as well as accessible home alerting funded by the Consumer

Technology Association and TAP's operational budget. TAP also partners with the Department of Interpretation and Translation on a project with SignAll for real-world sign language recognition.

Dr. Christian Vogler, TAP director

## Research Projects

### Interactive learning environment for optimizing technology use

*See under Hearing, Speech, and Language Sciences*

### Project D3: Interactive learning environment for optimizing technology use

*See under Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)*

### Standards work and technical assistance

*See under Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)*

### Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)

**Status:** Ongoing

**Start date:** October 2018

**End date:** September 2023

Captioned video is essential for the 36 million Americans who are deaf or hard of hearing. Access to captioned video has a direct impact on participation in society. In the twenty-first century, video is everywhere: entertainment, news, political engagement, government, schools, postsecondary education, at-home learning, social engagement, and much more. However, captioning has not kept up with the shift from broadcast TV to video, which can be

produced by anyone. The technology and processes for creating captions are fundamentally the same as in the 1980s and 1990s. They do not serve the needs of consumers today, who have personal devices with high-quality screens and which can support customized captions. Automatic speech recognition has much potential to both improve caption quality and the availability of captions for us. We are in the middle of a disruptive transition to captions that can be viewed anywhere, anytime. Yet these new technologies create different types of caption errors, compared with human captioning techniques that have evolved over 40 years. As a result, there has been much consumer frustration. With these new technologies, it is critical to understand how caption errors impact consumers who rely on captioned video. We need a way to measure whether captions on a video are good enough for consumers or not. We also need to understand how modern consumer electronics could support better caption usability and viewer experiences.

The Twenty-First Century Captioning Usability & Metrics project has two goals to support the technology transition: 1) to develop consumer-focused metrics for caption quality; and 2) to improve caption usability on all devices. We have formed a deaf-led five-year research partnership between Gallaudet University, Rochester Institute of Technology, and AppTek to achieve these goals. Our approach embraces the perspectives of a diverse range of stakeholders, including consumers, caption providers, broadcasters, and other video distributors.

### Principal investigators

- **Kushalnagar, Raja** • Science, Technology, and Mathematics
- **Vogler, Christian** • Technology Access Program (TAP)

### Funding sources

- Department of Health and Human Services within the Administration for Community Living, U.S. Department of Health and Human Services

### Products

Datta, P., Balchandani, A., Jakubowicz, P., Glasser, A., & Kushalnagar, R. (2019). *Impact of Punctuation Quality on User Experience in Closed Captioning*. Poster presentation given at REU AICT 2019, Gallaudet University. <http://aict.gallaudet.edu/research/presentations/2019/2019CaptionMetrics.pdf>

Vogler, C., (2019, June). *Key Performance Indicators for Accessibility – how do we measure accessibility?* Presentation at the M-Enabling Summit, Arlington, Va.

Vogler, C., & Williams, N. (2019). *Browser-based renderer for live closed captions*. <https://tap.gallaudet.edu/drrp/norman2/>

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), National Association of the Deaf

(NAD), Hearing Loss Association of America (HLAA), Association of Late-Deafened Adults (ALDA), Cerebral Palsy and Deaf Organization (CPADO), Deaf Seniors of America (DSA), Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (DHH-RERC), Twenty-First Century Captioning Disability and Rehabilitation Research Project (Captioning DRRP), Rehabilitation Engineering Research Center on Universal Interface & Information Technology Access (IT-RERC), National Technical Institute for the Deaf (2019). Petition for Rulemaking Regarding Live Captioning Quality Metrics and Use of Automated Speech Recognition. Filed with the FCC, CG Docket 05-231, July 31, 2019.

### Scholarly and Creative Activity

Vogler, C. (2019, April). *AI and Accessibility*. Presentation given to World Intellectual Property Organization, Geneva, Switzerland.

Vogler, C. (2018, December). *Accessibility of Voice Interfaces*. Presentation given to Minnesota Government IT Symposium.

Vogler, C. (2019, March). *AI and Accessibility – Promises and Threats*. Presentation given to International Telecommunications Union, Geneva, Switzerland.

## VIII. RESEARCH AND SCHOLARLY ACTIVITIES BY ACADEMIC UNIT

The research and scholarly activities section reports the FY 2019 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.

### 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.

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.

## Research Projects

### Ph.D. in Sign Language Studies at Gallaudet University: A Feasibility Study

**Status:** Ongoing

**Start date:** May 2019

**End date:** May 2020

American Sign Language (ASL) has a heavy presence in the United States and Canada. Its use is growing at a rapid pace, and it can be seen in multiple media outlets and social media platforms throughout the world.

According to a report written by Goldberg, Looney & Lusin (2015) for the Modern Language Association (MLA), ASL is the third most studied language in U.S. higher education (behind Spanish and French). Popular world language courses such as German, Chinese, and Arabic trail behind. To illustrate this rapid growth and demand for ASL in higher education institutions, ASL has an upward trajectory of a 19 percent increase in a mere four years between 2009 and 2013 (Goldberg et al., 2015). Although the MLA report focuses primarily on higher education, the upward trend is also true of primary and secondary schools across the United States. While studies have shown a strong growth in ASL courses, a growing body of literature now suggests that with this success comes the challenge of hiring qualified ASL academics with advanced or terminal degrees to fill faculty or leadership roles. At the time of writing, there are only two graduate programs from two higher education institutions in the U.S. awarding degrees in sign language pedagogy, and there are no Ph.D. programs to prepare graduates to assume faculty or leadership roles. Apart from the two sign language pedagogy programs, there are many programs that offer the study of ASL, including interpreting, which is an entirely different field often misconstrued to be an eligibility for ASL positions (Harris & Thibodeau, 2016). Consequently, individuals with varying backgrounds, experiences, and qualifications often hold faculty and leadership roles. With the ever-growing 200+ ASL programs at all sectors of education across the U.S., this presents us with a challenge—and an opportunity. This study asks, is it feasible to build a Ph.D. in Sign Language Studies degree program at Gallaudet University?

### Principal investigators

- De Haan, Kenneth J. • ASL and Deaf Studies

### Scholarly and Creative Activity

Andrews, J. F., Leigh, I. W., & Harris, R. L. (2018). *Deaf culture: Exploring deaf communities in the United States*. San Diego, CA: Plural Publishing.

Bryant, R., Gelineau, L., Shannon, T. & Harris, R. (2018). *TRUE+WAY ASL: Levels 3 and 4, Teacher and Student Workbook*. Austin, TX: Purple Moontower, LLC.

Gelineau, L., & Harris, R. (2019, January 12). *TRUE+WAY ASL curriculum training*. Texas Tech University, Lubbock, Tex.

Gelineau, L., Harris, R., & Shannon, T. (2019, June 30). *TRUE+WAY ASL curriculum training*. ASL Teachers Association Biannual National Conference, San Diego, Calif.

Harris, R. L. (2018, October 12). *Academic language development: The crucial foundation for academic success*. Washington School for the Deaf, Vancouver, Wash.

Harris, R. (2018, October 12). *Academic language development: The crucial foundation for academic success*. Oregon School for the Deaf, Salem, Ore.

Harris, R. L. (2018, November 14). *Deaf culture book writing process and Deaf identities*. Austin Community College, Austin, Tex.

Harris, R. L. (2018, October 12–13). *The five principles of language assessment: PRVAB-izing your assessment tools*. Oregon ASL Teachers Association (OR-ASLTA), Portland, Ore.

Harris, R. (2018). Transforming my teaching through action research. *Journal of American Sign Languages and Literatures*.

Harris, R. (2019, March 9). *TRUE+WAY ASL curriculum training*. Boise State University, Boise, Idaho.

Harris, R. (2019, May 2-3). *TRUE+WAY ASL curriculum training*. Seattle, Wash.

Harris, R., & Shannon, T. (2019, July 3). *TRUE+WAY ASL curriculum shareshop*. ASL Teachers Association Biannual National Conference, San Diego, Calif.

Kurz, C., Kurz, K. & Harris, R. (2018). Effectively interpreting the content areas utilizing academic language strategies. In T. Holcomb & D. Smith

(Eds.), *Deaf Eyes on Interpreting*. Washington, D.C.: Gallaudet Press.

Sheneman, N., Harris, R., Swindle, B. (2019). *A discussion on translation process for JASLL*. St. Paul, MN: CATIE Center. Retrieved from [grad2cert.org/translation-discussion-jasll/](http://grad2cert.org/translation-discussion-jasll/)

## Business

The Business Department has a strong commitment to teaching students by giving them opportunities to learn outside of the classroom lecture. Students are encouraged to get involved in research as a way to promote an interactive and self-driven learning environment that promotes critical thinking and analysis.

### Research Projects

#### **Disability Orientation and Regulatory Focus in the Assistive Technology Context: A Study of Deaf and Hard-of-Hearing Consumers**

**Status:** Completed

**Start date:** November 2014

**End date:** November 2018

With people with disabilities (PwDs) representing 15 percent of the United States population, the PwD market demonstrates significant potential as a lucrative target market for businesses. Yet empirical data is lacking on consumer behavior among PwDs considering assistive technology products to enhance accessibility. The purpose of this study is to understand the purchase decision process through the lens of a major theory of consumer behavior: regulatory focus. One hundred seventy-one deaf and hard of hearing individuals primarily aged 18–29 were surveyed on two empirically tested scales that measure regulatory focus and disability orientation. This survey included the viewing of a fictional advertisement about an assistive technology product. The findings supported the evidence of a relationship between disability orientation and regulatory focus. A sense of exclusion, social model acceptance, and disability pride were statistically significant predictors of either or both regulatory focus orientations with regard to assistive technology products. Also, whether the subject did/did not have a second disability was partly determinative of prevention focus. Segmentation by disability identity and regulatory focus is suggested. The findings are an important contribution to the established literature

on regulatory focus, filling a major empirical gap in marketing literature for the PwD market. The limitations to this study include the continuing theoretical evolution of disability orientation and the limitation of the sample to a single disability type (deafness) within a single age group. Similar studies on other disability types could better establish the findings of this study.

#### **Principal investigators**

- Janger, Michael • Business

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Janger, M. (2019). Disability Orientation and Regulatory Focus in the Assistive Technology Context: A Study of Deaf and Hard-of-Hearing Consumers. *Canadian Journal of Disability Studies*, 8(5).

#### **Scholarly and Creative Activity**

Miller, J. B. (2019). Higher Education: Should Other Countries Follow the U.S. Model? *International Journal of Business and Globalization*, 22(4), 681–695.

## Counseling

The Counseling Department is devoted to getting students to interact with their education in a very hands-on way. We encourage our students to apply their education to research and to use the results to become better in their field. Research in our department is a channel for students to experiment with theories and build critical-thinking skills.

### Research Projects

#### **The impact of bullying and victimization among deaf students in residential schools and distressful behaviors of deaf students**

**Status:** Completed

**Start date:** March 2018

**End date:** May 2019

Bullying and victimization remains a persistent phenomenon in schools within the United States of America. However, no studies have focused on bullying and victimization among deaf students. This cross-sectional study was conducted to determine the frequency of bullying and victimization among deaf children. Further, the study examined deaf children who could read and write at their respective grade levels or higher. Specifically, the possibility of these children experiencing distress linked to bullying and victimization was investigated, and whether the same

level of distress varied steadily across grade levels. The study was conducted at eight U.S. residential schools for the deaf using the Reynolds Bully Victimization Scales for Schools. Twenty-one males and 15 females participated in the study. Participants were sampled based on their reading and writing skills at fourth or fifth grade and above. There were 35 participants from 10th to 12th grade. Participants in 10th grade reported a significantly higher occurrence of bullying than those in 12th grade. Taken together, these findings indicated a strong correlation between victimization and total cases of distress, bullying, and levels of externalizing distress, as well as between victimization and the intensity of internalizing distress.

#### **Principal investigators**

- **Thompson-Ochoa, Danielle** • Counseling

## 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 congruent with the strengths inherent in deaf and hard of hearing learners as human beings who are by nature visually-inclined.

### Research Projects

#### **EL2: Visual Communication and Sign Language**

**Checklist: Online**

*See under Science of Learning Center on Visual Language & Visual Learning (VL2)*

#### **The impact of using a bilingual approach in writing instruction on the writing performance of deaf students**

**Status:** Ongoing

**Start date:** March 2019

**End date:** March 2020

This collaborative study with a school for the deaf will investigate the impact of the use of a bilingual approach in writing instruction on the writing performance of deaf students. The study will provide information on the value of students using their first language, American Sign Language, to discuss their writing during peer and teacher conferences. This research will provide information to educators of the deaf on the use of a bilingual approach in the writing instruction of deaf students. Results of this study will be significant for teacher preparation programs that prepare teachers for the deaf on the value of using a bilingual approach to teaching writing. Participants will include 17 third-grade students and their teachers from a school for the deaf

with a bilingual philosophy in deaf education. Students will participate in the peer and teacher conferences during the writing process in their regular language arts classroom. Writing samples will be scored by two raters. All students will be interviewed on how they value and perceive their writing. Interview data will be analyzed using the grounded theory approach. A focus group will be held with the teachers to determine their perceptions of their students' writing performance.

#### Principal investigators

- **Brown, Krista** • Texas School for the Deaf
- **Appanah, Thangi** • 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

This case study obtained 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 provided 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) the strengths and weaknesses of the program completers as evaluated by their employers. In addition, results of the survey provided 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 shared data resource

See under *Science of Learning Center on Visual Language & Visual Learning (VL2)*

#### Exploring the Experiences of Deaf Student Athletes at a Deaf University

**Status:** Ongoing

**Start date:** May 2019

**End date:** December 2019

There is minimal research regarding deaf student athletes who play sports for National Collegiate Athletic Association (NCAA) institutions. Thus, little is known about the experiences of deaf student athletes. This qualitative case study seeks to explore the experiences of a select group of deaf student athletes who attend Gallaudet University, the world's only university designed specifically for deaf and hard of hearing people. Potential findings from this study will contribute to the limited literature and provide stakeholders with a better understanding of this specific population of NCAA student athletes.

#### Principal investigators

- **Nowak, Stacy** (Student) • Education

#### Funding sources

- Gallaudet Small Research Grant

#### EL2: VL2 national research volunteer program

See under *Science of Learning Center on Visual Language & Visual Learning (VL2)*

#### Assessing the assessment: Reliability and fairness in the Teacher Work Sample

**Status:** Ongoing

**Start date:** August 2016

**End date:** August 2020

This study will present the results of a reliability and fairness evaluation of the Teacher Work Sample (TWS), a performance assessment for pre-service 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

## Products

Yuknis, C. (2019, April). *Do teacher candidates get a fair shake on high-stakes performance assessments?*  
Presented at the American Education Research Association Conference in Toronto, Canada.

## Transitioning and Thriving: Cross-cultural Pathways of Resilience in Deaf Youth

**Status:** Completed  
**Start date:** April 2018  
**End date:** October 2019

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. This transformative mixed-methods study investigated 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

## EL2: ASL assessment toolkit

See under Science of Learning Center on Visual Language & Visual Learning (VL2)

## Transitioning from high school to college: Student perceptions of preparation

**Status:** Ongoing  
**Start date:** August 2015  
**End date:** August 2021

There is a disconnect between the number of students who enter college and the number who graduate. Research demonstrates that a high percentage of deaf students enter postsecondary education; however, few persist to graduation. The question we are left with is how to identify the barriers preventing deaf students from graduating at the same rate as their hearing counterparts. The study will interview first-year deaf college students in order to understand their perspectives regarding their transition to college.

Moreover, the study will examine how they describe preparedness and resolve perceived challenges.

### Principal investigators

- Yuknis, Christina • Education
- Tibbitt, Julie (Student) • Education
- Zimmerman, Heather (Student) • Education

### Products

Yuknis, C., Tibbitt, J., & Zimmerman, H. (2019, April). *Acquiring adulthood: A grounded theory of deaf experiences transitioning to college.* Accepted for presentation at the American Education Research Association Conference, Toronto, Canada.

Zimmerman, H., Tibbitt, J., & Yuknis, C. (2019, February). *Acquiring adulthood: A grounded theory of deaf experiences transitioning to college.* Presented at the Association of College Educators – Deaf and Hard of Hearing Annual Conference, Chicago, Ill.

### Scholarly and Creative Activity

Appanah, T. & Neild, R. (Summer 2019). *Literacy: From the Classroom to the Living Room.* 2019 ASDC Conference, Newark, Del.

Appanah T. & Neild, R. (Spring 2019). *Developing Metacognition Skills in the Writing of Deaf ASL Dominant Adolescents.* Poster Presentation. Association of College Educators–Deaf and Hard of Hearing Annual Conference, Chicago, Ill.

Neild, R., & Appanah, T. (Spring 2019). *Reflection, Goals, Feedback and Practicum Students.* Presented at the 2019 Association of College Educators–Deaf and Hard of Hearing Annual Conference, Chicago, Ill.

Neild, R., & Appanah, T. (Summer 2019). *Deaf Students with Disabilities: Including Literacy and Increasing Independence.* Presented at Opening Doors-Unlocking Potential 2019, Richmond-Midlothian, Va.

## English

The English Department provides a high-quality academic environment that involves students in critical thinking, discussing, and writing about literature and writing.

### Research Projects

#### **Facing and Overcoming Academic Challenges: Perspectives from Deaf Latino/a First Generation College Students**

**Status:** Completed

**Start date:** October 2018

**End date:** March 2019

The author examined the experiences of first-generation Latino/a college students who graduated from college and those who did not graduate. It was found that the first-generation deaf Latino/a college graduates in the study had similar experiences growing up, attending high school, and attending college to those of first-generation hearing Latino/a college students. These experiences related to parents' education levels, the linguistic environment at home, parent-school interactions, preparation for college, and stress related to minority status. Data from the participants' interviews revealed other variables that possibly contributed to their academic success in college. These variables included having the expectation that they would pursue higher education, establishing goals, taking advantage of support services, and possessing the personal characteristics of assertiveness and independence. The author also describes how the study participants faced and overcame the academic challenges common to first-generation Latino/a college students.

#### **Principal investigators**

- **Torres, Franklin C.** • English

#### **ProTactile Romeo and Juliet: Theater by/for the DeafBlind**

**Status:** Completed

**Start date:** May 2017

**End date:** May 2019

This grant-funded project developed models for DeafBlind theater performance, leading to a workshop in Seattle, Washington, from July 24 to August 3, 2018.

Seven DeafBlind participants, one sighted hearing artist, and the sighted deaf project manager worked to develop a short performance of *Romeo and Juliet*. At the end of the week, participants performed the play for an audience of 10 DeafBlind individuals. Dr. Bradbury worked with Gallaudet Video Services to produce a 30-minute documentary titled "ProTactile Romeo and Juliet: Theater by/for the DeafBlind." The documentary was released on YouTube in April 2019.

#### **Principal investigators**

- **Bradbury, Jill Marie** • English

#### **Funding sources**

- National Endowment for the Arts
- Anonymous Donor, Gallaudet University Development Office

#### **Products**

Bradbury, J. & G. Brooks. *ProTactile Romeo and Juliet: Theater by/for the DeafBlind*. United States: Gallaudet Video Services.

#### **Student Reflections: Making Assessment Engaging, Thoughtful, and Meaningful**

**Status:** Completed

**Start date:** May 2019

**End date:** May 2019

As educators, we want students to learn specific content and focus on their own learning processes. In order for assessment to become more meaningful to students, learning-centered reflection needs to be more routine and automatic. Our students are not used to thinking about their own learning processes so we need to focus on specific ways to make learning-centered reflection an important component of assessment. By engaging our students in reflective practices, we are able to align our praxis to meet their collective academic needs, which also challenges students to think critically about their own learning, preparing them for their future.

### Principal investigators

- Watson, Martreece • English

### Products

Watson, M. & Nickerson, J. (2019, May 30). *Student reflections: Making assessment engaging, thoughtful, and meaningful*. Lilly International Conference Bethesda, Md.

### Scholarly and Creative Activity

Pajka, Sharon L. (2019, April 17). "The Making of a Taphophile: One student at a time" in *Cemeteries as Cities of the Dead*. Paper presentation for the American

Culture Association PCAACA Conference at Washington Marriott Wardman Park, Washington, D.C.

Pajka, Sharon L. (2019, June 9). *Poe and Shockoe Hill Cemetery*. Guest lecture for The Poe Museum Sunday Readings Series in Richmond, Va.

Pajka, Sharon L. (2019, June 27). *Misfits and Allies: The portrayal of Goth in My Summer as a Goth (2018)*. Paper presentation for the National Association for Media Literacy Education (NAMLE) at Newseum, American University, Washington, D.C.

## 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

#### Comprehension of text in ASL: Impact of linguistic complexity

See under *Interpretation and Translation*

#### 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 quantitatively document 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



Dr. Brendan Stern, a faculty member in the Department of Government and Public Affairs, shares a book passage with his students.

## Hearing, Speech, and Language Sciences

The Department of Hearing, Speech, and Language Sciences 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

#### Investigating the Effects of Mouthings and Hand Placement on Fingerspelling Accuracy in Deaf Adults

**Status:** Completed

**Start date:** January 2019

**End date:** September 2019

Forty-four deaf adults having completed or currently pursuing a postsecondary degree participated in a fingerspelling test of decoding-encoding pseudowords presented by a model with and without mouthings and in two hand positions. They also demonstrated their speechreading skills in three speechreading assessments. Participants offered self-reported demographic information, including parent hearing status, age at initial American Sign Language (ASL) exposure, school setting prior to college, highest achieved academic level, and perceived competency with decoding and encoding fingerspelling. Video-recorded fingerspelling responses indicated no significant primary effect of mouthings or hand position on fingerspelling accuracy. Self-reported measures of competency with fingerspelling (both decoding and encoding) were significant predictors for accuracy on the fingerspelling test. The speechreading spondees test was the only speechreading assessment that predicted performance on the fingerspelling test, and school setting prior to college predicted speechreading scores on the Build-A-Sentence test only. Speechreading scores were otherwise unaffected by school setting, parent hearing status, education level, and age at ASL exposure. A post-hoc grouping of participants revealed increased accuracy by participants with early ASL exposure ( $p=.000$ ;  $\eta^2=0.45$ ), and with both deaf parents ( $p=.002$ ;  $\eta^2=0.23$ ). Individuals having attended D/deaf schools prior to college entry performed significantly better on the fingerspelling test than those reporting mainstream schooling ( $p=.007$ ;  $\eta^2=0.22$ ). Analysis of participant mouthings during re-encoding on the fingerspelling test

supported previously reported use of mouthings and mouth gestures. I also identified a novel finding, which we termed alphabetic recoding.

Development and refinement of a fingerspelling test offers benefit to professionals working with deaf and hearing children and their deaf or hearing parents. Continued exploration of the variety of mouthings produced during ASL and fingerspelling, including a closer look at alphabetic recoding, should provide added support for phonological mechanisms driving language developmental processes in deaf bimodal-bilinguals.

#### Principal investigators

- **Kulsar, Steven** (Student) • Hearing, Speech, and Language Sciences

#### Funding sources

- Gallaudet Small Research Grant

#### The Effect of Hearing Protection on Postural Stability

**Status:** Completed

**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

### **A Comparison Study of: Measured Attenuation Using Different Hearing Protective Devices**

**Status:** Completed

**Start date:** March 2019

**End date:** August 2019

It is well documented that repeated exposure to loud noise can have lasting physical and psychological effects and is a leading cause of hearing loss. This study is a single-group repeated measures design that will assess the attenuation of three different styles of HPDs. The purpose of this study is to compare: 1) the effectiveness of each hearing protective device; and 2) the methods used to measure attenuation. Of the three hearing protective devices, one is newly developed and utilizes metal to attenuate sound as opposed to foam or silicon. The two methods used to measure attenuation are: 1) real-ear attenuation threshold (REAT) measures; and 2) microphone-in-real-ear (MIRE) measures. Twenty participants of mixed gender and age were recruited. The following exclusion criterion is utilized: hearing sensitivity within the normal range ( $>25$  dB HL), and no history of noise exposure nor any known outer/middle ear abnormalities.

#### **Principal investigators**

- **Bryant, Andrew** (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Does absent vestibular function mitigate virtual reality simulator sickness?**

**Status:** Ongoing

**Start date:** April 2019

**End date:** May 2020

This study is comparing three different groups of individuals: those with absent vestibular function who are deaf, those with normal vestibular function who are deaf, and those with normal vestibular function who are hearing. Participants will be between the ages of 18–30 and will be recruited from Gallaudet University's campus. The target number of participants (N) is 30. These appointments will be conducted in person. The total time requirement will be two separate appointments lasting one hour and a half each, totaling three hours. The level of cybersickness will be evaluated using a self-report questionnaire requesting them to rate their feeling of various symptoms.

#### **Principal investigators**

- **Allemang, Linda Noelle** (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **ERPs and Syntactic Processing: Investigating hearing Aid Efficacy in Restoring Auditory Access to Hard-of-Hearing Adults**

**Status:** Ongoing

**Start date:** March 2019

**End date:** March 2020

The objective of the study is to 1) detail how syntactic processing of auditory speech stimuli in hard of hearing individuals might differ from that of individuals with clinically normal hearing sensitivity; and 2) determine if modern hearing aids provide hard of hearing individuals with sufficient auditory access to the speech signal. The population of interest is peri-/postlingually deafened adults who are experienced binaural hearing aid users and native users of spoken English. A control group of normal hearing sensitivity participants will also be formed. Participants will be presented with a series of syntactically correct and incorrect sentences and tasked with determining if the sentence structure presented is acceptable or unacceptable. Event-related brain

potentials will be recorded using neurodiagnostic EEG equipment with the presence/absence, amplitude, and latency of the P600 response to syntactically incorrect stimuli in both the aided and unaided conditions being the measures of interest. It is hypothesized that 1) in the unaided condition, hard of hearing individuals will have reduced or inconsistent P600 responses as compared to their normal-hearing counterparts; and 2) hard of hearing individuals will have stronger P600 responses with use of their hearing aids than without. Analysis of the data will be completed using descriptive statistics and repeated measures ANOVA.

#### **Principal investigators**

- **Flowers, Arielle** (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Examining the acoustic prosodic features of ASL-to-English interpreting**

**Status:** Completed

**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: 1) baseline samples of their voices during interview questions; 2) oral readings of emotionally flat and emotionally rich content; and 3) 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

#### **Exploring Language Exposure's Relationship to Neurobiological Linguistic Outcomes in d/Deaf Infants**

**Status:** Ongoing

**Start date:** October 2018

**End date:** December 2019

The advantages of early exposure to language in order to firmly establish a first language during early childhood have long been documented for deaf children, as this is critical in future language development and literacy skill. This pilot study seeks to describe deaf children's language experience and exposure to explore how these factors may contribute to successful language development. The proposed study will recruit 5 deaf babies of both hearing and deaf parents, ages 6–36 months, to participate in a battery of language measures. Infant language exposure in American Sign Language (ASL) and spoken English will be reported utilizing the Language Exposure Assessment Tool (LEAT), and parents will also complete the Language Experience and Proficiency Questionnaire (LEAP-Q) to report their own language abilities. Language measures will include: a language sample, the Battelle Developmental Inventory-2nd Ed, a parent report of infant language ability using the MacArthur-Bates Communicative Development Inventory- ASL (ASL-CDI), and a vowel contrast speech perception event-related potential (ERP) task. Due to small sample size, results from all measures will be analyzed as components of a linguistic profile of each participant.

#### **Principal investigators**

- **Cristiano, Veronica** (Student) • Hearing, Speech, and Language Sciences

### Funding sources

- Gallaudet Small Research Grant

### Interactive learning environment for optimizing technology use

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 2020

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 that change in response to user input. The program is based on self-directed exploration of the relationship between: 1) *acoustic factors* that affect hearing/sound processing; and 2) *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

### Patterns of listening effort in individuals with hearing loss vs. individuals with simulated hearing loss: a comparative study

**Status:** Completed

**Start date:** February 2019

**End date:** September 2019

The goal of this research is to study the effects of hearing loss on listening effort. Participants will consist of two groups: adults with moderate sensorineural hearing loss and adults with normal hearing acuity. The measure of listening effort to be used will be reaction time, which is the amount of time between the end of the stimulus and the start of the participant's verbal response. Each hearing loss participant will complete a speech-in-noise task in various levels of background noise. Subsequently, a paired normal hearing participant will complete the same task while listening through a simulation of the hearing loss participant's hearing loss. The data will then be analyzed to compare each group's performance. If patterns of listening effort are similar between groups, it can be speculated that listening effort is primarily a function of auditory characteristics. If the patterns are significantly different, this would suggest there are additional factors beyond the auditory system that affect listening effort. If the patterns are different, it is possible that either group will display more listening effort.

### Principal investigators

- Sacco, Katherine (Student) • Hearing, Speech, and Language Sciences

### Funding sources

- Gallaudet Small Research Grant

### MTS Test Scores and Communication Self-Evaluation in Spoken Language Environments of Deaf Adult Hearing Aid Users

**Status:** Completed

**Start date:** March 2019

**End date:** September 2019

Monosyllable, Trochee, Spondee (MTS) Test Scores and Communication Self-Evaluation Scores in Spoken Language Environments of Deaf Adult Hearing Aid Users Word Recognition (WR) testing is commonplace in audiologic assessments. The goal of WR testing is to

determine how well an individual can understand and repeat words when speech is presented at an audible level. However, traditional WR tests of this nature do not appropriately assess deaf hearing aid users' WR ability, as they tend to score in the "very poor" category. At Gallaudet University Hearing and Speech Clinic, the Monosyllable, Trochee, Spondee (MTS) test is used to gather more useful information about a deaf individual's WR ability. This study aims to discover if there is a correlation between a participant's MTS test score and a participant's perception of success in a spoken language environment. The target population for this research project is adult hearing aid users who require the use of a six-select speech recognition threshold (SRT) or a speech awareness threshold (SAT) during an audiologic assessment. If the participant meets these criteria, he/she will complete a survey evaluating their perceived success in a spoken language environment. This research may assist audiologists in understanding how to appropriately interpret MTS test scores, as there are no normative data available for the adult population.

#### **Principal investigators**

- **Delp, Ellen** (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study**

**Status:** Ongoing

**Start date:** April 2019

A cognitive neuroscience experiment of how ASL experience changes neural processing of ASL grammatical errors.

#### **Principal investigators**

- **Thornton, David** • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

### **Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study**

**Status:** Ongoing

**Start date:** December 2018

**End date:** December 2019

The study of language acquisition and proficiency within bimodal bilinguals (i.e., individuals who communicate in spoken and visual languages) is an understudied area of cognitive and linguistic research. The majority of research exploring language processing in bimodal bilinguals has focused on native populations who have learned American Sign Language (ASL) in the home from their deaf or hard of hearing parent(s). There is a dearth of research investigating these language processes in late learners of ASL. The N400 is an event-related potential (ERP) that is largest for semantic incongruities. No study to date has looked at the possible relationship between years of interpreting experience and semantic congruity effects, as measured by the N400, in ASL interpreters. The results of this pilot study will shed light on cognitive language processing mechanisms of bimodal bilinguals and help to characterize language acquisition in this population. The conclusions of this study may initiate the investigation of language processing of bimodal bilinguals from various populations (e.g., late learners of ASL or English in deaf and hearing populations).

#### **Principal investigators**

- **Langfitt, Kyle** (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Project D3: Interactive learning environment for optimizing technology use**

*See under 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 under 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 under *Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)*

## **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 study are to: 1) develop and adapt spatial memory and spatial navigation assessment tools to be administered to the 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; and 3) assess the role of ASL in spatial memory and navigation abilities. Older individuals with vestibular impairments may present with difficulty with spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54–85 percent) of vestibular impairments 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 vestibular impairments may not be as affected as those among deaf non-ASL users with vestibular impairments. To address purpose number one of this study, 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 number two and three, these spatial memory and navigation tasks are administered to subjects 65 years or older, grouped based on hearing status, ASL use, and vestibular impairments.

### **Principal investigators**

- **Maul, Kristen** • Hearing, Speech, and Language Sciences
- **Tamaki, Chizuko** • Hearing, Speech, and Language Sciences

### **Funding sources**

- Gallaudet Priority Research Fund

## **Vocal Emotional Detection in Cochlear Implant Users**

**Status:** Ongoing

**Start date:** February 2019

**End date:** May 2020

The purpose of this study is to identify patterns and differences in voice emotion recognition within cochlear implant users when certain prosodic cues are manipulated. The target sample in this study is 25 cochlear implant users as well as a control group of 25 adults with normal hearing. The recruitment is to occur within Gallaudet University by posting recruitment material in Gallaudet's Daily Digest as well as contacting the Hearing Loss Association of American (HLAA). Prior to testing, participants will complete an online questionnaire regarding background information such as age of implantation, type of cochlear implant, onset of hearing loss, etc. In the lab, participants will listen to a variety of sentences spoken by a male and female speaker that will portray four different emotions: happiness, sadness, anger, and neutral. The sentences will be manipulated in pitch, duration, and intensity and the listener chooses which emotion is conveyed from a closed set based on these prosodic cues. The time required for each participant should be about 1.5 hours. Results will portray which prosodic cue (pitch, duration, or intensity) is most important for detecting emotions in cochlear implant users and individuals with normal hearing.

### **Principal investigators**

- **Ugucioni, Kelsey** (Student) • Hearing, Speech, and Language Sciences

### **Funding sources**

- Gallaudet Small Research Grant

## **Auditory Cortical Deactivation in American Sign Language Users During Word Production**

**Status:** Ongoing

**Start date:** February 2019

**End date:** March 2020

The goal of this preliminary study is to identify inhibitory activity in auditory regions, detected during the production of American Sign Language (ASL) and observed by electroencephalography (EEG) analysis, and to observe how this activity compares to speech

inhibition during spoken language. The population of interest includes native ASL users who are prelingually deaf. The recruitment will occur on Gallaudet University's campus during the spring semester of 2019. The target number of participants is five to seven (N=5–7) adults over the age of 18. Face-to-face data collection will last approximately 90 minutes per participant. Clinically, results will have potential applicability to future studies regarding neural plasticity and speech processing during self-production of language.

#### Principal investigators

- **Griswold, Bryn** (Student) • Hearing, Speech, and Language Sciences

#### Funding sources

- Gallaudet Small Research Grant

#### Scholarly and Creative Activity

Allemang, L. N., & Tamaki, C. (Nov 2018). *Does absent vestibular function mitigate virtual reality simulator sickness?* Poster. American Speech-Language-Hearing Association Annual Convention, Boston, Mass.

Allemang, L. N., Tamaki, C., Sparks, S., Danner, E., & Maul, K. (2018, April). *Spatial Navigation Processing Strategies in Deaf Individuals*. Poster. American Academy of Audiology Convention 2018, Nashville, Tenn.

Bosley, B., Hawthorne, K., Kellum, K., & Loveall, S. (2018). *RECALL reading intervention for children with moderate to severe language delays*. American Speech-Language Hearing Association Convention, Boston, Mass.

Bowers, A., Saltuklaroglu, T., Jenson, D., Harkrider, A., & Thornton, D. (2019, March). Power and phase coherence in sensorimotor mu and temporal lobe alpha components during covert and overt syllable production. *Experimental Brain Research*, (3), 705–721. doi: 10.1007/s00221-018-5447-4

Cristiano, V., Mesta, K., & Seal, B. (2018, November). *Contributions of Deaf parents' mouth movements in bilingual-bimodal language acquisition*. Poster presented at American Speech-Language Hearing Association (ASHA) Annual Conference, Boston, Mass.

Cristiano, V., Mesta, K., & Seal, B. (2019, April 4). *Contributions of Deaf parents' mouth movements*

*in bimodal-bilingual language acquisition*.

Poster presented at Gallaudet Research EXPO, Washington D.C.

Cristiano, V., Mesta, K., & Seal, B. (2019, March). *Contributions of Deaf parents' mouth movements in bilingual-bimodal language acquisition*. Poster presented at Early Hearing Detection and Intervention (EHDI) Annual Conference, Chicago, Ill.

Danner, E., Sparks, S., Allemang, L.N., Maul, I.K., & Tamaki, C. (2018, April). *Use of Video Head Impulse Test for Assessment of Semicircular Canal Function of Deaf Individuals*. Poster. American Academy of Audiology Convention 2018, Nashville, Tenn.

Feldewert, C., & Tamaki, C. (2018, November). *Adult perceptions of audiologists*. Poster. American Speech-Language-Hearing Association Annual Convention, Boston, Mass.

Gaines, M., Loveall, S., & Hawthorne, K. (2018). *A meta-analysis of prosody in intellectual disabilities*. American Speech-Language Hearing Association Convention, Boston, Mass.

Hamza, Y., Okalidou, A., Kyriafinis, G., & van Wieringen, A. (2018). Sonority's Effect as a Surface Cue on Lexical Speech Perception of Children with Cochlear Implants. *Ear and Hearing*, 39(5), 992–1007.

Harbick, S., Ingram, S., DePaolis, R., McQuilken, C., & Seal, B. (April 2019). *Spoken language outcomes of interventions designed to facilitate infant-caregiver communication: A systematic review*. Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, Md.

Hawthorne, K., & Loveall, S. (2018). *Pronoun processing in adults with and without intellectual disabilities*. American Speech-Language Hearing Association Convention, Boston, Mass.

Hudson, K., & Seal, B. (2019, April 4). *Communication background and fingerspelling test scores in deaf and hard of hearing undergraduates*. Poster presented at Gallaudet Research EXPO, Washington D.C.

Jaiswal, S., Klein, E., Nicodemus, B., & Seal, B. (2019). *Examining the acoustic prosodic features of ASL to*

*English interpreting*. Symposium on Signed Language Interpretation and Translation Research. Washington, D.C: Gallaudet University Press.

Koenig, L. L., Okalidou, A., & Psillas, G. (2018). Velopharyngeal control in children with cochlear implants: Nasalance data in vowel and consonant segments. *The Journal of the Acoustical Society of America*, 144(3), 1965.

Markfield, J., DePaolis, R., McGillon, M., McQuilken, C., & Seal, B. (April 2019). *American and British speech differences in low socioeconomic status homes*. Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, Md.

Maul, K., Scott, G., Tamaki, C., Sparks, S., Danner, E., Allemang, L. N., & Maier, D. (2018, November). *Language background of young adults who are deaf, in a bilingual university setting*. Poster. American Speech-Language-Hearing Association Annual Convention, Boston, Mass.

McCann, J.P. (2019). Parents partnering with providers to identify sign vocabulary that packs a punch. Seminar presented at the American Society for Deaf Children, Newark, Del.

McCann, J.P. (2019). *Bridging the gap for language development*. Opening seminar presented at the American Society for Deaf Children, Cumberland, Md.

Medwetsky, L. (2018). *Addressing Controversies in Central Auditory Processing*. A panel presentation at the American Speech and Hearing Association Annual Convention, Boston, Mass.

Medwetsky, L. (2018). *Interprofessional Collaboration: Solving the APD Puzzle between SLPs and Audiologists*. American Speech and Hearing Association Annual Convention, Boston, Mass.

Okalidou, A., Adamidou, C., & Kyriafinis, G. (2018, November 15–17). *Do articulation and phonological errors affect receptive vocabulary in children with cochlear implants?* 2018 ASHA Convention, Boston Mass.

Okalidou, A., Papavassiliou-Alexiou, I., Zourna, C., & Anagnostou, F. E. (2018). Managing Communication

of Students with Cochlear Implants in Schools for the Deaf: Professional Practices. *Communication Disorders Quarterly*, 39(4), 451–465.

Okalidou, A., Peng, Z. E., Pantazidou P., Fels, J., Nistikakis, M. & Kyriafinis, G. (2018). Effects of background noise in vowel productions of children with cochlear implants. *The Journal of the Acoustical Society of America*, 144(3), 1893.

Saltuklaroglu, T., Bowers, A., Harkrider, A.W., Casenhiser, D., Reilly, K.J., Jenson, D.E., & Thornton, D. (2018, December). EEG mu rhythms: Rich sources of sensorimotor information in speech processing. *Brain Lang*, 187, 41–61. doi: 10.1016/j.bandl.2018.09.005.

Seal, B. C. (2019). Speech development for children with hearing loss. In Raymond Hul (Eds), *Introduction to Aural Rehabilitation, 2nd Edition*. San Diego, CA: Plural Publishing.

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Seal, B. C., & Power-deFur, L. (2018, November). *SLPs communicating as expert witnesses in due process and litigation*. American Speech-Language Hearing Association (ASHA) Annual Conference, Boston, Mass.

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Children. Poster. American Balance Society Meeting, Scottsdale, Ariz.

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Talli, I., Okalidou, A., & Tsalighopoulos, M. (2018). The relation between short-term memory and vocabulary skills in Greek children with cochlear implants—the role of hearing experience. *First Language*, 38(4), 359–381. doi: 10.1177/0142723717749073

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## History, Philosophy, Religion, and Sociology

The History, Philosophy, Religion, and Sociology program incorporates traditional and innovative historical methods and approaches in its teaching and research, and it 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.

### Research Projects

#### You’ll Know It When You See It: Gender, Sex, and the Porn Industry

**Status:** Completed

**Start date:** November 2018

**End date:** August 2019

The pornography industry in the U.S. is massive, with reported earnings much larger than those of mainstream Hollywood films, and its cultural influence on sexuality, sexual behavior, and gender norms appears to be profound. Despite its high earnings and widespread influence, pornography work remains highly

stigmatized and very uncredentialed. Moreover, it is somewhat paradoxical that an industry which is often criticized for being disrespectful to women reportedly pays female performers much more than males. Very little sociological research has investigated the complex theoretical confluence of gender, sexuality, work, and deviance that this enormous industry embodies. In my current research project, I look specifically at how the high-end porn industry understands its (presumably mostly male) viewers, and how that understanding shapes the industry. I plan to conduct 90 interviews with people of all genders from many different parts

of the mainstream porn industry, including models (actors), accountants, directors, producers, business managers, and others to get their perspectives on their job satisfaction, working conditions, and work experiences. I plan to focus on how gender affects these experiences, but most particularly, I want to know how the porn industry creates a product and sells it to men.

#### **Principal investigators**

- **Fennell, Julie** • History, Philosophy, Religion, and Sociology

#### **Funding sources**

- Gallaudet Small Research Grant

### **The Institutionalization of Translation and Interpreters in Colonial Vietnam, 1862–1945**

**Status:** Completed

**Start date:** November 2018

**End date:** November 2018

The position that local interpreters occupied within the colonial administration and society is often negatively portrayed. Generally, they were either deemed as corrupt by the colonizers or as lackeys by nationalists due to their association with the former. This is true in the case of colonial Vietnam, 1862–1945. My research

aims to nuance the roles and functions that local interpreters performed in order to better understand their social position and the reasons why they abused their power when they did. Many interpreters intentionally misinterpreted by holding back or omitting information, while others committed embezzlements. I explore the diverse reasons for these mistranslations in order to highlight the power interpreters possessed in their ambivalent role as linguistic and cultural mediator. I examine the institutionalization of interpreters and the translation regulation that the French administrators imposed as a way to monitor and ensure translation fidelity on the part of interpreters. This research essentially explores the ways in which local interpreters reinterpreted these policies as a way to both negotiate and reclaim their autonomy within the administration.

#### **Principal investigators**

- **Vo, Eileen** • History, Philosophy, Religion, and Sociology

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Scholarly and Creative Activity**

Greenwald, B. H. (2018). The life and times of Thomas Hopkins Gallaudet. *Sign Language Studies*, 19(1), 163–166.

## **Honors Program**

The Honors Program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in-depth critical thinking, research opportunities, and the 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:** Ongoing

**Start date:** September 2017

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.

#### **Principal investigators**

- **Shultz Myers, Shirley** • Honors Program

#### **Products**

Mills, H. N. (2019). *Trust and confidence: Law enforcement and the deaf community*. University Honors Capstone.

Humlicek, G. (2019). *Interactive health literacy: Gender differences in a representative deaf college student sample*. University Honors Capstone.

Bai, Y. (2019). *Barriers to job satisfaction of deaf employees: Implications for creating deaf-friendly work environments*. University Honors Capstone.

Sereda, N. K. M. (2019). *BAGGAGE: An original script and production furthering deaf theatre's evolution*. University Honors Capstone.

Forkin, A. (2019). *(M)el(an)chol(ja): A Memoir*. University Honors Capstone

Moers, B. J. (2019). *Implementation of group-based cryptosystems in information security*. University Honors Capstone.

Keogh, B.C. (2019). *Peer support and food security in deaf college students*. University Honors Capstone.

## 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, is conducted as a way 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

### Letter or Spirit of the Law: An Institutional Ethnography of Effective Communication Access in U.S. Hospitals

**Status:** Ongoing

**Start date:** February 2019

**End date:** October 2020

Federal legislation mandates effective communication for deaf U.S. hospital patients. Despite this directive, evidence indicates that access to healthcare remains inadequate, inappropriate, or unethical. This study employs an institutional ethnographic approach to investigate established policies for legislative compliance vis-à-vis medical professional actions and deaf patient experiences within a U.S. healthcare system. Participant observation, interviews, and textual analysis can isolate points of disjuncture and reveal institutional processes implicated in negotiating access. The aim is to identify systemic factors contributing to disparities reported by deaf patients.

#### Principal investigators

- **Rodrigues, Jennifer** (Student) • Interpretation and Translation

#### Funding sources

- Gallaudet Small Research Grant

### ASL Translational Strategies for Setting-Specific Demands

**Status:** Ongoing

**Start date:** November 2018

**End date:** November 2019

Much data exists documenting the dearth of interpreters of color in the field of ASL interpretation; today the Registry of Interpreters for the Deaf membership is 88 percent white. The lack of representation and recruitment of qualified interpreters of color has been documented in a recent National Interpreter Education Center survey as reports of bias toward non-white signers. Bias against non-white signers potentially contributes to and perpetuates a largely homogeneous interpreting profession unable to meet the needs of the rapidly diversifying American deaf community. This pilot study hypothesizes that racial bias is a factor in determining quality standards for interpretation and translation products of ASL-English interpreters, with ASL products from a white interpreter source being preferred over non-white sources. Further, this study

hypothesizes that colorism will be a contributing factor, meaning that signing sources with lighter skin tones will be generally preferred over those with darker skin tones regardless of race. The question this study asks is: does racial bias impact perceived quality of an ASL translation?

#### **Principal investigators**

**Lang, Cassie (Student) • Interpretation and Translation**

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Deaf Employees' Perspectives on Effective Interpreting in the Workplace**

**Status:** Completed

**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 engages deaf white-collar employees who are most directly impacted by interpreting services. Using the Critical Incident Technique (Flanagan, 1954), this study investigates the experience of Deaf employees in the United States whose dominant language is American Sign Language and examines whether they perceive interpreting services as fulfilling the promise of providing access in the workplace. Specifically, it explores 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

#### **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 for publication in April of 2018. The editors brought 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 take a descriptive, applied, or theoretical approach to interpreting and translation of a signed language. The editors encouraged a broad range of methodological approaches and theoretical frameworks, including qualitative, quantitative, and mixed methods.

#### **Principal investigators**

- Nicodemus, Brenda • Interpretation and Translation

#### **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, as well as how

people expect the newly acquainted individuals to address each other. We will engage in two types of data collection: 1) observational data of natural language interaction; and 2) 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

### **Comprehension of text in ASL: Impact of linguistic complexity**

**Status:** Completed

**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 investigates 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

### **Does an Interpreter's Gender Affect How Face-Threatening Acts are Conveyed?**

**Status:** Completed

**Start date:** September 2018

**End date:** September 2019

It has been argued that interpreters' subconscious biases can influence their target language renditions, hindering the accuracy of the target language rendition of the source language. Some research suggests that gender identity can be reflected by one's linguistic structure or style. In other words, certain language is gender influenced. This research was conducted to determine whether or not subconscious biases that reflect gender identity will influence interpreted renditions of face-threatening speech acts from American Sign Language (ASL) to English. Interpreters will be given a short video of five face-threatening acts performed by male and female actors, which they will interpret from ASL to English. Once they have interpreted the various face-threatening acts, if variation occurs, it will be documented and an explanation will be given as to why it may have occurred. If there are no notable differences between male and female interpreters, it suggests that male and female interpreters are able to control their gender-influenced speech.

#### **Principal investigators**

#### **Additional investigators**

- **Lovik, William** (Student) • Interpretation and Translation
- **Shaw, Emily** • 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

## Expanding the deaf patient narrative: Exploring the experiences of a group of deaf Asian Pacific Islander patients from the Bay

**Status:** Completed

**Start date:** December 2018

**End date:** May 2019

The hospital is one of the most diverse places people frequent, making it an especially significant setting for interpreters to work. Medical interpreting has the primary purpose of making communication possible between those that don't share the same language. With signed language interpreting, it is important to examine how deaf individuals from diverse backgrounds interact with the medical system when working with these interpreters. The following question was explored in this research: what are the experiences of deaf patients, particularly deaf patients of the Asian Pacific Islander (API) community, working with ASL-English interpreters when visiting the doctor or hospital? Because the deaf API community is a marginalized community within an already marginalized community, it is important to gather insight into the experiences and barriers this group faces when in healthcare settings. The chosen research method is a qualitative, phenomenological approach involving semi-structured, personal interviews of deaf API patients working with ASL-English interpreters in healthcare. The narrative of this group has been excluded from mainstream interpreter training and, for this reason, this study is necessary to gather crucial information that has yet to be documented to better prepare ASL-English interpreters to work with diverse deaf populations in healthcare settings.

### Principal investigators

- **Batoon-Hughes, Sarah** (Student) • Interpretation and Translation

### Funding sources

- Gallaudet Small Research Grant

## Interpreters' Use of the Added Fillers 'um' and 'uh' when Interpreting from American Sign Language into English

**Status:** Completed

**Start date:** October 2018

**End date:** May 2019

Prior research has found that when ASL-English interpreters work from American Sign Language into English, their English "voicing" is perceived by listeners as a direct representation of what the Deaf signer has said. Anecdotally, many Deaf consumers therefore place great value on an interpreter's ability to accurately voice for them. In English, disfluencies such as the fillers *um* and *uh* have been found to indicate mental processing or uncertainty, and can cause listeners to view speakers as less confident and knowledgeable. This study examined the use of *um* and *uh* in 20 voice interpretations of one 8-minute ASL video, where these fillers were added by the interpreter. Interpretations were transcribed, and each instance of *um* or *uh* was coded and tallied. Results were then compared both across interpretations and against interpreters' own perceptions around their use of these fillers, as reported in a post-interpreting questionnaire. Findings indicate that interpreters tended to add *um* and *uh* frequently to their voice interpretations, and that they were largely unaware of doing so. Identified patterns of filler use across interpretations may help to inform teaching and training strategies for interpreters

### Principal investigators

- **Revell, Catriona** (Student) • Interpretation and Translation

### Funding sources

- Gallaudet Small Research Grant

## 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. It focuses 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 teaching; 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

## Interpreting for Deaf professionals: Linguistic comparison of a novice and expert ASL-to-English interpretation

**Status:** Ongoing

**Start date:** December 2018

**End date:** May 2020

This shift in workplace dynamics continues to see a growth in the number of active deaf professionals, a phenomenon which requires an increase in the pool of interpreters with advanced ASL-to-English competencies. In an effort to meet the needs of this population, additional attention has been given to the "Deaf professional-Designated interpreter" model of linguistic and cultural mediation; however, the challenges surrounding deaf professionals' access to qualified interpreters on the job persists. Previous research has examined this issue from the perspective of deaf professionals and documented the impact of interpreters' work on the perceptions of deaf professionals' hearing, non-signing colleagues. Yet those studies have not focused on effective linguistic tools employed by expert interpreters in practice. Through comparison of a novice and expert interpretation, this study aims to identify linguistic strategies that can be used to refine ASL-to-English interpretations and bridge the gap between general practitioner and specialist with regard to business and government-related subject matter. Study results gathered through discourse analysis, interviews, and focus groups can elevate the level of awareness and effectiveness of interpreters working with deaf professionals in the workplace, which can result

in more socioeconomic success among the wider deaf community.

#### Principal investigators

- **Morrison, Shannon** (Student) • Interpretation and Translation

#### Funding sources

- Gallaudet Small Research Grant

### Lost in Translation: The Foundational Culture of the Values in the ASL-English Interpreting Field in the United States

**Status:** Ongoing

**Start date:** September 2018

**End date:** May 2019

Education for American Sign Language-English interpreters in the United States is primarily consolidated in Interpreter Training Programs (ITPs). This shift to academic training that began in the 1960s has resulted in a cultural shift, as most programs are housed in collegiate institutions. The cultural shift towards academic, individualistic norms, and away from deaf-centric, collectivist, and community-based norms, marks a transition in the interpreting field. As the majority of working and future interpreters have attended or will attend ITPs, the cultural shift and divide between deaf communities and interpreters is further emphasized. As a result, this research seeks to address the following questions: on what culture frame, specifically individualist or collectivist, are ITPs founded? What cultural norms are exhibited in ITPs as identified by deaf and hard of hearing ITP professors? This research seeks to provide greater insight into how the foundational culture impacts deaf and hard of hearing instructors in ITPs and the narratives and experiences that they carry. The research will be conducted through a case study framework and combine qualitative, semi-structured focus groups with a quantitative nationwide survey.

#### Principal investigators

- **Wenderski, Teresa** (Student) • Interpretation and Translation

#### Funding sources

- Gallaudet Small Research Grant

### 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 to 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 relationships 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

### 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

#### 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 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

## 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

### Phonotactic Constraints in ASL

**Status:** Ongoing

**Start date:** December 2018

**End date:** December 2019

This dissertation will contribute to the literature on phonotactic constraints in American Sign Language (ASL). In spoken languages, examining phonotactic constraints often involves testing how users of a language adapt nonce words or borrowed words from other languages. When incorporated into a new language, nonce and borrowed words are often changed to reflect the phonotactic regularities of the borrowing language. To date, most of the research on

phonotactics in signed languages has studied borrowed words by examining changes lexicalized fingerspelling has undergone. Examining changes undergone in borrowed words from other signed languages, as well as examining the reproduction of foreign words, should tell us more about the phonotactic constraints of ASL. This research compares the phonological production of words borrowed into ASL to the phonological production in their signed language of origin and the reproduction of Japanese Sign Language (JSL) words by ASL users to that of the form produced by native Japanese signers. The project examines feature-level changes made to signs using narrow phonetic-level transcriptions. Assuming that ASL users rely on

their phonological representation of ASL to perceive and reproduce signs, the changes undergone in the borrowed and reproduced words will reveal information about phonotactic knowledge in ASL.

**Principal investigators**

- **Hamilton, Heather** (Student) • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

**ASL Discourse Structure of Personal Experience Narratives**

**Status:** Ongoing

**Start date:** October 2018

**End date:** December 2019

This linguistic study examines the usage patterns of constructed dialogue as a discourse strategy in personal experience narratives in American Sign Language (ASL) and compares them to that of English within a similar discourse context. Constructed dialogue is a discourse strategy that encodes the conceptualization of the addresser and their particular viewing of dialogue, the interlocutor(s) involved, and the manner in which the interlocutors present dialogue from a previous or imagined discourse event. Linguistic research on constructed dialogue in ASL has paralleled early English research by primarily focusing on the identification, description, and classification of constructed dialogue and its types (see Metzger, 1995; Lillo-Martin, 1995; Liddell, 2003; Dudis, 2007; Thumann, 2010). This study diverges from previous research by examining how native ASL and English users pattern constructed dialogue within a personal narrative context. Additionally, this study examines the identified patterns of constructed dialogue use by ASL and English users under a cognitive linguistic framework by using the notion of construal to examine the impacts the patterns have on meaning. Finally, the patterns of usage in ASL and English will be compared to identify in what ways ASL users differ from English users in their patterns of constructed dialogue use.

**Principal investigators**

- **Johnson, Sareeta** (Student) • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

**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

**Perceptual Narrowing in Deaf Infants**

**Status:** Completed

**Start date:** March 2018

**End date:** September 2019

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. This project addresses 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 nonnative 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

### 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

### 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

### Sign Language Annotation, Archiving and Sharing (SLAASh)

**Status:** Ongoing

**Start date:** September 2014

**End date:** December 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 serve 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
- Peterson, Deborah • Center for Bilingual Teaching and Learning

#### Funding sources

- National Institutes of Health (NIH)
- Haskins Lab

#### Products

Hochgesang, J. A., Crasborn, O., & Lillo-Martin, D. (2017–2019). *ASL Signbank*. New Haven, CT: Haskins Lab, Yale University. <https://aslsignbank.haskins.yale.edu/>

Hochgesang, J. A. (2018, April 6). *Making your Early Childhood Data Accessible: Using ELAN and the ASL Signbank*. Invited presentation for Summit IX: Opening our Minds to Diversity, Inclusion, and Equity in Early Childhood Inclusion, Gallaudet University, Washington, D.C.

Hochgesang, J. A. (2018, June 22). *ELAN and ASL SignBank: Making your videos accessible*. Invited workshop, Assessing a Deaf Child's ASL - Level 1, Gallaudet University, Washington, D.C.

Hochgesang, J. A. (2018, June 26). *ELAN and ASL SignBank and Your Data, Oh My!* Invited workshop, Assessing a Deaf Child's ASL - Level 2. Gallaudet University, Washington, D.C.

Hochgesang, J. A. (2019, June 19). *ELAN and ASL SignBank and Your Data, Oh My!* Invited workshop, Assessing a Deaf Child's ASL - Level 2, Gallaudet, Washington, D.C.

### Philadelphia signs

**Status:** Ongoing

**Start date:** August 2015

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

Tamminga, M., Fisher, J., & Hochgesang, J. (2019). Weak hand variation in Philadelphia ASL: A pilot study. *UPenn Working Papers in Linguistics*, (25)2.

Tamminga, M., Fisher, J., & Hochgesang, J.A. (2018, October). *Weak hand variation in Philadelphia ASL: A pilot study*. Presented at the 47th New Ways of Analyzing Variation (NWAV47), New York University, New York City, N.Y.

### Scholarly and Creative Activity

Hochgesang, J. A. (2019, March). *Inclusion of Deaf Linguistics and Signed Language Linguistics*. Panel Presentation at Georgetown University Roundtable (GURT) 2019 – Linguistics and the Public Good, Georgetown University, Washington, D.C.

Hochgesang, J. A. (2018, September 24). *Same Modality: Different Languages - Signed Language Documentation Projects Around the World*. Presentation for “International Day of Sign Languages” celebration

by the Department of ASL and Deaf Studies, the Office of the President, and the World Federation of the Deaf (WFD), Gallaudet University, Washington, D.C.

Hochgesang, J. A., & Guity, A. (2019, July). *Ethical concerns of sign language work with the Deaf communities: One Deaf Iranian man's journey from researched to researcher*. Presentation at the XVIII World Congress of the World Federation of the Deaf “Sign Language Rights for All.”

Hochgesang, J. A., R. Treviño, J. Willow, & E. Shaw. (2019, March). *Gallaudet University Documentation of ASL (GUDA) – Documentation IS Representation*. Presentation at Georgetown University Roundtable (GURT) 2019 – Linguistics and the Public Good, Georgetown University, Washington, D.C.

## Ph.D. 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. It also includes the study of action and visual processing. PEN students become experts 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, PEN program director

Dr. Melissa Herzig, PEN assistant program director

## Research Projects

### Signing Avatars & Immersive Learning (SAIL)

**Status:** Ongoing

**Start date:** August 2018

The aim of this project is to develop and test a system in which signing avatars (computer-animated virtual humans/characters built from motion capture recordings) help deaf or hearing individuals learn ASL in an immersive virtual environment. The system will be called Signing Avatars & Immersive Learning (SAIL). Interactive speaking avatars have become valuable learning tools, whereas the potential uses of signing avatars have not been adequately explored. Due to the spatial and movement characteristics of natural sign languages, this project leverages the cognitive neuroscience of action perception to test the SAIL system. We will use motion capture recordings of native deaf signers signing in ASL to create signing avatars. The avatars will be placed in a virtual reality landscape which can be accessed via head-mounted goggles. Users will enter the virtual reality environment by wearing the goggles, and the user's own movements will be captured via gesture-recognition system (e.g., smart gloves).

When using SAIL, users will see a signing avatar from a third-person perspective, and they will also see a virtual version of their own arms from a first-person perspective. This first-person perspective can be

matched onto their actual movements in the real world. By using gesture recognition systems, users will imitate signs and learn through interactive lessons given by avatars. SAIL helps users to visualize and embody a spatial and visual language. This creates an embodied, immersive learning environment which may revolutionize ASL learning. SAIL will provide us the opportunity to understand the cognitive process of visual perception of ASL in a controlled 3D digital environment.

Following the development of SAIL, we propose an electroencephalography (EEG) experiment to examine how the sensorimotor systems of the brain are engaged by the embodied experiences provided by SAIL. The action observation network of the human brain is active during the observation of others' movements. The extent of this activity while viewing another person signing will provide insight into how the observer's own sensorimotor system processes the observed signs within SAIL.

#### Principal investigators

- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### Additional investigators

- **Lamberton, Jason** (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Malzkuhn, Melissa** • Motion Light Lab (ML2) – Educational Neuroscience (PEN)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Willis, Athena** (Student) • Ph.D. in Educational Neuroscience (PEN)

#### **Funding sources**

- National Science Foundation (NSF)

#### **Products**

Quandt, L. C., & Malzkuhn, M. (2019). Participant: NSF STEM for All Video Showcase. *SAIL: Signing Avatars & Immersive Learning* [dissemination video].

Quandt, L. C. (2019). *Embodying sign language: Using avatars, VR, and EEG to design novel learning tools*. Center for Adaptive Systems of Brain-Body Interactions Seminar Series, George Mason University, Fairfax, Va.

Quandt, L. C. (2019). *Signing avatars and embodied learning in virtual reality*. NSF AccessCyberlearning 2.0 Capacity Building Institute, University of Washington, Seattle, Wash.

#### **Neural Correlates of Biological Motion Perception in Sign Language Users**

**Status:** Ongoing

**Start date:** May 2018

Although widely studied in typically developing populations, the neural basis of biological motion perception has not yet been studied among a group that uses action as their primary mode of communication: sign language users. We hypothesized that the continuous perception of biological motions used in sign language may mean that native signers show an increased ability to extract relevant action information. With this EEG study, we test whether deaf signers' (N=19) sensorimotor systems are differentially sensitive to biological motion presented in two conditions (scrambled vs. unscrambled) compared to hearing non-signers. We predicted greater central alpha event-related desynchronization (ERD) for the unscrambled condition due to greater demands on sensorimotor cortices when understanding movement. Everyday actions (e.g., jumping jacks, jump rope) were presented using point light displays (PLD). Time-frequency activity in the alpha and beta ranges was

computed for each condition at frontal electrodes and central sites overlying the sensorimotor cortex.

Paired comparisons showed significantly greater ERD at central electrode sites in response to scrambled PLDs as compared to unscrambled PLDs ( $p < .05$ , bootstrapped). This finding suggests that deaf signers may recruit sensorimotor systems more strongly in response to unintelligible actions than coherent action, contrary to our prediction. Frontal electrodes showed the same pattern of ERD ( $p < .05$ , bootstrapped), suggesting that executive functions are involved in parsing scrambled PLDs. The results from deaf native signers were statistically compared to the EEG responses of hearing non-signers. This work provides the first investigation of sensorimotor EEG in deaf signers during PLD observation.

#### **Principal investigators**

- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### **Additional investigators**

- **Kubicek, Emily** (Student) • Ph.D. in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Kubicek., E., & Quandt, L. C. (2019). *Neural correlates of biological motion perception in sign language users*. Data Blitz talk at Cognitive Neuroscience Society, San Francisco, Calif.

Kubicek., E., & Quandt, L. C. (2019). *Neural correlates of biological motion perception in sign language users*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, Calif.

#### **The relationship between sign language experience and mental rotation abilities**

**Status:** Completed

**Start date:** March 2019

**End date:** September 2019

Spatial thinking is the mental process of representing, analyzing, and drawing inferences from spatial relations. Performance on spatial tasks is positively correlated

with expertise in a variety of STEM disciplines, such as physical sciences, geosciences, geography, and engineering. Those who have hobbies or careers that are highly spatial show better performance on measures of spatial ability. These gains have been attributed to the constant mental spatial transformations these activities require. Thus, more practice with such spatial transformations may lead to performance gains on psychometric tests of spatial skill, measures that have been shown to predict success in STEM fields. These findings make sense, as practice with spatial transformations should logically lead to performance enhancements in this domain. However, little scientific inquiry has been done investigating a population that uses visuospatial transformations as their primary means of communication: sign language users. This research used EEG to explicate the neural processes involved when signers complete mental rotation tasks, while behaviorally testing at what level sign language experience impacts mental rotation performance.

#### **Principal investigators**

- **Kubicek, Emily** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

### **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 science and among speech, language, and hearing professionals regarding the optimal age (if any) to expose young children to a visual signed language. This study promises to have high impact on broader society, as our understanding from it 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**

#### **Additional investigators**

- **Andriola, Diana** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Langdon, Clifton** • Ph.D. in Educational Neuroscience (PEN)

### **EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)**

*See under Science of Learning Center on Visual Language & Visual Learning (VL2)*

### **Impact of Language Experience on Early Numerical Cognition**

**Status:** Ongoing

**Start date:** July 2019

**End date:** December 2020

The objective of this study is to evaluate longitudinally the impact of language modality and early language experience on the core numerical representation and on the acquisition of the concept of exact number. To do this, 180 children aged 3 to 5 will be followed for up to two years. Leveraging the natural variability occurring within the deaf community, 60 children will

be native American Sign Language (ASL) users, 60 children will have been exposed to a visual language after 24 months of age (e.g., deaf children with late cochlear implant and no in-home visual language), and the remaining will be English-speaking children with no hearing loss and no delay in language exposure. Children will be evaluated at ~8-month intervals, between 2 and 4 times, on basic number skills until they reach proficient understanding of the exact number concept. They will also be assessed for language skills and general IQ. Parents will fill out a comprehensive survey on their child's language use and in-home language. This paradigm will allow us to determine the impact of language modality and proficiency on the developmental trajectory of the core numerical representation. It will also allow us to determine if the stages for reaching a full understanding of the exact number concept can be delayed or facilitated depending on language modality. Could the use of fingers in ASL to represent numbers facilitate early number concept acquisition? Does a delay in language exposure impact both the core number system and the acquisition of formal number concepts? Are the different stages impermeable to early language experience? What role does language play in the relation between the core numerical representation and the acquisition of exact number concept? These long-standing questions in the field of numerical cognition can be uniquely answered through the perspective of a visual language and time of language exposure.

#### **Principal investigators**

- **Berteletti, Ilaria** • Ph.D. in Educational Neuroscience (PEN)

#### **Additional investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Carter, Hannah** (Student) • Psychology
- **Kimbley, Sarah** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Mitchiner, Julie** • Education
- **Timperlake, Erin** (Student) • Psychology

#### **Funding sources**

- National Science Foundation

## **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 understanding 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 and 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**

- **Malzkuhn, 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) • Ph.D. in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

## Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach

**Status:** Ongoing

**Start date:** July 2019

This project investigates the neural network, brain structures, and cognitive processes involved in arithmetic processing for native ASL signers compared to hearing English speakers. Brain activation from adults performing single-digit arithmetic problems, subtraction and multiplication, will be recorded. Different brain areas will be independently localized to identify which cognitive components are involved and to which extent depending on language modality. We will adopt a numerical processing localizer, a verbal rhyming localizer (ASL or English), and a hand movement localizer. Within the areas identified by the localizers we expect to find similar numerical quantity processes across language modality groups. We expect language-based activation for multiplication processes if both groups rely on verbal retrieval memory, regardless of modality. We expect increased motor movement activation in the ASL signing group given the observation in previous studies that ASL signers activate motor and supplementary motor areas when processing linguistic information regardless of whether presented in written English or ASL.

### Principal investigators

- **Berteletti, Ilaria** • Ph.D. in Educational Neuroscience (PEN)

### Additional investigators

- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Lancaster, Lucas** (Student) • Hearing, Speech, and Language Sciences
- **Sullivan, Sarabeth** (Student) • Ph.D. in Educational Neuroscience (PEN)

### Funding sources

- Gallaudet University

## Neurobiological Correlates of Phonological Awareness and Reading Outcomes

**Status:** Completed

**Start date:** January 2018

**End date:** November 2018

Phonological awareness (PA), 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** • Ph.D. in Educational Neuroscience (PEN)
- **Andriola, Diana** (Student) • Ph.D. in Educational Neuroscience (PEN)

### Funding sources

- Gallaudet Small Research Grant

## 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 toward 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 permit our species to learn and use a wide range of language structures and languages encoded in multiple modalities (visual, tactile, and auditory). 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. The community may benefit indirectly from this proposed research project.

### Principal investigators

### Additional investigators

- **Andriola, Diana** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)

- **Langdon, Clifton** • PhD in Educational Neuroscience (PEN)
- **White, Bradley** (Student) • Ph.D. in Educational Neuroscience (PEN)

## 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: 1) 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 2) 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 the complex nature of neuroplasticity and early-life sensitive windows for language processing, and it 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** • Ph.D. in Educational Neuroscience (PEN)
- **White, Bradley** (Student) • Ph.D. in Educational Neuroscience (PEN)

### Additional investigators

- **Andriola, Diana** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Walker, Zoey** (Student) • Brain and Language Laboratory (BL2)

### Funding sources

- Gallaudet Small Research Grant

### The impact of language modality on number sense and arithmetic processing

**Status:** Completed

**Start date:** February 2018

**End date:** July 2019

This project comprised a behavioral investigation of basic arithmetic and numerical fluency in relation to the use of different language modalities.

### Principal investigators

- **Berteletti, Ilaria** • Ph.D. in Educational Neuroscience (PEN)

### Additional investigators

- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Lancaster, Lucas** (Student) • Hearing, Speech, and Language Sciences
- **Sullivan, Sarabeth** (Student) • Ph.D. in Educational Neuroscience (PEN)

### Funding sources

- Gallaudet University

### Products

Sullivan, S., & Berteletti, I. (2019, April 4). *ASL number signs map onto the internal Numerical representation in native signers*. Poster presented at Gallaudet Research Expo, Washington, D.C.

### The impact of language experience on the neural activations of arithmetical processing

**Status:** Ongoing

**Start date:** March 2018

**End date:** January 2020

Through the use of EEG recordings, the aim of this project is to investigate the differences and similarities in the neural correlates of native ASL users and English native speakers while they perform single-digit arithmetic problems.

### Principal investigators

- **Berteletti, Ilaria** • Ph.D. in Educational Neuroscience (PEN)
- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

### Additional investigators

- **Berger, Lauren** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Bowen, Amanda** (Student) • Psychology
- **Carter, Hannah** (Student) • Psychology
- **Griswold, Bryn** (Student) • Speech Pathology & Audiology
- **Kimbley, Sarah** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Lancaster, Lucas** (Student) • Speech Pathology & Audiology
- **Scott, Kayla** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Sullivan, Sarabeth** (Student) • Ph.D. in Educational Neuroscience (PEN)

### 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

- **Malzkuhn, Melissa** • Motion Light Lab (ML2) – Educational Neuroscience (PEN)
- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### Additional investigators

- **Willis, Athena** (Student) • Ph.D. in Educational Neuroscience (PEN)

#### Funding sources

- National Science Foundation

### Neural Correlates of Observing and Producing Sign Language

**Status:** Ongoing

**Start date:** September 2017

Over 60 participants are enrolled in this large, multi-part cognitive neuroscience EEG study to examine how signers and non-signers process written English, perceive ASL, and imitate ASL signs.

#### Principal investigators

- **Quandt, Lorna** • Ph.D. in Educational Neuroscience (PEN)

#### Additional investigators

- **Kubicek, Emily** (Student) • Ph.D. in Educational Neuroscience (PEN)
- **Majrud, Naseem** (Student) • Psychology
- **Wardle, Taylor** (Student) • Psychology
- **Willis, Athena** (Student) • Ph.D. in Educational Neuroscience (PEN)

#### Funding sources

- Science of Learning Center on Visual Language & Visual Learning (VL2)

#### Products

Berger, L., & Quandt, L. C. (2018). *Sensorimotor EEG indicates deaf signers simulate tactile properties of ASL signs when reading English*. Presented at the annual meeting of the Society for Neurobiology of Language, Quebec City, Canada.

Kubicek, E., & Quandt, L. C. (2018). *Deaf signers' sensorimotor system activity during perception of one- and two-handed signs*. Presented at the annual meeting of the Cognitive Neuroscience Society, Boston, Mass.

Kubicek, E., & Quandt, L. C. (2018). *Deaf signers' sensorimotor system sensitive to motoric and linguistic parameters of sign language*. Presented at SACNAS 2018: The National Diversity in STEM Conference, San Antonio, Tex.

Kubicek, E., & Quandt, L. C. (2019). *Sensorimotor system engagement during ASL sign perception: an EEG study in deaf signers and hearing non-signers*. *Cortex*. Pre-print available ahead of publication at <https://doi.org/10.1101/558833>

Quandt, L. C., & Kubicek, E. (2018). Sensorimotor characteristics of sign translations modulate EEG when deaf signers read English. *Brain and Language*, 187, 9–17.

Quandt, L. C., & Willis, A. S. (2019). *Sensorimotor EEG activity during sign production in deaf signers and hearing non-signers*. Presented at the annual meeting of the Society for Neurobiology of Language, Helsinki, Finland.

Willis, A., & Quandt, L. C. (2019). *Sign language experience increases motor resonance during imitation of signs*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, Calif.

## Physical Education and Recreation

The Department of Physical Education and Recreation promotes an active and healthy lifestyle that can be passed on through teaching others. Research is an important part of making sure the information and methods used are up to date and effective, as well as of helping provide programs that are well suited for the University.

### Research Projects

#### **Interrelationships among knowledge, belief, and confidence and the effectiveness of an educational safety program designed to decrease risks of pedestrians and bicyclists in Florida**

**Status:** Completed

**Start date:** August 2018

**End date:** March 2019

Based on the bicycle safety education in Florida, the investigators surveyed the program's participants regarding bicycle safety knowledge, their safety beliefs about bicycling, their confidence in bicycling, and their perception of the effectiveness of bicycling safety education programs. Based on the survey's

result, the investigators used interrelationship (co-relationship) between the four variables. The SPSS program was utilized to see the relationship between the four variables.

#### **Principal investigators**

- Rhee, YooJung • Physical Education and Recreation

#### **Products**

Rhee, Y., Connaughton, D.P., Ko, Y., Kaplanidou, K., & Pracht, D. (2018). *Senior bicyclists' knowledge regarding bicycle safety and relevant laws in Florida*, Poster session presented at the Sport & Entertainment Venue Tomorrow, Columbia, S.C.

## 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

#### **Efficacy of Parent-Child Interaction Therapy with Deaf/Hard-of-Hearing Children and Families**

**Status:** Ongoing

**Start date:** October 2018

Deaf and hard of hearing communities experience barriers to obtaining fully accessible and affirmative mental healthcare services. These barriers include limited research on the efficacy of mental health treatments and outcomes of clinical services with individuals who are deaf and hard of hearing and lead to a disparity in the number of deaf and hard of hearing individuals who are able to obtain culturally and linguistically affirmative mental health services. Parent-Child Interaction Therapy (PCIT) is one of the few interventions that has been adapted for and studied with diverse deaf and hard of hearing families. Post-

treatment outcomes from a small sample of clinically referred families include an increase in parenting skills, a reduction in disruptive child behaviors, and overall parental treatment satisfaction.

#### **Principal investigators**

- Day, Lori • Psychology

#### **Additional investigators**

- Adams Costa, Elizabeth • The River School

#### **Products**

Costa, E. A., Day, L., Caverly, C., Mellon, N., Ottley, S., & Ouellette, M. (2019). PCIT as a behavior and spoken language intervention for young children with hearing loss. *Language, Speech, and Hearing Services in Schools*.

Day, L.A., Bruce, S., & Cappetta, K. (2019, June). *Identifying the Evidence Behind Effective Discipline Strategies: Lessons Learned from Parent-Child Interaction Therapy*. Presentation accepted for the 2019 ADARA and AMPHL National Conference, Baltimore, Md.

## **EL2: Visual Communication and Sign Language Checklist: Online**

See under *Science of Learning Center on Visual Language & Visual Learning (VL2)*

## **Cultural Adaption of the Childhood Trauma Questionnaire for Deaf, Hard of Hearing, and DeafBlind People**

**Status:** Completed  
**Start date:** August 2018  
**End date:** January 2019

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 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, this research project explores the face and content 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

### **New Signers: Acculturation and Coping**

**Status:** Ongoing

**Start date:** October 2014

Previous research has examined the transition to college among ethnic minority youth and found that appropriately managing acculturative stress is a significant predictor of psychological adjustment and success during the college transition (Crockett et al., 2007). For example, Mexican-American youth who report higher levels of acculturative stress during their college transition report more frequent symptoms of depression and anxiety. Active coping and parental support, however, can buffer the effects of acculturative stress. Deaf and hard of hearing youth grow up in culturally diverse settings and arrive at college with varying degrees of experience with deaf and hearing cultures (Maxwell-McCaw & Zea, 2010). Whereas some youth may have vast experiences with deaf culture and a high level of cultural practice including proficiency in ASL and deaf cultural norms, other youth may have grown up immersed primarily in hearing culture, with little or no exposure to ASL or deaf culture. Consequently, students matriculating at Gallaudet face a diverse set of challenges relating to acculturation. To date, the acculturative experiences of this population have been understudied. The proposed study examines acculturative stress, coping, and mental and physical health among new Gallaudet students, with specific emphasis on the experiences of new signers.

### **Principal investigators**

- **Maxwell-McCaw, Deborah** • Psychology
- **Schooler, Deborah** • Psychology

### **Funding sources**

- Gallaudet Small Research Grant

### **Products**

Aldalur, A., Maxwell-McCaw, D., & Schooler, D. (2019, June). *Mental Health Correlates of Acculturative Stress Among Deaf and Hard of Hearing Young Adults*. ADARA Conference, Baltimore, Md.

## Impact of Parent Openness to and Style of Communication on Emotion

**Status:** Ongoing

**Start date:** April 2019

**End date:** December 2019

The current study aims to examine parent-to-child openness to communication and communication style and how these factors may be related to the emotion regulation (ER) skills of their child. The individuals being surveyed will be deaf, hard of hearing, and hearing parents of DHOH children ages 7–12 years old. The first hypothesis is that communication styles such as the tendency to communicate in a way that is clear and understandable, as well as appropriately labeling one's feelings to another, will be associated with stronger ER skills in the sample. Conversely, traits such as verbal aggression and interrogative-like communication will be associated with weaker ER skills. The second hypothesis is that the former communication styles will be associated with increased openness to communication skills, therefore more effective ER skills. The final hypothesis is that DHOH parents of DHOH children will present more openness to communication due to fewer challenges with communication during the early years of their child's life, therefore acquiring more effective emotion regulation skills than children whose parents are not as open with communication.

### 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:** January 2019

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 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, this research project explores 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

## Deaf Health Literacy: Usability and Navigability of Health and Wellness Apps

*See in Deaf Health Communication and Quality of Life Center*

## BRIDGES—Bias Reduction Intervention: Deaf Gain in Employment Settings

**Status:** Ongoing

**Start date:** September 2017

This project is a collaboration between faculty in the undergraduate and graduate clinical programs in psychology to address bridges and barriers our students experience on their way to becoming professional psychologists. Anecdotally, we have observed barriers our students experience in their educational careers. Students have described experiences of bias and discrimination that have impacted their progress through their degrees. Nationally, there is a need for deaf mental health professionals to serve deaf populations, but bias against deaf students may result in an underrepresentation of deaf clinicians. We created a participatory research

community of students and faculty in the Department of Psychology to assess ways in which our classes, departmental programs, and external training programs can support all students in achieving success. Ongoing projects are informing curricular modifications, interventions, and other programming changes in our department and training programs.

#### **Principal investigators**

- **Day, Lori** • Psychology
- **Schooler, Deborah** • Psychology

#### **Additional investigators**

- **Miller, Cara** • Psychology

#### **Funding sources**

- Gallaudet Priority Research Fund

#### **Products**

Schooler, D., & Day, L.A. (2019, June). *Removing Barriers and Building Bridges for Future Mental Health Professionals from Diverse Backgrounds*. Presentation accepted for the 2019 ADARA and AMPHL National Conference, Baltimore, Md.

### **EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants**

See under *Science of Learning Center on Visual Language & Visual Learning (VL2)*

### **Current practice of psychological assessment of deaf and hard of hearing clients: A focus group study**

**Status:** Completed

**Start date:** September 2018

**End date:** July 2019

Psychological assessment plays a large part in the practice of psychology. Over the years, steps have been taken toward 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 (DHH) individuals continues to be problematic for a variety of reasons, including limited availability of appropriate measures, lack of appropriate knowledge and training, and vast heterogeneity in characteristics of the deaf and hard of hearing population. This exploratory study conducted

two focus groups and one interview with six school and clinical psychologists. Thematic analysis identified numerous themes, but the discussion focused on the following themes: reliance on self-developed guidelines, flexibility, and clinical judgment; needing to take on certain roles and responsibilities to be effective; facing many systemic barriers; numerous ethical issues stemming from assessment of DHH clients by untrained psychologists; and the identification of education and dissemination of information as a main proposed solution. The themes reported by participants represented the manner in which they maneuver the complexity of assessment with deaf and hard of hearing clients and were consistent with the literature. Potential underlying factors were explored, such as the utilization of dynamic assessment, the Dunning-Kruger curve, and the experience of psychologists working with underserved populations. Implications for this study include potential directions for continued research on how to improve the assessment process for deaf and hard of hearing clients.

#### **Principal investigators**

- **Wilkins, Alexander** (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

### **Deaf Acculturative Stress Inventory (DASI): Development and Validation of an Acculturative Stress Inventory for Deaf Adults**

**Status:** Ongoing

**Start date:** April 2019

**End date:** September 2019

Acculturative stress represents the effects of the struggles involved in acculturation, including pressure to acquire aspects of the dominant culture as well as pressure to retain or acquire aspects of one's minoritized culture. To date, no measure exists for assessing the acculturative stress experiences of deaf individuals, a unique culturally minoritized group. The goal of this study is to explore the acculturative stress experiences of deaf adults and use the information gathered to develop a structured acculturative stress scale, the Deaf Acculturative Stress Inventory (DASI). Focus group interviews will be conducted with deaf adults to gather information regarding their experiences

of acculturative stress and identify the appropriate content for the scale. Items for the DASI will be developed based on a synthesis of existing literature and the results of the focus group interviews. Following the initial development of the scale, an expert panel will review the items and provide structured feedback. Revisions will then be made accordingly. A structured scale would allow researchers and clinicians to gain an understanding of the nature of acculturative stress among deaf adults, as well as the risk factors, protective factors, and coping mechanisms for dealing with deaf acculturative stress.

#### **Principal investigators**

- Aldalur, Aileen (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

### **EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)**

*See under Science of Learning Center on Visual Language & Visual Learning (VL2)*

### **PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research**

*See under Deaf Health Communication and Quality of Life Center*

### **Predictors of Interpersonal Suicide Risk in Deaf and Hard of Hearing Groups**

**Status:** Ongoing

**Start date:** November 2018

**End date:** December 2019

Suicide is a leading cause of premature death in minority groups; however, neither prevalence nor risk of suicide in deaf and hard of hearing populations is known. According to the interpersonal theory of suicide (Joiner, 2005), the desire for suicide is derived from perceived burdensomeness and thwarted belongingness along with a fearlessness about death and capability for suicide. Both are acquired through painful physiological experiences and combine to create a highly predictive model of lethal self-harm. As deaf and hard of hearing groups are often marginalized

from their hearing peers, these groups may be at a high risk for suicide. Thus, the aim of this study is to examine the relationship between acculturation and risk for suicide via variables that comprise the interpersonal theory of suicide. Further, attachment theory, which has also been linked to suicidal behaviors, can be thought of as a theoretical foundation to the interpersonal theory of suicide, as the attachment style one develops predicts whether one seeks or avoids closeness when distressed (Bowlby, 1983). Therefore, the role of adult attachment style within the relationship between acculturation and risk for suicide will also be assessed.

#### **Principal investigators**

- Beckman, Allison (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

### **The Deaf Acculturative Stress Inventory: Development and Validation of an Acculturative Stress Inventory for Deaf Adults**

**Status:** Completed

**Start date:** February 2019

**End date:** September 2019

Acculturative stress represents the effects of the struggles involved in acculturation, including pressure to retain or acquire aspects of one's heritage culture, as well as pressure to acquire aspects of the dominant culture (Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002; Schwartz & Zamboanga, 2008). To date, no measure exists for assessing the acculturative stress experiences of deaf individuals, a unique culturally minoritized group within the dominant society. A previous study examined levels of acculturative stress among a sample of deaf university students using a modified version of the 24-item Societal Attitudinal Familial and Environmental Acculturative Stress Scale (SAFE; Mena, Padilla, & Maldonado, 1987), named the SAFE-D (Aldalur, 2017). Results indicated that the SAFE-D demonstrated excellent reliability among the sample and that the deaf participants reported experiencing levels of acculturative stress similar to late immigrant university students (Mena et al., 1987) and English as a Second Language students (Hovey, 2000). It was noted during the modification of the scale and analyses of the data, however, that the acculturation

experiences of deaf individuals differ in significant ways from those of ethnically and racially minoritized individuals (Aldalur, 2017). Also, the results suggested that a bidirectional model of acculturative stress would more accurately capture the experiences of deaf individuals (Aldalur, 2017). Therefore, the development of a separate scale specific to the acculturative stress experiences of deaf individuals is necessary. The goal of the current study is to develop the Deaf Acculturative Stress Inventory (DASI) and collect information regarding the reliability and validity of the scale for use with deaf adults.

#### **Principal investigators**

- **Aldalur, Aileen** (Student) • 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 from 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
- **Dowtin, Ryleigh La Trice** (Student) • Psychology

### **Vicarious Trauma in Interpreters**

**Status:** Ongoing

**Start date:** May 2019

**End date:** December 2019

Vicarious traumatization is the pervasive and cumulative effect on an individual that results from working with traumatized individuals due to having an empathic connection with these individuals (McCann & Pearlman, 1990). Vicarious traumatization is understood as the changes a professional experiences in his or her inner world due to the cumulative effect of exposure to a client's traumatic material (Pearlman & Saaktvine, 1995). This phenomenon is an occupational hazard that has been found to affect human service providers (Pearlman & Saaktvine, 1995; Hammerslough, 2005). Sign language interpreters are not exempt from the pervasive effects of vicarious traumatization (Harvey, 2001; Harvey, 2015; Barreto Abrams, 2018). Interpreters work in trauma-influenced settings where both hearing and deaf consumers may discuss traumatic content, affecting the interpreter's life in personal and occupational contexts (Barreto Abrams, 2018). This study is an expansion of a pilot study and a pre-dissertation project that investigated the effects of vicarious trauma in sign language interpreters. This study will sample interpreters' vicarious trauma and coping strategies through well-established psychometric measures.

#### **Principal investigators**

- **Barreto-Abrams, Jesus** (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

### **Representation of deaf characters in television watched by adolescents and young adults**

**Status:** Ongoing

**Start date:** April 2017

Youth seek connections with television characters as part of the identity formation process. Deaf and hard of hearing youth have traditionally had few opportunities

to connect with deaf television characters, but there has been an increase in the representation of deaf people on television in recent years. The current project examines how deaf and hard of hearing youth engage with deaf media models using survey and focus group approaches.

#### **Principal investigators**

- Pezzarossi-Kobek, Caroline • Psychology

#### **Additional investigators**

- Schooler, Deborah • Psychology

#### **Products**

Kobek Pezzarossi, C., & Schooler, D. (2019, June). *America's Next Role Model: How deaf college students perceive television representations of deaf individuals*. Paper presented at the annual meeting of The American Deafness and Rehabilitation Association (ADARA), Baltimore, Md.

#### **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

#### **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: ASL assessment toolkit**

See under *Science of Learning Center on Visual Language & Visual Learning (VL2)*

#### **HINTS-ASL: Deaf Signers' Experience with Seeking Health Information**

See under *Deaf Health Communication and Quality of Life Center*

#### **Scholarly and Creative Activity**

Miller, B. (2019). Hearing loss: Helping handout for school. In G. G. Bear & K. M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

## 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 2017, 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, RSIA executive director

## Research Projects

### 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

- Larrison, Susan • Research Support
- Reilly, Charles • Research Support
- Benaissa, Senda • Research Support

### Additional investigators

- Fakunle, Oluyinka • Research Support

### Funding sources

- Gallaudet funding

### 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 researchers 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

- **Larrison, Susan** • Research Support

## 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

### Research Projects

#### 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 21st century skills such as collaboration, critical thinking, and problem-solving. Integrating research into classroom teaching is 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 the longer-term benefits described above, the original research incorporated in the classroom sparked immediate interest in pursuing further research in one of the students. Also, we report 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 to collaborate with faculty in science, math, and computer fields to develop similar original research to be incorporated in their classrooms.

- **Reilly, Charles** • Research Support
- **Benaissa, Senda** • Research Support

#### Additional investigators

- **Fakunle, Oluyinka** • Research Support

#### Funding sources

- Gallaudet funding

areas. Mentored research, university collaborations, and internships provide students experience for work, advanced degrees, and medical/pharmaceutical professional careers.

#### Principal investigators

#### Additional investigators

- **Kucukkal, Tugba G.** • Science, Technology, and Mathematics

#### Funding sources

- Conference Grant from Counsel for Undergraduate Research

#### 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—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.

#### Products

Marchut, A., & Gormally, C. (Accepted). Successes and limitations of inquiry-based laboratories on affective learning outcomes for deaf, hard-of-hearing, and hearing signing students. *Journal of the Scholarship of Teaching and Learning*.

#### 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 developed 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 we will 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 • UMCES

#### Funding sources

- Maryland Sea Grant

#### Products

Gleich, S. (2019). *Nutrient effects on phytoplankton community composition in the eutrophic Anacostia River and a focus on diatom physiology*. Master's Thesis. University of Maryland, College Park.

Mitchell, T., Officer, R., Robinson, A., & Solomon, C. M. (2019). Post-tunnel analysis of nitrogen dynamics in the Anacostia River. Presented at Department of Science, Technology and Mathematics Presentations, Gallaudet University, Washington, D.C.

Officer, R., Arora, G., & Solomon, C. M. (2019). *Impact of pre- and post-tunnel implication on microbial and community diversity*. Presented at Department of Science, Technology and Mathematics Presentations, Gallaudet University, Washington, D.C.

Peck, C., Orozco, M., Gleich, S., Lin, M., Glibert, P. M., & Solomon, C. M. (2018, December). *Influence of different N, P and Si additions on urea utilization pathways in an Anacostia River phytoplankton community*. Lanthicum, MD: Maryland Monitoring Council Forum.

Solomon, C. M., Glibert, P.M., & Gleich, S. (2018, December) *Eutrophication status and expectations for recovery of the Anacostia River*. Lanthicum, MD: Maryland Water Monitoring Council Annual Conference.

Solomon, C. M., Jackson, M., & Glibert, P. M. (2019) Chesapeake Bay's "forgotten" Anacostia River: eutrophication and nutrient reduction measures. *Environ Monit Assess*, 191, 265. <https://doi.org/10.1007/s10661-019-7437-9>

## 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 have 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 this in mind, we develop “serious games” to be used in chemistry (and possibly other) courses to increase student engagement, motivation, and, eventually, learning. Recently, we designed the “PChem Challenge Game” with rather ancient “snakes and ladders” game mechanics in mind, but we transformed it into a unique blend of pure luck and

knowledge. The game is now part of the curriculum at Gallaudet, and we are currently testing its efficacy in different institutions across the country. The project is also 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

- **Kucukkal, Tugba G.** • Faculty, Science, Technology, and Mathematics

### Additional investigators

- **Kahveci, Ajda** • Chemistry Education, DePaul University
- **Kucukkal, Tugba G.** • Science, Technology, and Mathematics

## 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 focuses 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)

#### 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<sup>+</sup> 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:** Ongoing

**Start date:** May 2013

**End date:** April 2019

This project provides scholarships to deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe underrepresentation of deaf individuals in STEM fields by providing a specific plan to prepare them 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 (Scholarships in Science, Technology, Engineering, and Mathematics Program [S-STEM], funded by the National Science Foundation); 3) Provide individual and group activities to support undergraduate S-STEM scholars; 4) Assist deaf S-STEM scholars in overcoming cultural and linguistic barriers; and 5) Provide support services to deaf S-STEM scholars to help them 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 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

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Nuzzo, Regina** • Science, Technology, and Mathematics
- **Sabila, Paul** • Science, Technology, and Mathematics

### Additional investigators

- **Mertens, Donna** • Education
- **Zimmerman, Heather** (Student) • Education

### Funding sources

- National Science Foundation (NSF)

## Investigations of the effect of catalyst loading on cross-metathesis reaction

**Status:** Ongoing

**Start date:** October 2012

**End date:** December 2020

For this project, investigations were carried out using various cross-metathesis catalysts to determine the effect of catalyst concentration on the reaction. This has a potential application in chemical, polymer, and pharmaceutical industries, as it could potentially lead to reduced cost of production.

### Principal investigators

- **Sabila, Paul S.** • Science, Technology, and Mathematics

### Funding sources

- National Science Foundation (NSF)

## Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)

*See under Technology Access Program (TAP)*

## 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 DeafBlind (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 DeafBlind 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 website (<http://accessiblemultimedia.com>) provides additional information.

#### **Co-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)

#### **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)

#### **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 percent 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

#### **Products**

Cooper, K. M., Brownell, S. E., & Gormally, C. (Accepted). Coming out to the class: Identifying factors that influence college biology instructor decisions about whether to reveal their LGBQ identity in class. *Journal of Women and Minorities in Science and Engineering*.

## 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 conformations 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

- **Kucukkal, Tugba G.** • Science, Technology, and Mathematics

### Additional investigators

- **Estrada, Kiana** (Student) • Science, Technology, and Mathematics
- **Evans, Ian** (Student) • Science, Technology, and Mathematics

## Synthesis of bismuth telluride nanomaterials

**Status:** Ongoing

**Start date:** May 2015

**End date:** August 2024

This project aims to synthesize nanomaterials of bismuth telluride using the chemical exfoliation method. We have successfully used chemical exfoliation to prepare molybdenum disulfide nanomaterials and

films. We wanted to see if the same approach could be applied to bulk bismuth telluride to prepared thin films (two-dimensional materials). Bismuth telluride has been shown to exhibit interesting thermoelectric properties that convert heat to electricity. The goal of this project is to design a method for producing bismuth telluride films on silicon wafers. The films will be analyzed using Scanning Electron Microscopy (SEM), optical microscopy, and Raman spectroscopy. We are also interested in studying the depth and density of deposited bismuth telluride films on silicon wafers.

### Principal investigators

- **Sabila, Paul** • Science, Technology, and Mathematics

### Additional investigators

- **Marceaux, Brandt** (Student) • Science, Technology, and Mathematics

### Funding sources

- National Science Foundation (NSF)

## Image processing for NASA applications

**Status:** Ongoing

**Start date:** May 2002

**End date:** January 2020

Software is being developed to improve geolocating Corona spy satellite photos from the 1960s. The winter and spring (2014) studies were done on how the accuracy of mapping depended on the starting point for optimization software. Five hundred good starting points were identified for each frame of a Corona image, and automated searches were done to minimize mapping error. It was expected that these searches would identify a few local minima where the search software would get stuck and some of the searches would find a true minimum error state. It was discovered that the lowest minimum error corresponded to the 30m resolution of the images used for calibrating the mapping. Other minima were scattered over the parameter space instead of clustering at a few points. At the suggestion of a National Aeronautic Space Administration colleague, mapping points were recalibrated on higher resolution imagery over several months. The starting point studies need to be repeated. Work continues on providing and updating data

resources for the [www.oceanmotion.org](http://www.oceanmotion.org) educational website. The updates are typically done twice a year.

## 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 develops skills needed for their career.

### Research Projects

#### Help-Seeking Behavioral Among Deaf and Hard of Hearing Individuals

**Status:** Ongoing

**Start date:** January 2018

When deaf and hard of hearing individuals seek help for behavioral health services, many are looking for services that meet their needs in terms of linguistic skill and cultural knowledge in addition to behavioral health expertise. However, little is known about help-seeking behavior and associated beliefs among deaf and hard of hearing individuals. The purpose of this study is to examine help-seeking behaviors and self-efficacy in relation to psychosocial factors and individual demographics among a sample of 234 deaf individuals. Results of an anonymous survey indicated that self-efficacy scores improved with stronger social networks. The interaction between parents' communication method and social network influenced negative life events scores. Negative life events and parents' communication method were significant predictors of help-seeking behavior. Practitioners can incorporate these findings into their practice assessments and treatment as well as outreach efforts and program implementation.

#### Principal investigators

- **Crowe, Teresa** • Social Work

#### Principal investigators

- **Snyder, Henry David** • Science, Technology, and Mathematics

#### The Ethical Impact of Communication Technology and Social Media on Social Work Practice in the Deaf Community

**Status:** Ongoing

**Start date:** March 2018

**End date:** December 2019

Technology in the 21st century revolutionizes the methods of social work practice intervention, which has ethical implications for social work practice with deaf and hard of hearing populations. In particular, the dearth of research on the ethical impact of communication technology and social media on social work practice with deaf and hard of hearing populations necessitates an extensive description of the experiences and perspectives of social workers using technology and social media at their work. To accomplish this goal, 175 participants—BSW interns, MSW interns, social work practitioners, agency administrators, field instructors, field liaisons, and field education program directors in the field of social work—will be invited to fill out a survey using Monkey Survey that consists of quantitative and qualitative questions. Microsoft Excel, SPSS, and HyperRESEARCH will be utilized to analyze data to answer the following questions: 1) How do the social work practitioners adhere to ethical standards in using communication technology and social media? 2) Do the agencies that serve deaf and hard of hearing populations have communication technology and social media policies in place?

#### Principal investigators

- **Moore, Elizabeth A.** • Social Work
- **Pucci, Concetta** • Social Work

#### Funding sources

- Gallaudet Small Research Grant

## Emerging themes in the study of young Deaf adults

**Status:** Completed

**Start date:** February 2014

**End date:** November 2018

This is an exploratory interpretative study of seven deaf adult participants between the ages of 24 and 28. The study will explore, through the process of constructivist grounded theory, experiential themes from the narratives of these young adults. The goal of this study is to provide new information and grounded theory about the thoughts, experiences, and actions of deaf adults during these transitional years of their lives. In-depth qualitative interviews, observations, and document review will be analyzed to identify themes and theory.

### Principal investigators

- Sheridan, Martha • 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

### Scholarly and Creative Activity

Crowe, T. (2019). Factors associated with well-being in a sample of deaf adults. *Journal of Developmental*

*and Physical Disabilities*, 31(3), 285–298. doi: 10.1007/s10882-018-9639-4

Crowe, T. (in press). *Deaf adult consumers of public behavioral health services: January 1, 2016 to January 1, 2018*. Submitted to JADARA.

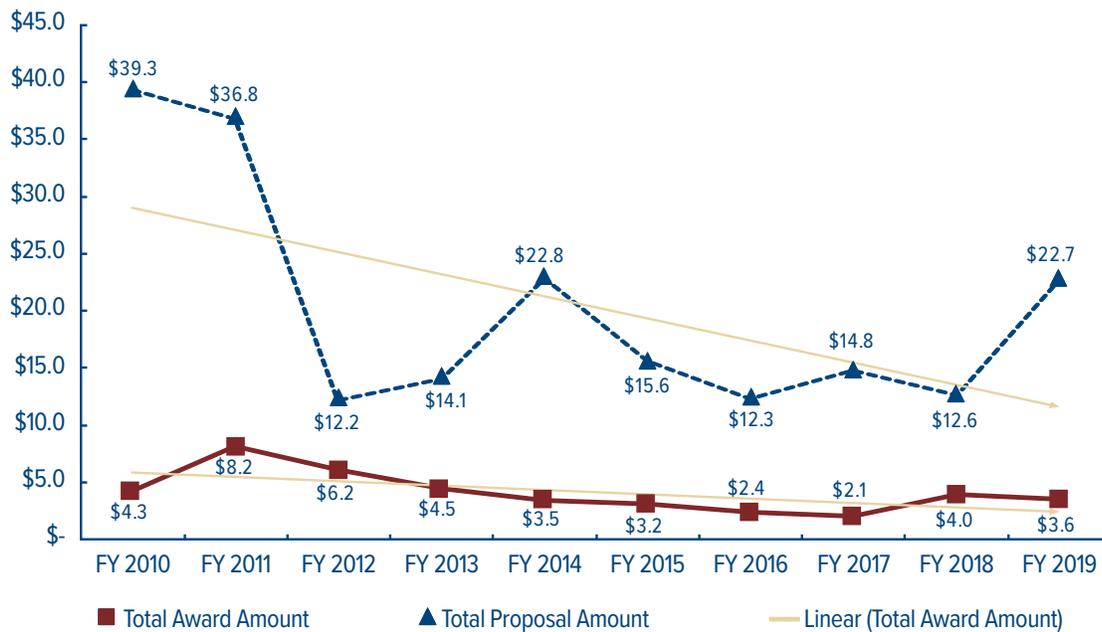
Crowe, T. (2019). Deaf child and adolescent consumers of public behavioral health services: January 1, 2016–January 1, 2018. *Journal of Deaf Studies and Deaf Education*. Doi: [doi.org/10.1093/deafed/eny036](https://doi.org/10.1093/deafed/eny036)

Crowe, T., & Adams, T. (2019). *What you should know about telebehavioral health services with deaf and hard of hearing individuals*. Invited presentation from ADARA at Gallaudet University, Washington, D.C.

# 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 of benefit to the Gallaudet community and the world. The primary source of these funds comes from competitively awarded federal grants and contracts, and occasionally from cost-reimbursable awards from non-federal sponsors with federal-like requirements. The OSP offers guidance in the development of grant and contract proposals and budgets, and it formally submits, negotiates, finalizes, and accepts awards on behalf of the University. 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, which is located at: <http://www.gallaudet.edu/office-of-sponsored-programs>

Dollar Amounts in Millions for Proposals and Awards, FY 2010–FY 2019



## Sponsored Programs: An Overview

Gallaudet faculty and professional staff develop competitive grants and contracts supporting innovative research and training opportunities. This year, the University has been designated by the Carnegie Commission on Higher Education as an R2 Carnegie Classification institution in recognition of the University’s high research activity. The OSP continuously pursues the goal 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, nonprofits, and for-profit organizations that have collaborated with Gallaudet University.

- American Institutes for Research
- American University
- AppTek
- Auburn University
- Boston Museum of Science
- Boston University
- Cleveland Clinic
- Columbia University
- Cornell University
- Federal Communications Commission
- Georgetown University
- Hands & 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
- Northwestern University Feinberg School of Medicine
- NOVA Web Development
- Ohio State University
- Prince George’s Community College
- Rochester Institute of Technology
- San Diego State University
- University of Arkansas at Little Rock
- University of California-Davis
- University of California-San Diego
- University of Colorado at Boulder
- University of Kentucky
- University of Iowa
- University of Maryland, College Park
- University of Maryland Center for Environmental Sciences
- University of Pittsburgh
- University of Southern California
- University of Tennessee
- Washington University in St. Louis
- World Learning, Inc.
- Yale University

During FY 2019, the University received a new grant award from the National Science Foundation (NSF). Dr. Ilaria Berteletti received funding from the NSF for her

“Impact of Language Experience on Early Numerical Cognition” project in the amount of \$662,247. Funding will be used to evaluate the impact of language modality and early language experience on the core numerical representation and on the acquisition and development of the concept of exact number. This evaluation will determine the impact of language on the developmental trajectory of the core numerical representation depending on language modality and factoring time of full language exposure. It will also determine if the stages for reaching a full understanding of the exact number concept can be delayed or facilitated depending on language modality.

Dr. Poorna Kushalnagar received three supplements totaling \$535,560 from the National Institutes of Health (NIH) in support of her “PROMIS – Deaf Profile: Deaf Patient Reported Outcomes Research” project. The first supplement, \$99,669 for “Adverse Childhood Experience, Resilience, and Patient Reported Outcomes in Deaf Adults,” will expand existing research to focus on adverse childhood experience, resilience, and patient-reported outcomes among deaf and hard of hearing adults who self-identify as sexual and gender minority (SGM) individuals. This is a traditionally ignored subgroup in deaf/hard of hearing (DHH) health research. The inclusion of SGM-DHH individuals will further increase the generalizability of the PROMIS – Deaf and Adverse Childhood Experiences results and provide additional group comparison information.

The “Addressing health disparities among understudied women in the deaf and hard of hearing population” supplement was awarded at \$199,350. It will culturally adapt and linguistically validate women’s health-related measures of osteoporosis, reproductive health (e.g., hysterectomies), nutrition, and oral health. The sample will include 200 DHH mid-to-older women to identify health disparities in any of these four areas (osteoporosis, reproductive health, nutrition, and oral health) and their relationships with health-related quality-of-life outcomes.

The third supplement Dr. Kushalnagar received was to expand existing research to include perspectives of DHH caregivers who provide care or assistance to family and friends with Alzheimer’s disease and Alzheimer’s disease-related dementias (AD/ADRD).

The “Quality of Life and Needs of Deaf/Hard of Hearing Caregivers” supplement of \$236,541 will provide support to interview 40 DHH caregivers and gather Behavioral Risk Factor Surveillance System (BRFSS) Caregiver module data from 100 DHH caregivers. This is a traditionally ignored subgroup in aging and caregiving research. The inclusion of DHH caregivers in the parent R01 sample will further increase the generalizability of the results and provide additional group comparison information. The availability of a new BRFSS Caregiver Module in ASL will stimulate future research with DHH aging and caregiver populations.

Over the past four years, Administration and Finance, the OSP, and the Technology Access Program (TAP), which is under the direction of Dr. Christian Vogler, have laid the groundwork, nurtured, and established a partnership with the MITRE Corporation and the Federal Communications Commission (FCC). This collaborative partnership with TAP has continued into FY 2019, providing subject matter expertise (SME) and assisting 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. This fiscal year, Gallaudet and MITRE entered into a new master agreement. The first task order issued under this agreement was for \$350,000, and, as we continue our collaboration with MITRE, we expect to receive additional funding.

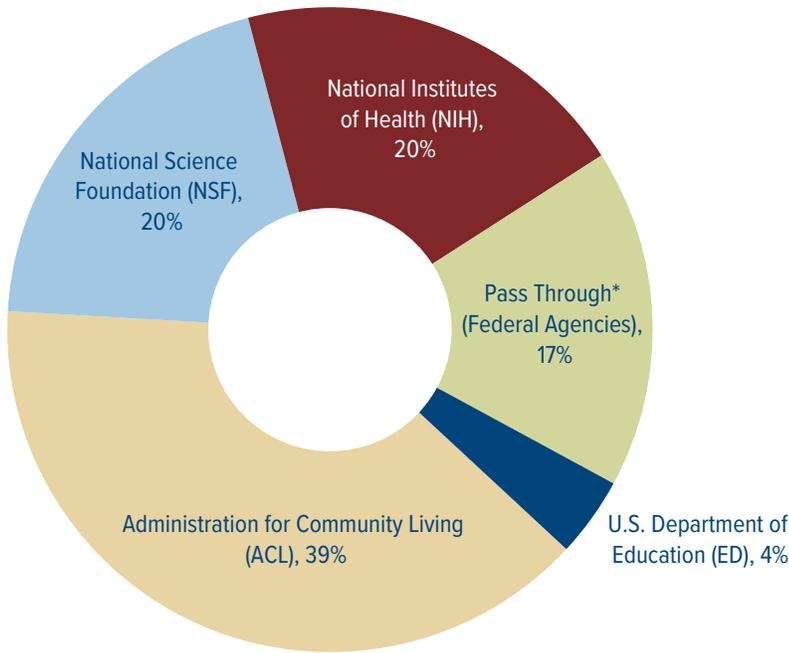
The OSP is also excited to announce that TAP, directed by Dr. Christian Vogler, has been awarded a new five-year Rehabilitation Engineering Research Centers (RERC) grant worth \$4,625,000 from the Department of Health and Human Services’ Administration for Community Living. The first-year award is for \$925,000. The goal of the “RERC on Technology for People who are Deaf or Hard of Hearing” grant is to facilitate fundamental shifts in the role of technology for consumers who are deaf or hard of hearing, as well as for their family and friends. At the end of the grant life, it is expected that the products created from the grant will include materials on successful intervention strategies for children and older adults as well as accessibility of voice assistants. They will also include an industry-consumer portal on designing accessible products, a toolkit for integrating hearing devices into the Internet

of Things, and a system to improve evaluation and fitting of hearing devices.

Despite the federal government shutdown that ended on January 25, 2019, the majority of Gallaudet’s existing grants were approved for continuation, although new awards may have experienced minor administrative delays. During FY 2019, Gallaudet received \$3,602,848 in grants and contracts (\$3,436,495 in research-related awards and \$166,353 in training, scholarships, and various other types of awards).

Like other institutions of higher education in recent years, Gallaudet continues to contend with changes in federal policy and uncertain, dwindling program funding levels under the auspices of the current administration. This fiscal year, there was a slight decrease in award funding, but funding remains strong due to the ongoing support provided by the Office of Sponsored Programs and the persistence of Gallaudet faculty/staff in the pursuit of trailblazing research and preparing students through training opportunities. Gallaudet continues to submit highly competitive proposals and innovative scholarly projects to federal agencies and looks forward to continuing its quest of diversifying the University’s revenue streams through additional research and development contracts with federal agencies and private organizations. The following chart shows the percentage of awards received by sponsor.

**Total Awards by Percentage and Sponsor Received in FY 2019**



\* Federal Pass-Through: American University (NASA) 10.6 percent; Harvard University (NSF) 13.1 percent; IREX (State Dept.) 2.7 percent; Loyola University Maryland (NEH) 0.4 percent; MITRE (CMS) 56.7 percent; University of Tennessee (IES) 3.8 percent; University of Maryland Center for Environmental Science (NSF & Dept. of Commerce) 7.1 percent; World Learning (State Dept.) 5.6 percent.

**Sponsored Programs: Research Compliance**

The Office of Sponsored Programs (OSP) continues to assist the Graduate School and Continuing Studies dean in developing a Responsible Conduct of Research curriculum. On November 7, 2018, Vicky King, the Research Compliance Specialist in the OSP, led a workshop for departmental administrative support staff designed to help them understand their role as research administrators and how they can assist their faculty and staff in proposing and managing sponsored research projects. On June 26, 2019, Ms. King—with Veronica Lee and Marylynn Boswell—presented a workshop on the Personnel Action Form, focusing on how it affects grant management and staying compliant with time and effort reporting regulations.

**FY 2019 Research Related Awards: Report Period October 1, 2018–September 30, 2019**

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Aburakia-Einhorn, Becca	Office of the Provost	Research Support and International Affairs	An Interactive Guide to Accessible Education Abroad for Deaf, Deafblind, and Hard of Hearing College Students	World Learning, Inc. (U.S. Department of State)	07/01/2019–06/30/2020	\$34,514	7/2/2019
PI: Allen, Thomas	Office of the Provost	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)	08/01/2018–07/31/2020	\$23,581	9/4/2019

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Berteletti, Ilaria	Academic Affairs	Ph.D. Program in Educational Neuroscience	Impact of Language Experience on Early Numerical Cognition	National Science Foundation	07/01/2019–06/30/2021	\$662,247	7/2/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Adverse Childhood Experience, Resilience, and Patient Reported Outcomes in Deaf Adults Supplement	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$99,669	8/28/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Addressing Health Disparities Among Understudied Women in the Deaf and Hard of Hearing Population Supplement	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$199,350	8/14/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Quality of Life and Needs of Deaf/Hard of Hearing Caregivers Supplement	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$236,541	8/13/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Deaf Patient Reported Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$182,006	8/20/2019
PI: Kushalnagar, Raja Co-PI: Vogler, Christian	CAS	Science, Technology, and Mathematics	REU SITE: Accessible Information and Communication Technologies Supplement	National Science Foundation	08/01/2019–01/31/2021	\$10,000	8/1/2019
PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	08/14/2019–05/31/2020	\$20,283	9/15/2019
PI: Lundberg, Daniel Co-PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	08/26/2018–08/13/2019	\$44,886	2/14/2019
PI: Mathur, Gaurav (Student: Lauren Berger)	Office of the Provost	Graduate School and Continuing Studies	Graduate Research Fellowship Program (GRFP): Neural Bases of Tactile Language Processing	National Science Foundation	08/01/2019–07/31/2023	\$46,000	8/1/2019
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/01/2017–09/30/2019	\$51,060	7/23/2019

Principal Investigator/Project Director	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)	10/01/2018–09/30/2019	\$30,000	12/19/2018
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	\$2,055	2/28/2019
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	\$534	11/21/2018
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	REU Site: Undergraduate Research Experiences in Estuarine Processes	University of Maryland Center for Environmental Science (National Science Foundation)	04/01/2019–03/31/2020	\$13,046	2/25/2019
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)	02/01/2019–01/31/2020	\$15,361	7/16/2019
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)	02/01/2019–01/31/2020	\$15,362	1/24/2019
PI: Vogler, Christian	Office of the Provost	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise	MITRE Corporation (Centers for Medicare and Medicaid)	07/01/2019–06/30/2020	\$350,000	8/12/2019
PI: Vogler, Christian Co-PI: Kushalnagar, Raja	Office of the Provost	Technology Access Program	Twenty-First Century Captioning Technology, Metrics and Usability	U.S. Department of Health and Human Services; Administration for Community Living	9/30/2019–9/29/2020	\$475,000	9/10/2019
PI: Vogler, Christian Co-PI: Kozma-Spytek, Linda	Office of the Provost	Technology Access Program	RERC on Technology for People who are Deaf or Hard of Hearing	U.S. Department of Health and Human Services; Administration for Community Living	09/30/2019–09/29/2020	\$925,000	9/18/2019
<b>11 PI/PDs 5 Co-PI/PDs</b>		<b>21 Awards</b>				<b>\$3,436,495</b>	

**FY 2019 Training, Scholarships, and Other Awards: Report Period October 1, 2018–September 30, 2019**

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PD: Smith, Kendra	SEBHS	Counseling	Long-Term Training of Mental Health Counselors Working with Learning and Language Challenged Deaf Rehabilitation Clients	Rehabilitation Services Administration (U.S. Department of Education)	10/01/2019–09/30/2020	\$150,000	9/17/2019
PD: Youbara, Gregoire	CAS	World Languages and Cultures	Mandela Washington Fellowship for Young African Leaders	International Research and Exchange Board (U.S. Department of State)	05/28/2019–06/28/2019	\$16,353	6/6/2019
<b>2 PI/PDs 0 Co-PI/PDs</b>			<b>2 Awards</b>			<b>\$166,353</b>	

**FY 2019 All Awards: Report Period October 1, 2018–September 30, 2019**

Type	Number of Investigators	Number of Awards	Award Totals
Research-related awards	11 PI/PDs, 5 Co-PI/PDs	21	\$3,436,495
Training, scholarships, and other awards	2 PI/PDs, 0 Co-PI/PDs	2	\$166,353
<b>All awards</b>	<b>13 PI/PDs, 5 Co-PI/PDs</b>	<b>23</b>	<b>\$3,602,848</b>

**FY 2019 Research Related Proposals: Report Period October 1, 2018–September 30, 2019**

Principal Investigator	School	Department	Title	Sponsor	Begin/End Dates	Proposed Amount	Proposed Date
PI: Aburakia-Einhorn, Becca	Office of the Provost	Research Support and International Affairs	An Interactive Guide to Accessible Education Abroad for Deaf, Deafblind, and Hard of Hearing College Students	World Learning, Inc. (U.S. Department of State)	09/03/2019–07/31/2020	\$34,514	4/1/2019
PI: Arora, Gaurav	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
Co-PIs: Kucukkal, Tugba Solomon, Caroline	CAS	Science, Technology, and Mathematics	The Alliance for Persons with Disabilities in STEM (TAPD-STEM)	Ohio State University (National Science Foundation)	09/02/2019–09/01/2024	\$200,000	3/27/2019
PI: Berteletti, Ilaria	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
(Student: SaraBeth Sullivan)	SEBHS	PEN	Doctoral Dissertation Research: Identifying the ASL phonological processes involved in arithmetic fact retrieval	National Science Foundation	01/15/2020–01/14/2021	\$17,100	7/15/2019

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Berteletti, Ilaria	SEBHS	PEN	Impact of Language Experience on Early Numerical Cognition	National Science Foundation	09/01/2019–08/31/2022	\$826,213	12/18/2019
PI: Chacon, Gerardo	CAS	Science, Technology, and Mathematics	RUI: Variable Exponent Function Spaces	National Science Foundation	05/01/2020–04/30/2023	\$139,543	9/30/2019
PI: Crowe, Teresa	Office of the Provost	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
Co-PI: Frank, Audrey	SEBHS	Social Work	Psychosocial Intervention and Recovery Toolkit for Behavioral Health Providers that Serve Deaf Individuals with Serious Mental Illness	Administration for Community Living; National Institute on Disability, Independent Living, and Rehabilitation Research	09/30/2019–09/29/2024	\$881,057	5/6/2019
PI: Day, Lori	Office of the Provost	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
Co-PI: Pick, Lawrence	CAS	Psychology	Development of a Behavioral Health Hub for Deaf, Hard-of-Hearing, and Deafblind People	Administration for Community Living; National Institute on Disability, Independent Living, and Rehabilitation Research	10/01/2019–09/30/2022	\$599,999	2/5/2019
PI: Gagne, Deanna	CAS	Linguistics	Assessing the Contribution of Language to the Understanding of Others' False Beliefs Using Implicit and Explicit Measurements	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	07/01/2019–06/30/2022	\$405,467	10/26/2018
PI: Harrelson, Erin Moriarty	CAS	ASL and Deaf Studies	MobileDeaf	Heriot-Watt University	08/16/2019–08/31/2021	\$30,381	8/5/2019
PI: Horejes, Tommy	Office of the Provost	Student Success and Academic Quality	Research and Evaluation on Policing	Giving Science Dimension; National Institute of Justice	01/01/2020–08/31/2014	\$311,568	5/8/2019
PI: Kuntze, Marlon	SEBHS	Government and Public Affairs	Exploring the Effect of ASL Mediation Strategies on Reading Outcomes of Elementary Aged Deaf Students	Institute of Education Sciences	08/01/2020–07/31/2023	\$1,400,000	8/29/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Deaf Patient Reported Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	10/01/2020–09/30/2025	\$2,086,446	7/3/2019

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Adverse Childhood Experience, Resilience, and Patient Reported Outcomes in Deaf Adults	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$99,669	5/14/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Addressing Health Disparities Among Understudied Women in the Deaf and Hard of Hearing Population	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$199,351	4/5/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	Leveraging Deaf eHealth Technology for Patient Engagement and Health Outcomes	National Institutes of Health; National Cancer Institute	10/01/2019–09/30/2024	\$2,690,150	2/27/2019
PI: Kushalnagar, Poorna	Office of the Provost	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Quality of Life and Needs of Deaf/Hard of Hearing Caregivers	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	09/01/2019–08/31/2020	\$236,541	2/6/2019
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	Collaborative Research: III: Medium: Controlling Personal Voice-Based Assistants using Multimodal Sign Recognition	National Science Foundation	08/01/2020–07/31/2023	\$299,084	9/30/2019
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CPS: Medium: Collaborative Research: A Wearable RF/IMU Based Sign Recognizer	National Science Foundation	08/01/2019–07/31/2022	\$340,237	4/12/2019
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	\$10,000	6/25/2019
PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	08/14/2019–05/31/2020	\$26,786	5/24/2019
PI: Lundberg, Daniel Co-PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	11/13/2018–08/13/2019	\$44,886	10/26/2018
PI: Mathur, Gaurav (Student: SaraBeth Sullivan)	Office of the Provost	Graduate School and Continuing Studies	Graduate Research Fellowship Program (GRFP): Cognitive Processes and Neural Networks in ASL Arithmetical Reasoning	National Science Foundation	08/01/2019–07/31/2022	\$138,000	10/25/2018

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Meehan, Emily	CAS	Science, Technology, and Mathematics	Instructional strategies for success in mathematics	National Science Foundation	08/01/2019–07/31/2021	\$133,628	6/5/2019
PI: Obiedat, Mohammad	CAS	Science, Technology, and Mathematics	CRUM AY 2019–20 Mini-grants—Undergraduate Research in Mathematics	Center for Undergraduate Research in Mathematics (National Science Foundation)	09/01/2018–05/31/2020	\$15,700	11/15/2018
PI: Ogunjirin, Adebowale	CAS	Science, Technology, and Mathematics	Synthesis of N-n-alkylpyridiniumethers	Organic Syntheses	05/16/2020–08/15/2020	\$8,000	9/30/2019
PI: Pichler, Deborah Chen	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	07/01/2019–06/30/2024	\$3,288,566	11/5/2018
PI: Pichler, Deborah Chen	CAS	Linguistics	Family ASL: Bimodal Bilingual Acquisition by Deaf Children of Hearing Parents	University of Connecticut (National Institutes of Health)	07/01/2019–06/30/2024	\$527,148	11/2/2018
PI: Quandt, Lorna	Academic Affairs	Ph.D. Program in Educational Neuroscience	Effects of Sign Language Experience on Sensorimotor Reactivity During Perceptual and Cognitive Processing	National Science Foundation	01/01/2020–12/31/2022	\$549,217	7/30/2019
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	REU Site: Material Science Research at Gallaudet University (REU-GU)	National Science Foundation	02/01/2020–01/31/2023	\$437,554	8/28/2019
PI: Shaw, Emily Co-PI: Hochgesang, Julie	SEBHS	Interpreting and Translation	ASL Variation in Ohio	National Science Foundation	07/01/2020–06/30/2023	\$554,445	7/15/2019
PI: Tamaki, Chiz	SEBHS	Hearing, Speech, and Language Sciences	Vestibular Hypofunction in a Diverse Sample of Deaf Individuals	Brandeis University (National Institutes of Health)	04/01/2020–09/30/2021	\$74,080	6/26/2019
PI: Vogler, Christian Co-PI: Kozma-Spytek, Linda	Office of the Provost	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise	MITRE Corporation (Centers for Medicare and Medicaid)	07/01/2019–06/30/2020	\$350,000	6/25/2019
PI: Vogler, Christian Co-PI: Kozma-Spytek, Linda	Office of the Provost	Technology Access Program	RERC on Technology for People who are Deaf or Hard of Hearing	Administration for Community Living (U.S. Department of Health and Human Services)	10/01/2019–09/30/2024	\$4,625,000	7/19/2019
PI: Vogler, Christian Co-PI: Kushalnagar, Raja	Office of the Provost	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise	MITRE Corporation (Centers for Medicare and Medicaid)	03/20/2019–07/31/2020	\$72,000	3/25/2019

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Wang, Qi Co-PI: Kushalnagar, Raja	SEBHS	Business	Advancing Informal STEM Learning Through Enabled Accessibility and Linkability of Online Videos	Syracuse University (National Science Foundation)	08/01/2019–07/31/2024	\$637,651	11/7/2018
<b>24 PI/PDs 10 Co-PI/PDs</b>			<b>35 Proposals</b>			<b>\$22,289,981</b>	

#### FY 2019 Training, Scholarships, and Other Proposals: Report Period October 1, 2018–September 30, 2019

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Proposal Amount	Proposal Date
PD: Bergey, Jean	Office of the Provost	Schuchman Deaf Documentary Center	Sensing Space	National Endowment for the Humanities	08/01/2019–07/31/2021	\$370,327	1/9/2019
PD: Bradbury, Jill Co-PD: Peruzzi, Meredith	CAS	English	Deaf Theater Digital Archive	National Endowment for the Humanities	06/01/2020–12/31/2021	\$49,975	7/16/2019
PD: Kelly, Arlene	CAS	ASL and Deaf Studies	COIL in Deaf Studies and Sign Language (Intent to Collaborate)	Oslo Metropolitan University	01/01/2020–11/30/2021	\$0	9/23/2019
PD: Peruzzi, Meredith	Office of the Provost	Museum	Meet Deaf Culture: Museum in a Box	Institute of Museum and Library Services	07/01/2019–06/30/2021	\$50,000	10/31/2018
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)	06/09/2019–06/28/2019	\$16,353	5/29/2019
PD: Yuknis, Christina	SEBHS	Education	Supporting Tunisian Students with Disabilities	U.S. Embassy of Tunisia (U.S. Department of State)	10/01/2019–06/30/2020	\$10,000	9/6/2019
<b>6 PI/PDs 1 Co-PI/PDs</b>			<b>6 Proposals</b>			<b>\$496,655</b>	

#### FY 2019 All Proposals: Report Period October 1, 2018–September 30, 2019

Type	Number of Investigators	Number of Proposals	Proposal Totals
Research-related proposals	24 PI/PDs, 10 Co-PI/PDs	35	\$22,289,981
Training, scholarships, and other proposals	5 PI/PDs, 1 Co-PI/PD	6	\$496,655
<b>All proposals</b>	<b>29 PI/PDs, 11 Co-PI/PDs</b>	<b>41</b>	<b>\$22,786,636</b>

## 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 2019 National Outreach Activities and People Served

	Activities	People Served
Training and technical assistance	550	15,862
Conferences/exhibits and performances/recruitment	119	25,379
Marketing and press releases	154	225,867
Social media efforts	619	892,872
<b>Total</b>	<b>1,442</b>	<b>1,159,980</b>

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 2019, the scope of National Outreach and GURC initiatives continued to be streamlined, and priorities remained aligned in support of the current University Priorities. National Outreach and the GURCs documented 15,862 people served through training and technical assistance/consultation, and 25,379 people served through conferences, exhibits, performances, and recruitment activities. Through our advertising efforts, 225,867 people were reached through marketing and press releases, including listservs. In addition, our social media efforts resulted in a total of 892,872 views.



The Gallaudet Dance Company will mark its 65th anniversary in 2020. Dance Company alumni often join students at their milestone performances, providing a rich retrospective on modern dance over the decades.

## Articulation Agreements

Working with the Department of Interpretation and Translation at Gallaudet University, the regional centers maintained 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. FY 2019 saw the addition of three new articulation agreements, bringing the total number of partnerships to 11, with Florida State College (Jacksonville, Fla.), Lansing Community College (Lansing, Mich.), and Portland Community College (Portland, Ore.).

### BAI Articulation Agreements

Regional Center	Location
Central Piedmont Community College	Charlotte, North Carolina
Austin Community College	Austin, Texas
Front Range Community College	Westminster, Colorado
Ohlone College	Fremont, California
John A. Logan College	Carterville, Illinois
Northern Virginia Community College	Annandale, Virginia
Western Piedmont Community College	Morganton, North Carolina
Tidewater Community College	Virginia Beach, Virginia.
Florida State College	Jacksonville, Florida
Lansing Community College	Lansing, Michigan
Portland Community College	Portland, Oregon

## Regional Academic Bowls

Gallaudet continued to conduct four regional competitions across the nation and one national competition at Gallaudet University. Coordinating the regional competition is a major responsibility and a highlight for each GURC region as well as the Youth Programs office. Both units worked 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.

## Social Media Efforts

A conscientious effort was put into maintaining our social media outlets during FY 2019. In 2018–2019, the office posted 619 times and amassed a total of 892,872 views. Number of views is defined as the count of individual people who see each post, either by visiting the page or by scrolling through their news feed.

### FY 2019 Social Media Efforts

	Posts	Views
Regional centers	388	35,246
Youth programs	231	857,626
<b>Total</b>	<b>619</b>	<b>892,872</b>

## Youth Programs

Gallaudet’s Youth Programs office serves deaf and hard of hearing students from elementary through high school. The offered programs 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 2019 marked the 23rd 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. In 2019, John Hersey High School of Illinois won the national championship.

During FY 2019, four regional Academic Bowl competitions and one national Academic Bowl competition were held. During the 2019 competition year, 77 high school teams participated, with a total of 299 students and 150 coaches. Of the 100 seniors participating in the competitions, 26 (26 percent) enrolled at Gallaudet this fall.

### Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2017	FY 2018	FY 2019
Schools/Programs	79	80	77
Teachers/Staff	155	154	150
Students	312	313	299

## Regional Academic Bowls

Hosting the four regional competition 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 2019 Regional Academic Bowl Host Institutions

Region	Host Institution
East	Western Pennsylvania School for the Deaf, Pittsburgh, Pa.
Midwest	Kansas School for the Deaf, Olathe, Kan.
South	Mississippi School for the Deaf, Jackson, Miss.
West	Phoenix Day School for the Deaf, Phoenix, Ariz.

### FY 2019 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	East	Midwest	South	West
Schools/Programs	19	19	19	20
Teachers/Staff	38	35	38	39
Students	74	73	75	77

University Communications staff members Darrius Doe (at left) and Shara Winesburg introduce President Cordano at the Welcome Home address on September 18. At this event, Cordano unveiled the university's new ten-year vision, The Gallaudet Promise: Excellence in Learning and Discovery.



## Battle of the Books

During FY 2019, Gallaudet’s Battle of the Books entered its seventh year. The purpose of the Battle of the Books is multi-faceted: to promote literacy, foster a spirit of academic competition and good sportsmanship, and develop critical thinking and independent reading skills among deaf and hard of hearing middle school students. In 2019, Kendall Demonstration Elementary School of Washington, D.C. won the Buff division, and Venado Middle School of California won the Blue and Green divisions.

## National Literary Competition

During FY 2019, Gallaudet held its fourth 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, promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the

## Summer Youth Camps

During FY 2019, two sessions of the Summer Youth Camps (SYC) were held between June 15 and June 30. There were four camps under SYC: *Immerse into ASL*, *Discover Your Future*, *Bison Brainiacs*, 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* is for deaf and hard of hearing high school students who have an aptitude for science and technology. *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 53 seniors

During the FY 2019 competition, 94 teams from 54 schools or programs participated, with a total of 386 students and 88 chaperones. Out of a total of 170 eligible seniors who competed in at least one year, 34 (20 percent) enrolled at Gallaudet this fall.

### Participation in Battle of the Books Trend

	FY 2017	FY 2018	FY 2019
Schools/Programs	45	42	54
Teachers/Staff	75	72	88
Students	383	335	386

Writing competition is to allow students to showcase their ability to express themselves in written English and to instill pride and ownership in their work. Out of the 130 seniors who participated in the NLC at least once, 27 (21 percent) enrolled at Gallaudet this fall.

### Participation in the National Literary Competition Trend

	FY 2017	FY 2018	FY 2019
Students	630	430	569

who participated in at least one SYC session since FY 2016, 16 (30 percent) enrolled at Gallaudet this fall.

### Total Participation in Summer Youth Camps Trend

	FY 2017	FY 2018	FY 2019
Number of Campers	172*	83	102

\*In FY 2017, two SYC sessions were held, and hearing campers were admitted to the IIASL program.

### FY 2019 Participation in Summer Youth Camps

	Participants
Immerse Into ASL	20
Discover Your Future	26
Bison Brainiacs	16
Got Skills?	40

## 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 the 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, specifically the concepts of diversity and equity (Priority #2), student success (Priority #3), and academic vitality and strategic positioning (Priority #5). In addition to

## Regional Initiatives

### GURC-East Region at Northern Essex Community College, Haverhill, Mass.

**Academic Bowl:** GURC-East co-coordinated the East Regional Academic Bowl with Gallaudet University's Youth Programs office and the Western Pennsylvania School for the Deaf (WPSD) in March 2019. The competition brought in 19 teams from all over the eastern region and one team from the Midwest. GURC-East hosted the first Bison Luncheon for the region, which served all teams, families, school administrators, and Academic Bowl staff and volunteers.

**Early Intervention and Family Involvement:** GURC-East continued to coordinate one of its core programs, the Family Sign Language Program (FSLP), in Massachusetts. In FY 2019, the FSLP served 105 families with deaf and hard of hearing children enrolled in Massachusetts' Early Intervention system. As part of

many other initiatives, examples of the centers' work include sponsoring conferences/exhibits, providing Youth Self-Advocacy training, sharing resources with families, and presenting about Gallaudet University.

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 hearing students pursuing fields related to deaf and hard of hearing people.

### FY 2019 GURC Activities and People Served

	Activities	People Served
Training and technical assistance	550	15,862
Conferences/exhibits and performances/recruitment	119	25,379
Marketing and press release	154	225,867
<b>Total</b>	<b>823</b>	<b>267,108</b>

the FSLP's rebranding effort, a brochure for the program was redesigned, incorporating the new logo and tagline. GURC-East facilitated a professional development webinar for Early Intervention professionals in the state, introducing them to the FSLP and demonstrating how it can support families with deaf and hard of hearing children in the area of language acquisition. GURC-East also exhibited at the Massachusetts Early Intervention Consortium, disseminating information about the FSLP as well as resources from the Clerc Center and Visual Language Visual Learning (VL2) labs.

**Training and Workshops:** With the support of GURC-Midwest, the GURC-East led a two-hour College and Career Readiness (CCR) training for high school students at the Pennsylvania School for the Deaf in

Philadelphia. Moreover, in collaboration with GURC-South, the GURC-East also provided three-hour Youth Self-Advocacy (YSA) training sessions at two schools in New York—the New York School for the Deaf in White Plains, and Lexington School for the Deaf in Elmhurst. Information about Gallaudet University, including Undergraduate Admissions and Youth Programs, was disseminated at these events.

**Regional Connections:** In a concerted effort to build new partnerships with key stakeholders, the GURC-East has become increasingly visible at meetings organized by Early Intervention professionals in several states with the goal of establishing connections, providing support, and sharing resources. The director of GURC-East recently joined the board of the new Hands & Voices chapter established in Rhode Island and attended and exhibited at Hands & Voices events in the states of New Hampshire, Rhode Island, and Maine. GURC-East also attended the 2019 Leadership Conference hosted by Hands & Voices in Washington, D.C. in order to develop connections with leadership of other state chapters in the eastern region. Events included the Summer Kick-Off event in Merrimack, New Hampshire, the Back-to-School event in Warwick, Rhode Island, and the Deaf Culture Festival at the Maine Educational Center for the Deaf and Hard of Hearing in Falmouth, Massachusetts.

GURC-East has been working closely with Northeast Deaf and Hard of Hearing Services, Inc. (NDHHS) in Concord, New Hampshire. In 2019, GURC-East provided technical assistance in forming a new monthly Shared Reading Program in the state of New Hampshire, sponsored scholarships for parents and guardians of deaf and hard of hearing children to attend NDHHS's annual Working Together Conference in Manchester, New Hampshire, and provided support in developing a theme and connecting with potential presenters for the next Working Together Conference.

In addition, GURC-East sponsored an in-service training provided by Gallaudet faculty members related to creating a bilingual-bicultural learning environment at St. Joseph's School for the Deaf in Bronx, New York. These efforts are part of the GURC-East's ongoing mission of building on existing relationships with regional partners and providing resources and other forms of support.

**Transition Fairs/Conferences and Exhibits:** On behalf of Gallaudet University, GURC-East attended and exhibited at transition fairs, educational events, and conferences throughout the region. In FY 2019, GURC-East attended the second annual transition fair at the Willie Ross School for the Deaf in Longmeadow, Massachusetts, and exhibited at the second annual Deaf and Hard of Hearing Transition Fair in the state of New Hampshire for mainstream high school students. GURC-East supported Gallaudet's undergraduate and graduate degree programs by exhibiting at several fairs and conferences, such as the annual American Society for Deaf Children conference at the Delaware School for the Deaf, Deafopia at The Learning Center for the Deaf in Framingham, Massachusetts, Family Learning Day at the American School for the Deaf in West Hartford, Connecticut, and the Clarke Mainstream Services Conference in Marlborough, Massachusetts.

### **GURC-Midwest Region at John A. Logan College, Carterville, Ill.**

**Early Intervention and Family Involvement:** 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 partnered with the Minnesota Hands & Voices chapter and co-hosted a Family Learning Event in St. Paul, Minnesota for families of young deaf and hard of hearing children. GURC-Midwest also sustained connections with the Center for Deaf and Hard of Hearing Children in Indiana and co-hosted a Family Learning Event in Northern Indiana. At both events, the GURC-Midwest led training workshops and had an exhibit booth.

In June 2019, the GURC-Midwest partnered with the Illinois School for the Deaf and attended the Institute for Parents of Children who are Deaf or Hard of Hearing. This annual institute is a week-long educational event for parents of deaf and hard of hearing children aged 0–5 across the state of Illinois. The GURC-Midwest gave a short presentation about programs and services offered to families of young deaf and hard of hearing children. GURC-Midwest also shared information about the Clerc Center, the VL2, Gallaudet University Youth Programs, and the GURCs. Thirty-five families with over 150 people registered for and attended the event.

The GURC-Midwest collaborated with The Online Itinerant organization and sponsored fifteen families who have infants and toddlers who are deaf or hard of hearing to take an online sign language class. This class was designed for parents who already have some basic foundations in sign language but are not yet proficient. This class focused on helping parents reach the next level of their sign language proficiency so they can better communicate with their children and become stronger language models for them.

The GURC-Midwest attended the 2019 Illinois Teacher for the Deaf and Hard of Hearing (ITDHH) Early Intervention Pre-Conference and a celebration of the 14th Annual Illinois Early Hearing Detection and Intervention (EHDI) Day in Naperville, Illinois. The professionals who attended the two events were primarily early intervention professionals that work with families of deaf, hard of hearing, and DeafBlind children aged 0–3 throughout the state of Illinois. During the EHDI Day gathering, the GURC-Midwest director, Sheri Cook, was invited to join a special panel of representatives of organizations that provide support to early intervention professionals and the families they serve. Ms. Cook elaborated on Gallaudet's priority to strengthen efforts to connect and invest in early intervention.

**Regional Connections:** Building relationships with schools and programs is essential to the process of providing opportunities to share resources. In FY 2019, GURC-Midwest visited and met with several schools and programs for deaf and hard of hearing students across the region. These schools included Arkansas School for the Deaf, Iowa School for the Deaf, Illinois School for the Deaf, Metro Deaf School in Minnesota, Wisconsin School for the Deaf, and mainstream programs in several states, including Nebraska, Illinois, Iowa, Indiana, Michigan, Minnesota, Missouri, and Wisconsin.

**Transition Fairs/Conferences and/or Event Exhibits:** Another primary goal of the GURC is to provide ongoing visibility of Gallaudet University through outreach and collaboration with families, students, and professionals in various communities. During FY 2019, GURC-Midwest attended a state-wide Vocational Rehabilitation meeting in Fulton, Missouri, a transition event for deaf and hard

of hearing students in St. Paul, Minnesota, a hearing loss summit in Overland Park, Kansas, and an annual Gallaudet University Alumni Association meeting in Oconomowoc, Wisconsin. GURC-Midwest also led a training and had an exhibit booth at an annual youth advocacy conference for deaf and hard of hearing middle and high school students in Joliet, Illinois, and provided training at an event for Chicago Public School Itinerant teachers for PK–12 deaf and hard of hearing students. These events provided prospective students and educational professionals the opportunity to learn about Gallaudet University and the Laurent Clerc National Deaf Education Center.

**GURC-Developed Trainings:** GURC-Midwest provided ongoing visibility of Gallaudet University with deaf and hard of hearing students by offering 22 training workshops to high school and middle school students in ten Midwest states. Fifteen of the workshops focused on college and career readiness skills, and seven of the workshops focused on self-advocacy skills. GURC-MW partnered with the GURC-East director and led a CCR training event in Pennsylvania. GURC-MW also collaborated with the GURC-South director and led a YSA training workshop in Missouri. Information about Gallaudet's Undergraduate Programs and Gallaudet's Youth Programs were shared at these events.

### **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) continues to be a work in progress. Due to the challenge of declining enrollment rates impacting community colleges and universities nationwide, GURC-South has worked closely with colleagues at ACC to connect with students and define program SWOTs (strengths, weaknesses, opportunities, threats) in order to address challenges within recruitment and retention. GURC-East and ACC hosted an event called "Deaf Riverbat Chat," which brought deaf and hard of hearing ACC students together to share their experiences and goals. Information gathered at this event was beneficial to improving aspects of student accessibility services and modifying the English for Speakers of Other Languages (ESOL) program.

Additionally, GURC-South offered two sponsorships in FY 2019. One went toward attendance fees for two campers to attend Camp Sign in Conroe, Texas, the other went toward attendance fees for two campers to attend the DeafBlind Camp of Texas in Killeen. GURC-South also collaborated with DeafSHARE in Austin, Texas and provided a workshop on self-advocacy in domestic and sexual violence within the college and career experience.

**Academic Bowl:** Academic Bowl is a yearly event that brings the best of Gallaudet University to prospective students. GURC-South co-coordinated the South Regional Academic Bowl with Gallaudet University's Youth Programs and south region host school. Mississippi School for the Deaf hosted the competition in February 2019. This competition brought in 19 teams from all over the south region. GURC-South hosted the second annual Bison Luncheon, which served all teams, families, and Academic Bowl staff.

**Transition/Networking/Partnerships/Professional Development:** GURC-South's achievements would not be possible without the support of local and regional organizations, agencies, and educational partners throughout the south region. In FY 2019, GURC-South's director invested in professional development in areas such as project management and ASL grammar.

**Transition Fairs/Conferences and Event Exhibits:** The GURC-South attended and provided exhibits and technical assistance for transition fairs, educational events, and conferences with the goal of providing information and resources to deaf/hard of hearing students, parents, and staff members who work with deaf/hard of hearing individuals. In FY 2019, GURC-South attended five transition fairs and had exhibits at three special events, three family events, and three conferences. These events provide prospective students and educational professionals with the opportunity to learn about Gallaudet University and develop awareness of opportunities that are present.

**Youth Self-Advocacy and College and Career Readiness Trainings:** The Youth Self-Advocacy (YSA) and College and Career Readiness (CCR) trainings are a major part of GURC-South's mission in supporting the success of deaf and hard of hearing students by providing them with leadership and empowerment tools

as well as guidance in preparing them for life beyond high school. In FY 2019, ten YSA training workshops and four CCR training workshops 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 administrators of K–12 schools and community colleges, Academic Bowl and Battle of the Books participants/schools, and potential partners in professional development.

GURC-West continues to support K–12 education in California through the annual California Educators of the Deaf (CAL-ED) Conference. This conference brings together teachers, administrators, support personnel, and families from across all types of educational programs in California. Specific attention is given to the Administrative Special Interest Groups to keep up with changes and issues affecting schools in the state.

GURC-West represented Gallaudet at the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) hosted by the Rocky Mountain Deaf School in Denver, Colorado. The GURC-West director gave a CEASD BLAST talk entitled "0–5 and Career Pathways Do Connect."

**Early Intervention and 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; this included hosting exhibit tables, providing resources, recommending names of and/or logistical planning for presenters, and participating in presentations and meetings.

Activities took place at the CAL-ED conference in Riverside, California; the California Statewide EHDl special interest group meeting hosted by the California Association of the Deaf in Los Angeles; and the Hands & Voices 2019 Leadership Conference in Washington, D.C. Presentations on Gallaudet University and Deaf Education took place at the University of the Pacific Doctorate of Audiology Program and the Kahn Academy

in the Silicon Valley. Connecting with Hands & Voices leadership had a focus on military families.

Continuing a long-standing relationship to provide 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 Clerc Center for the Annual Family Learning Weekend. Tami Santimyer, Gallaudet University Admissions Counselor, gave a presentation to parents and professionals on the topic of the importance of family involvement. She also provided a workshop for deaf and hard of hearing middle and high school students on communication through drama skills.

#### **Transition Fairs/Conferences and/or Event Exhibits:**

In an ongoing partnership with Washington's Center for Deaf and Hard of Hearing Youth (CHDY)—formerly the Center for Childhood Deafness and Hearing Loss (CDHL)—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 and youth/family activities. This partnership has evolved to include a larger role for GURC-West's participation in the planning and operations of the annual BizTown and Finance Park activity run by CDHY within the Junior Achievement (JA) program in the state. The culminating event, "Deaf2Deaf Experience," and the BizTown and Finance Park activity took place with students from all over Washington State in attendance. In addition to the JA programs, students were able to meet deaf role models from a variety of career backgrounds and attend workshops on self-advocacy. Parents attended workshops on similar topics and were able to meet Department of Rehabilitation personnel from their areas. Gallaudet University provided additional support by sending a representative from the Office of Admissions to work with the students, provide information, and meet with families as deaf role models in their fields. GURC-West

continued to provide support to schools and programs interested in connecting themselves to JA and building their own BizTown experience. These schools and programs include the Utah Schools for the Deaf and the Blind, Oregon School for the Deaf, Phoenix Day School for the Deaf, and the Orange County Deaf and Hard of Hearing Program at University High School in Southern California.

GURC-West provided support for all programs at Gallaudet University at exhibits whenever possible. This year, opportunities included the CAL-ED conference on behalf of Gallaudet's undergraduate programs, and Deafopia on behalf of the graduate programs.

**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 continued this year to determine improved processes for assisting transfer students with successful pathways to Gallaudet.

**GURC-Developed Training:** GURC-West provided YSA and CCR training workshops at the Rocky Mountain Deaf School (RMDS) in Denver, Colorado. These workshops included presentations to parents at the RMDS ASL Retreat for families, a transition night, and presentations to middle and high school students.

Work continues to develop a one-year presentation cycle of the YSA and CCR training workshops for the California School for the Deaf in Fremont and the Fremont Unified School District.

## Center for Continuing and Online Education

The Center for Continuing and Online Education (CCOE) provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies. It 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, blended, or customized as needed

by 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 with Professional Studies and Training (PST), the Online Degree Completion Program (ODCP), and Online and Hybrid Course and Program Development.

## 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 for students enrolled in PST classes during FY 2019.

### PST Annual Headcount Enrollment Trend

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Students enrolled only in PST courses	588	521	551	715	931
Undergraduate/graduate students also enrolled in PST courses	87	68	63	68	67

### PST Enrollment Counts Per Class by Student Type

	FY 2015	FY 2016	FY 2017 <sup>1</sup>	FY 2018 <sup>1</sup>	FY 2019 <sup>1</sup>
Students enrolled only in PST courses	806	768	807	977	1,276
Graduate students enrolled in PST courses	122	68	63	67	68
Undergraduate students enrolled in PST courses	18	23	13	17	25
<b>Total</b>	<b>946</b>	<b>859</b>	<b>883</b>	<b>1,061</b>	<b>1,369</b>
Faculty/Staff	59	68	72	70	63
Online	376	387	415	654	922

<sup>1</sup>As 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 Trend<sup>1</sup>

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Students	119	115	151	138	219

<sup>1</sup>Excludes graduate and undergraduate students enrolled in PST classes.

CCOE also offers a number of noncredit 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).

### Noncredit Program Offerings and Participation Trend (Outside of PST Courses)

	FY 2016	FY 2017 <sup>1</sup>	FY 2018 <sup>1</sup>	FY 2019 <sup>1</sup>
Noncredit program offerings	2	4	5	7
Participants	17	85	143	324 <sup>2</sup>

<sup>1</sup>Participation increase is due to open house events.

<sup>2</sup>Participation increase is due to two conferences.

## Online Degree Completion Program

The 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 and 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	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Deaf Studies	14	12	12	12	18
Psychology	1	4	2	0	2
<b>Total</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>20</b>

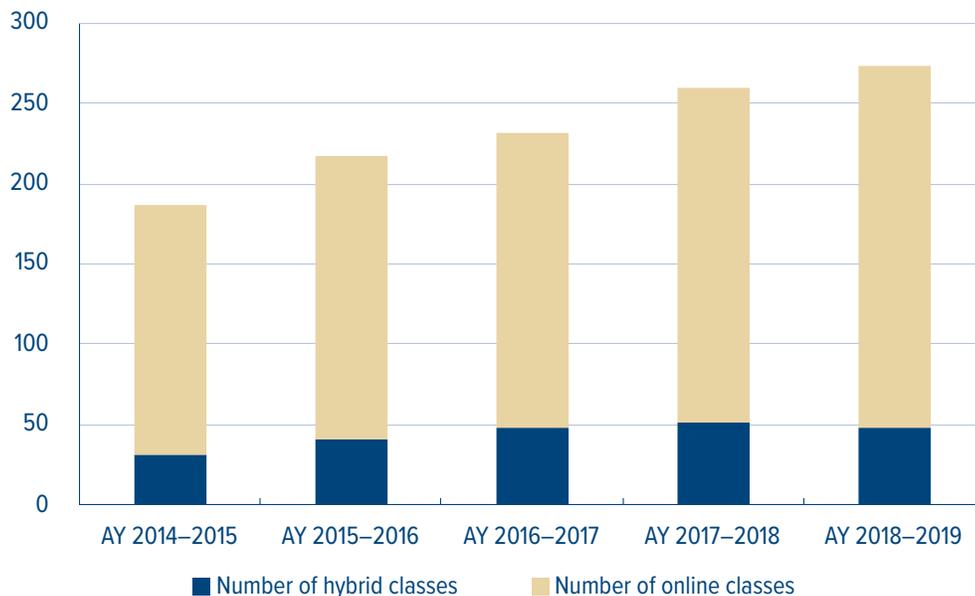
#### ODCP Graduates by Degree

Academic Year	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Deaf Studies	11	2	3	7	8
Psychology	0	0	1	0	0
<b>Total</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>8</b>

### 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 46 percent in the past five years. These “anytime, anywhere” learning opportunities allow students to engage in learning at the time and place of their choosing. All University instructors are required to be certified before they can teach online. CCOE supports the development of online and hybrid courses by coordinating 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	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Full-time faculty	17	29	17	31	28	16	27	29	13	32	27	18	27	29	13
Adjunct faculty	27	16	12	20	20	16	27	33	12	26	38	15	17	19	9
<b>Total distinct count</b>	<b>44</b>	<b>45</b>	<b>29</b>	<b>51</b>	<b>48</b>	<b>32</b>	<b>54</b>	<b>62</b>	<b>25</b>	<b>58</b>	<b>65</b>	<b>33</b>	<b>44</b>	<b>48</b>	<b>22</b>

### Gallaudet University Online Teaching Certification

Faculty and adjuncts are to be fully certified prior to teaching online and hybrid courses. CCOE coordinates the certification process. Since its implementation in 2014, 153 faculty and adjuncts (74 faculty and 79 adjuncts) have successfully undergone a rigorous training program, which includes Applying the Quality Matters Rubric, and have been certified to teach online.

### Faculty and Adjuncts Certified to Teach Online and Hybrid Courses for Gallaudet University

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Faculty and adjuncts	20	47	30	16	28	12

## XI. INTERNATIONAL AFFAIRS

As Gallaudet seeks to make greater inroads in sharing its expertise with the world and infusing internationalization into its programs at home, a campus visit by journalists from 20 countries March 24–April 4, 2019 proved to be quite timely. Up to 80 million people, many of whom had no previous knowledge of Gallaudet’s existence, gained awareness of the University thanks to the journalists who shared their impressions in numerous print, television, and web-based articles.

The group visited Gallaudet as part of a reporting tour of colleges in Washington, D.C., Charlottesville, Va., Orlando, Fla., and Gainesville, Fla. The tour was organized by the Washington Foreign Press Centers, which is part of the Bureau of Public Affairs under the

U.S. Department of State. Its mission is to deepen understanding of U.S. policy and American values through engagement with foreign media. The State Department’s goal was for these foreign journalists to discover how a Gallaudet education varies from a traditional college or university education, and to learn about the partnerships that Gallaudet has formed with international educational institutions, the U.S. government, and the private sector.

Learning about Gallaudet clearly made an impact on the journalists, which they conveyed to many others by writing about the opportunities for success and fulfillment that the University provides deaf and hard of hearing people.

### Background

International Affairs (IA) is 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 people around the world, and it 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

## Education Abroad

The Education Abroad component of IA has been enthusiastically received since it was founded two years ago. It is the University's first office dedicated to promoting research and education abroad programs related to coursework, academic fields, or cross-cultural study for Gallaudet students, faculty, staff, and others interested in international study tours. The number of students participating in education abroad programs increased from 25 students during the office's inaugural year to 50 students the following year. Projections show 75 students engaging in education abroad programs in 2019–2020 and 100 in 2020–2021. In addition, three faculty-led study abroad programs are scheduled to take place in Summer 2020. Another encouraging indicator of the rising interest in education abroad among Gallaudet students is that applications to participate in a study program outside the U.S. has grown 800 percent over the past two years.

In FY 2019, Gallaudet joined the ranks of more than 450 colleges and universities around the world that share the goal of doubling and diversifying the number of U.S. students studying abroad by the end of the decade. These institutions of higher learning are part of the Institute of International Education's (IIE) Generation Study Abroad initiative to help more American students gain international experience through education abroad programs by having partnering institutions of higher learning share resources and provide additional financial support. IIE aims to grow participation in study abroad programs to 600,000 students by 2020. The initiative also opens up additional scholarship opportunities for Gallaudet students looking to participate in education abroad programs.

To help deaf and hard of hearing students overcome obstacles to participating in study abroad programs, IA Executive Director Charles Reilly and Education Abroad Coordinator Becca Aburakia-Einhorn were awarded a capacity-building grant from the U.S. Department of State in the amount of \$34,515 to conduct a year-long study

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.

on best practices in providing access to college students who are deaf, DeafBlind, and hard of hearing who want to participate in education abroad. News of the grant drew the attention of Inside Higher Ed, an online publication that reports daily and hosts several blogs on topics of interest related to colleges and universities. It will include Gallaudet as part of an article about how institutions who won these capacity-building grants are using them.

Gallaudet students were also given an opportunity to study abroad during FY 2019 by the Council on International Educational Exchange (CIEE). CIEE's Passport Caravan is sponsoring passports for 10,000 students around the country as part of the national Generation Study Abroad initiatives. The goal of these initiatives is to double the number of U.S. students studying abroad by 2020 by breaking down barriers in cost, curriculum, and culture. Aburakia-Einhorn presented at CIEE about deaf access to studying abroad, and Education Abroad will soon host the Passport Caravan. As a result, 75–150 Gallaudet students will receive complimentary passports.

Another Education Abroad accomplishment is that six Gallaudet students were awarded Gilman Scholarships by the U.S. Department of State to study abroad during the summer of 2019. This is the highest number of Gilman Scholarships ever awarded at Gallaudet in one semester. The Gilman Scholarships 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. Four recipients participated in Gallaudet's Spanish Sign Language (LSE) Program in Madrid: Gabriella Matteo with a \$4,000 scholarship, and Lauren Brown, Anjel Perez, and Isela Garcia with \$1,000 scholarships. Two students participated in the Siena Deaf Studies Program in Italy: Jared Spinale (\$3,500 scholarship), and Casey Peck (\$3,000 scholarship). Shentara Cobb, who will also attend the Siena Deaf Studies Program, was named an alternate.

## International Student and Scholar Services

International Student and Scholar Services (ISSS) fulfills Gallaudet University's authorization to operate programs that encourage international students and scholars to come to the University for educational pursuits. ISSS ensures that the University is in compliance with U.S. immigration laws, facilitates international students' transition to a culture that may be very different from their own, and helps them adjust to life in the United States.

Prior to the Fall 2019 semester, ISSS welcomed 28 new undergraduate, graduate, and English Language Institute students from 15 countries to the International Student Orientation (ISO). Student leaders and representatives from many departments across campus shared their time and expertise to assist ISO with informative activities, resources on immigration assistance, and tips on how to navigate classroom expectations. Their efforts helped ease new students'

transition to campus and academic life at Gallaudet, and therefore help ensure their success and well-being.

ISSS continued to host bi-weekly Global Connection Gatherings (GCG), a well-received activity that began in 2017 to provide an opportunity for international and domestic students to engage in conversations, create friendships, share cultures, and connect with the Gallaudet community in a casual and comfortable environment. Timely topics that were addressed at GCGs during FY 2019 included information on how international students should prepare to apply for a fall semester internship, receive a travel signature for summer break, and apply for Curricular Practical Training or Academic Training, which authorizes international students holding F-1 and J-1 visas to engage in off-campus employment experience in their major field of study.

## 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 2019, there were five ISSP participants on campus, two from Japan and one each from China, Iran, and the United Arab Emirates.

## 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 during the academic year to work on their research studies. The most recent visiting researcher welcomed to campus by Gallaudet was Dr. Jihong (Lily) Wang, a lecturer in the Master of Arts in Chinese Translation and Interpreting at the School of Languages and Cultures, University of Queensland, Australia. She arrived at the start of Fall 2019 to

conduct research with Dr. Brenda Nicodemus, director of the Center for the Advancement of Interpreting and Translation Research.

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 people 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 Nippon Foundation is the world's foremost educational benefactor for deaf and hard of hearing people. Its mission is to create a society without barriers standing in the way of an individual's ability to achieve a fulfilling, productive life. The generosity of the Nippon Foundation of Tokyo, Japan, has continued to produce benefits for individuals from developing nations through the Sasakawa International Scholarship Fund and the World Deaf Leadership (WDL) endowed scholarship.

Since WDL was founded in 2003, 18 scholarships have been awarded to students pursuing a Gallaudet education. Gallaudet selects WDL Scholars from developing nations who demonstrate the ability to become international leaders and make significant contributions to their nation and the world. The WDL scholarship covers their full tuition, room and board, and a stipend for personal expenses. Two WDL scholars are continuing their education this year: 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. A third, new WDL scholar Jorge Andrés Martínez Castiblanco of Colombia, enrolled in the Master of Linguistics program in Fall 2019. In Fall 2019, Castiblanco was chosen from 258 individuals who submitted expressions of interest during the WDL scholar search and selection process.

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. Thanks to SIS scholarships, there were 11 new and continuing SIS scholars from Brazil, China, India, Mexico, Mongolia, and Nigeria working on degrees at Gallaudet in FY 2019.

In addition, the Fulbright-Roberto Wirth Grant in Deafness and 12 smaller scholarships help make a Gallaudet education possible for international students each year.

## International Strategic Visitors

The University regularly receives visitors from around the world. Visitors range from international leaders in higher education and special education looking to learn from Gallaudet's expertise in improving opportunities for the 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 while visiting Washington, D.C.

A subset of international visitors are 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 18 strategic visitors representing 42 countries in FY 2019. Four of these visitors hailed from Japan—three universities and a non-profit organization—who are seeking formal collaboration with Gallaudet. With the Japan College of Social Work, a private higher education institution that is funded by the government, Gallaudet envisions a partnership that could bring American and Japanese deaf students together to

work on deaf human rights and the recognition of deaf culture and language. With the Tsukuba University of Technology (NTUT), a government-funded institution that allows students with disabilities to complete their academic curricula by providing them an education and a support system, Gallaudet envisions a collaboration in which NTUT students study abroad at Gallaudet in exchange for Gallaudet students and researchers making use of NTUT's resources. Kwansai Gakuin University (KGU), an independent institution offering bachelor's, master's, and doctoral degrees in over 35 disciplines, has a new sign language research center that holds great promise to scholars from the linguistics programs at both universities. Finally, the Japanese ASL Signers Society (JASS), a non-profit organization certified by the Tokyo Department of Justice, is seen as a good fit with Gallaudet's ASL and Deaf Studies Department because of its dedication to introducing American Sign Language and deaf culture to the Japanese. It may also be an avenue for sending more deaf Japanese students to Gallaudet.

## 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 highlight of FY 2019 was the signing of a three-year agreement between Gallaudet, Wesley University (Ondo, Nigeria), and the Nigerian National Association of the Deaf to promote international academic cooperation and the strengthening of educational and career opportunities for deaf and hard of hearing Nigerian citizens.

In addition, students taking Gallaudet's pre-law major or the Mock Trial Experience in the Department of Government and Public Affairs may soon benefit from the expertise of accomplished legal, law enforcement, and civil rights professionals from around the world who are participating in the Hubert H. Humphrey Fellowship Program at American University's Washington College of Law (AUWCL). The Humphrey Fellows visited campus last fall to explore ways to work with graduate and undergraduate students who are interested in entering law school after graduation.

The Humphrey Program, named for the late U.S. vice president and senator (D-Minn.), is an international exchange program sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs. It is also a Fulbright Exchange activity administered by the Institute of International Education. It provides 10 months of non-degree academic study and related professional experiences in the U.S. for mid-career professionals. In the hope that the interchange between U.S. citizens and their professional counterparts in other countries will foster an exchange of knowledge and mutual understanding, the fellows are selected based on their potential for leadership and their commitment to public service.

Connecting the AU Humphrey Fellows with Gallaudet was the idea of William J. Snape, III, professor and assistant dean in the Washington College of Law and the former head coach of Gallaudet's swimming

program. Snape proposed the collaboration to Gallaudet President Roberta Cordano, and she was excited by its potential to benefit pre-law students. To develop a plan, Snape was put in touch with Dr. David Penna, chair of Government and Public Affairs, and Dr. Charles Reilly, executive director of the Office of International Affairs.

Penna and Reilly met with Fernanda Ellenberg, assistant director of the Humphrey Fellowship Program at AUWCL, and Elena Pascu, program manager at the Centre for Legal Resources in Bucharest, Romania, and one of last year's Humphrey Fellows. It was decided that the fellows would help prepare the Gallaudet students for a mock trial, a popular activity offered by the pre-law program in which students gain knowledge of the U.S. judicial system and experience in how to prepare for a trial by using a hypothetical criminal case. In addition to learning from the fellows on campus, the pre-law students will attend Humphrey seminar programs at AU. The exchange will also benefit the Humphrey Fellows because it will expose them to Gallaudet's bilingual education model for deaf and hard of hearing people. It will help them fulfill their community service mission and, in the process, learn about deaf culture.

The Humphrey Program at AUWCL is part of a nationwide program that includes 12 other universities. This year, there are 13 professionals representing 12 nations at AUWCL. They include a district court judge with the Ugandan Judiciary and the Treasurer of the Uganda Judicial Officers Association; a project manager for an initiative at Hagar International in Afghanistan to combat human trafficking; the assistant ombudsman and head of the anti-discrimination department for the Republic of Bosnia and Herzegovina; the deputy director of the Federal Investigation Agency of Pakistan; and a senior disability rights lawyer focusing on inclusive education, legal capacity, access to justice, and the de-institutionalization of people with disabilities in Nepal.

## International Development Master of Arts Degree Program

The International Development Master of Arts Degree Program (IDMA) prepares students to design,

implement, monitor, evaluate, and advocate for social change activities at local, national, and international

levels in collaboration with deaf, DeafBlind, and hard of hearing people, as well as people with disabilities. Students in IDMA obtain practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language-centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice.

In FY 2019, IDMA Program Director Audrey C. Cooper and instructor Maegan Shanks, an FY 2019 inductee into the National Disability Mentor’s Hall of Fame, led an effort to establish and teach a new interdisciplinary course, “Interdisciplinary Approaches to Disaster Risk Reduction and Emergency Preparedness.” The course debuted for the spring semester. It was developed by faculty from seven departments and programs along with two Federal Emergency Management Agency staff members. The course contributed to efforts to establish a Summer Institute on Climate Change and Deaf Disaster Risk Management in Puerto Rico, which is anticipated to take place in spring and summer of 2020. Participating campus departments and programs include Biology, Public Health, Interpreting and Translation, Linguistics, and Social Work. Related

to the topic of disaster relief, IDMA hosted the third annual Deaf Leadership in International Development panel. It offered the first-ever panel on Deaf Leadership in Disaster and Humanitarian Contexts on March 14, 2019. Among the presenters was Dr. Andrew Manning, an atmospheric chemist and reader at the University of East Anglia who is renowned for his contributions to the 2007 Nobel Prize-winning Intergovernmental Panel on Climate Change Assessment Reports.

IDMA student accolades garnered during FY 2019 included the selection of Kristen Fargas to serve on the Graduate Fellows Program of the United Nations Association of the National Capital Area. They also included the professional practicum placements for Habtamu Buli (International Foundation for Electoral Systems, Arlington, Va.), Jarvis Grindstaff and Sonia Holzman (United National Development Programme, New York Headquarters), Olufemi Ige (InterAmerican Development Bank, Washington, D.C.), Mj Jones (HIPS, Washington, D.C.), and Steph Niaupari (Organization of American States, Washington, D.C.). Each of these students also secured professional internships during FY 2019.

## 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. It is the only ESL program serving deaf students to have been accredited by the Commission on English Language Program Accreditation (CEA). ELI’s initial accreditation

was renewed for four years during FY 2016. The program is currently completing a new cycle of the re-accreditation process. ELI continued to be a source of international student enrollment for Gallaudet’s undergraduate and graduate programs.

### English Language Institute Enrollment Trend

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
81	91	73	71	57	52	45	43	32	28

### XIII. ASL CONNECT: EDUCATION AND ASL CONNECT: BUSINESS

ASL Professional Studies Programs, rebranded as ASL Connect: Education and ASL Connect: Business in Spring 2019, continues to thrive in direct support of Gallaudet University's bilingual mission. ASL Connect: Education 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 ASL. It offers credit-bearing courses on

ASL levels I-VI, classifiers, fingerspelling, and visual gestural communication, as well as other ASL learning opportunities such as specialized courses and training tailored to the needs of specific disciplines, departments, or units. During this past year, ASL Connect: Education began offering Level 1 and 2 ASL courses at Georgetown University, whose students enroll through the Washington-area Consortium program.



Faculty member Felicia Williams teaches General Studies 103, Introduction to American Sign Language and Deaf Studies. This is one of four required courses for first-time students.

The biggest ASL Connect: Education achievement for AY 2018–2019 was a 48 percent increase in enrollment for ASL online courses. This increase in enrollment in ASL Connect: Education—with a total of 1,029 students compared to 773 students in the fall, spring, and summer of the previous year—was mainly due to online course offerings for ASL during the academic year. The ASL Summer Residency program also saw an increase of 23 percent in student enrollment, demonstrating that online enrollment growth does not work against onsite enrollment growth.

In addition to the rapid increases experienced by ASL Connect: Education, ASL Connect: Business continued to offer Intercultural Communication presentations and customized ASL workshops. Some area businesses, government agencies, schools, and organizations that have contracted with ASL Connect: Business for services include:

- Donald M. Payne International Development Fellowship Program, Howard University
- U.S. Department of Justice
- Apple Inc.
- Upside Travel Company
- U.S. Department of Agriculture
- National Aeronautics and Space Administration

- U.S. Army Corps of Engineers
- Engage
- Department of Transportation

In Fall 2018 and Spring 2019, ASL Connect: Presentation Series showcased research on ASL-related topics by Gallaudet community members. ASL Connect is marketing to expand ASL learning opportunities for local/community interests, credit-seeking individuals, families, agencies, and organizations by means of media and advertising. With the ASL Connect: Presentation series, the program has partnered with local businesses, such as pop-ups in Washington, D.C.'s renowned Union Market, to provide free community courses for local residents, patrons, and employees.

The ASL Placement Test feasibility and reliability study has been successfully completed, and plans are underway for hosting this test in the appropriate platform. Overall, the launch of ASL Connect's website on November 3, 2018 has been an important step toward increasing the visibility of ASL Connect's offerings. We currently have over 5,500 subscribers for ASL Connect, with 2,269 Facebook and 1,249 Instagram followers, as well as 172 following on Twitter. This coming year, we look forward to the public launch of ASL Connect's third wing, ASL Connect: Families.

#### ASL Connect: Education Classes and Enrollment

Classes	Fall 2016	Spring 2017	Summer 2017	Total FY 2017	Fall 2017	Spring 2018	Summer 2018	Total FY 2018	Fall 2018	Spring 2019	Summer 2019	Total FY 2019
On-site	9	10	29	48	8	10	27	45	12	8	29	49
Online	9	10	N/A	19	14	13	8	35	17	19	10	46
<b>Total classes</b>	<b>18</b>	<b>20</b>	<b>29</b>	<b>67</b>	<b>22</b>	<b>23</b>	<b>35</b>	<b>80</b>	<b>29</b>	<b>27</b>	<b>39</b>	<b>95</b>
Enrollment	Fall 2016	Spring 2017	Summer 2017	Total FY 2017	Fall 2017	Spring 2018	Summer 2018	Total FY 2018	Fall 2018	Spring 2019	Summer 2019	Total FY 2019
On-site	79	77	293	449	75	75	252	402	99	69	311	479
Online	86	96	0	182	128	137	106	371	182	230	138	550
<b>Total classes</b>	<b>165</b>	<b>173</b>	<b>293</b>	<b>631</b>	<b>203</b>	<b>212</b>	<b>358</b>	<b>773</b>	<b>281</b>	<b>299</b>	<b>449</b>	<b>1029</b>



The beautifully-manicured central green of the campus, with Chapel and College Halls in the background.

## **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

Gallaudet University continued to pursue revenue growth opportunities and carefully manage its resources in FY 2019.

## Fiscal Year 2019

1. During FY 2019, the federal government increased the appropriation support to Gallaudet University by \$6.361 million to \$134.361 million, a 5 percent increase over the FY 2018 amount of \$128 million. This includes a \$2 million earmark toward a partnership with the Alabama Institute for Deaf and Blind for Gallaudet's K–12 program. In addition to the initiatives begun during FY 2018, Gallaudet invested this increased funding in the development of a bilingual framework, institution-wide professional development, and strategic transition costs to support the University's evolution following changes in several key executive positions.
2. Beginning the fiscal year with the requirements to increase the expected contingency amount in the FY 2019 budget from \$2.1 million to \$3.7 million and fund the aforementioned strategic transition costs, Gallaudet expects to come close to meeting its budget goals at the time of this writing. Steps taken included holding the merit pay increase to an average of 2 percent, continuing to review opportunities to generate revenue or reduce costs identified in the recent Budget Reconciliation and Reinvestment Initiative (BRR), and monitoring division-level spending very closely at the executive team level.
3. Moody's affirmed its A2 stable outlook rating for Gallaudet University, citing the federal appropriation support, low debt levels relative to its cash flow, conservative budget practices, and niche market as credit strengths. Moody's also identified high concentration of the University's revenue source, low spendable cash and investments to operations, constrained net tuition revenue, high cost structure, and limited gift revenue as credit challenges.
4. Gallaudet University's ongoing commitment to research that benefits deaf and hard of hearing people and all humanity around the world led to an R2 classification in December 2018 by the Carnegie Classification of Institutions of Higher Learning. This classification recognizes Gallaudet University as a research university, specifically in Carnegie's "Basic" category for "Doctoral Universities: High Research Activity (R2)." The Carnegie Classification of Institutions of Higher Education was created by the Carnegie Commission on Higher Education as a framework for classifying U.S. colleges and universities, primarily for educational and research purposes. The R2 classification was determined by a formula that calculates a university's aggregate level of research and per capita research using expenditures and staffing divided by the number of full-time faculty.
5. Gallaudet was again named No. 1 Best Value School (Regional–North) by U.S. News & World Report for 2019. Gallaudet is ranked 18th in the nation overall: <https://www.usnews.com/best-colleges/rankings/national-universities/best-value>.
6. 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 flat overall nonfederal revenue expectation from FY 2018. The expense budget was adjusted to reflect these lower expectations.
7. During FY 2019, Gallaudet continued to focus on the Budget Reconciliation and Reinvestment Initiatives (BRR). This focus has led to progress and/or adoption of some recommendations, including reducing the annual leave carryover limit over the next few years, recommending changes in other human resources policies, reducing the number of leased printers and copiers, and renegotiating several major capital lease agreements.
8. The University had previously approved a 0 percent tuition increase for Fall 2019, after modest annual increases of 3% for Fall 2016, 2017, and 2018. At the same time, the University increased its tuition discounting to a projected overall rate of 36 percent for FY 2019. Earlier, the overall discount rates

for FY 2017 to FY 2018 were 32 percent and 34 percent, respectively.

9. In FY 2019, the Development Office raised \$4.9 million in new gifts and pledges, meeting its goal of raising \$4–6 million dollars. Highlights for the year included:
  - \$1.25 million in unrestricted gifts that support the areas of greatest need for the University.
  - \$2 million in current programming gifts, including a successful text-to-give campaign for University Athletics.
  - \$1 million in endowed scholarship and programming gifts.
  - \$170,000 in new planned gift pledges.
  - \$1.2 million in corporation and foundation giving.
10. At the time of this writing, Gallaudet is rebuilding its FY 2020 budget to fund the actual and expected levels of spending. Plans are being developed to identify functions and activities deemed to be strategic and reach agreements with project directors on the length of funding and outcomes expected, as well as to recapture revenues to replenish the strategic investment fund.
11. For FY 2020, Gallaudet is recommending a slight reduction in the revenue expectations, from \$192 million in FY 2019 to \$190.6 million. The expense budget is similarly reduced, from \$188.2 million to \$186.8 million, resulting in an anticipated net operating income of \$3.8 million, a margin of 2 percent.
12. Gallaudet management closed on the sale of approximately 8,760 sq. ft. of land on Gallaudet's Sixth Street property for approximately \$5.6 million to a developer in February 2019. This sale is intended to permit the development of the adjacent lot, which is expected to add value to Gallaudet's Sixth Street property. The University invested the proceeds of the sale in its capital structure per requirements of the Education of the Deaf Act.
13. Other Sixth Street property redevelopment efforts included continued focus on the planning of Creativity Way, with delivery expected in 2025. Creativity Way is intended to seamlessly integrate the redeveloped Sixth Street property with the historic portion of campus while highlighting Gallaudet as a D.C. destination point known for its 21st-century innovation and discovery. Gallaudet is also preparing for the second and final stage of the Planned Unit Development application. Ground rent payments are expected to begin in 2021.
14. During FY 2019, the University began the first year of a three-year upgrade of its wireless capabilities at an estimated cost of \$750,000 each year.
15. After completing due diligence on economic, technical, and regulatory matters, Gallaudet selected a partner for an on-campus micro grid that will include up to 4 megawatts (MW) of combined heat and power (CHP) and up to 4 MW of onsite renewables (solar). Gallaudet management is working on a detailed project design and plans to begin construction in the third quarter of FY 2020. Outside firms will finance the construction costs. Gallaudet has both a technical advisor and financial advisor engaged.
16. The Office for Student Success and Academic Quality (SSAQ) launched Navigate—a platform through which departments can identify patterns of student success and failure, plan strategic interventions, coordinate student care, and measure impact. Navigate also provides personalized guidance to students at key moments along their college journey, including a mobile application for our undergraduate and graduate students that helps students navigate roadblocks to graduation and make better choices along the way through interactive checklists, reminders, and alerts.

## 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 21<sup>st</sup> 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 2019, Gallaudet University’s Strategic Space and Capital Planning Committee (SSCPC) began developing a multi-year capital plan within the framework of the 2022 Campus Plan. This process took into account changing program needs and building conditions to better align with Gallaudet’s 2017–2020 Short-Term Strategic Plan. The outcome of this process will guide capital planning decisions for the next two to three years, remaining under the 2022 Campus Plan while providing a starting point for the 2032 Campus Plan.

See the next page for a map of the 2022 Campus Plan.



- |                                 |  |   |   |
|---------------------------------|--|---|---|
| 101 Chapel Hall                 | 231 Student Union Building                   | 569 Central Receiving                       | A New Student Learning Commons          |
| 102 College Hall                | 232 Student Academic Center                  | 581 MSSD House 100/200                      | B New Academic Building                 |
| 103 Dawes House                 | 243 Central Utilities Building               | 582 MSSD House 300/400                      | C New Sixth Street Mixed-Use Apartments |
| 104 Kendall Hall                | 248 Field House                              | 589 MSSD Gym & Pool Building                | D New Innovation Lab/Business Incubator |
| 105 Fowler Hall                 | 265 Sorenson Language & Communication Center | 641 Kendall Demonstration Elementary School | E New Visitors Center                   |
| 106 Gate House                  | 290 Penn Street                              | 771 Security Kiosk                          | F New Recreational Gym                  |
| 107 EMG Residence               | 317 Peet Hall                                | 772 Grandstand                              | G New MSSD Residence Hall               |
| 108 Ballard House               | 318 Living Learning Residence Hall           | 791 Field House Parking Garage              | H New MSSD School                       |
| 109 Fay House                   | 327 Ballard Hall – West                      | 792 Hanson Plaza Parking Garage             |   |
| 110 Denison House               | 328 Ballard Hall – North                     | 793 KDES Parking Garage                     |   |
| 115 Peikoff Alumni House        | 335 Clerc Hall                               | 794 MSSD Parking Garage                     |   |
| 214 Kellogg Conference Center   | 336 Benson Hall                              | 795 Sixth Street Parking Garage             |   |
| 219 Hall Memorial Building      | 345 Carlin Hall                              |   |   |
| 223 Elstad Auditorium           | 537 Health Center                            |   |   |
| 229 Washburn Fine Arts Building | 538 University Dining Hall                   |   |   |

### III. CREATIVITY WAY AND 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. Unappealable approval was granted in March 2019, and preparations to submit the Stage Two PUD are currently underway.

Creativity Way will be located on the east side of the Sixth Street development where Gallaudet formerly housed its Transportation Department offices and maintenance facilities. The Creativity Way initiative

is being spearheaded by the Creativity Way Steering Committee, comprised of Gallaudet administrators, faculty, and staff. Creativity Way will provide flexible space to facilitate discovery and entrepreneurial partnerships. It will build Gallaudet's "creative edge" and function as a new "front porch" to the University along Sixth Street. The Steering Committee is currently developing high-level programmatic and architectural concepts for the project, which will be formally documented in a Creativity Way business plan.

### IV. GALLAUDET INNOVATION AND ENTREPRENEURSHIP INSTITUTE

The Gallaudet Innovation and Entrepreneurship Institute (GIEI) had yet another busy year. GIEI continued their entrepreneurship courses, workshops, field trips, coaching services, off-campus networking opportunities, hackathons, and the popular *BisonTalks* speaker series. In Spring 2019, student enrollment in Gallaudet's entrepreneurship program doubled in size to 36 students, and seven student-led teams successfully launched their own businesses. In just under two years since graduating, 12 Gallaudet alumni are now small business owners!

Last fall, GIEI launched *BisonTank*, an innovative, high-energy pitch competition that garnered GIEI national attention. *BisonTank* winners brought home \$5,000 in seed capital to help launch their businesses. GIEI plans to double the prize money to \$10,000 for their upcoming fall competition.

Students also had the opportunity to visit other universities across the Washington, D.C., area, where they participated in entrepreneurship workshops such as the *Life After SharkTank* panel at George Washington University. Thanks to the *Grow with Google* partnership, GIEI students were invited to participate in the *DC Startup Weekend* accelerator program, where interpreter costs were covered.

With the support of GIEI, students at Gallaudet learn how to develop a growth mindset along with a wide array of critical "*life (soft) skills*" such as leadership, collaboration, critical thinking, social responsibility, teamwork, and resourcefulness. GIEI students also have access to *the Sandbox*, an incubator lab and co-working space located in the basement of the Merrill Learning Center. The Sandbox was created to equip innovative students with resources and coaching on campus.

GIEI also pairs students with local and virtual entrepreneurs across the signing community for mentoring and internship opportunities. This year, *The Washington Post* featured an article on Gallaudet alumni launching "*Lost River Vacations*." It highlighted GIEI involvement and how students have been working with entrepreneur mentors to gain exposure to the world of self-employment in an emerging gig-based economy as well as how to stand out in a competitive landscape.

GIEI is currently accelerating partnership efforts with the Career Center, the Center for Continuing and Online Education, the Burstein Center for Excellence, Leadership and Innovation (BCELI), and the Office of Alumni Relations to unlock additional mentoring services and interdisciplinary learning opportunities.

Business professor Thomas Baldrige meets with two students in Merrill Learning Center, the university library.



A photograph of President Cordano, seen from the back, wearing a white jacket with "CORDANO" and the number "1" on the back. She is gesturing with her hands as if speaking or signing to a large crowd of people in the background. The entire image has a blue color cast.

**GALLAUDET UNIVERSITY  
IS GRATEFUL FOR THE  
SUPPORT OF OUR  
FRIENDS, WHOSE  
GENEROUS SUPPORT  
KEEPS GALLAUDET AT THE  
FOREFRONT OF RESEARCH,  
EDUCATION, AND  
OUTREACH FOR THE DEAF,  
HARD OF HEARING, AND  
SIGNING COMMUNITY.**

President Cordano addresses the audience at the Homecoming pep rally.  
Homecoming brings together thousands of alumni and friends every October.

**OUR HEARTFELT THANKS TO  
CONTRIBUTORS DURING THIS  
FISCAL YEAR.**

## V. DEVELOPMENT AND ALUMNI RELATIONS

Institutional Advancement (IA) closed the fiscal year reporting \$4.9 million in new gifts and pledges. The University also collected nearly \$5.5 million in cash received from philanthropy, including collecting on previous years' pledges.

Especially noteworthy was the first text-to-give fundraising campaign to support Bison Athletics, which raised over \$70,000 and helped to secure 752 gifts.

Beyond exceeding the campaign goal, we welcomed 484 new first-time donors to Gallaudet!

Gallaudet's advancement team saw a significant increase in alumni engagement, which is an indicator of an active alumni body. Collaborations with the Gallaudet University Alumni Association chapters across the country continue to be a source of strong support for the University, helping to achieve a 70 percent engagement rating.

### Comparison Data for the Last Three Fiscal Years

Fiscal Year	Fundraising Total (New Gifts Plus Pledges)	Cash Received (Cash Received Minus Payments on Pledges Made During FY)	Bequest Pledge Amount	Pledge Amount (Non-Bequest)	Total Cash Received (Includes Payments on Previous Pledges)
2019	\$4,962,146.20	\$2,842,697.80	\$170,000.00	\$1,949,448.45	<b>\$5,421,032.90</b>
2018	\$6,393,202.70	\$1,353,949.21	\$2,786,000.00	\$2,253,253.50	<b>\$3,801,931.22</b>
2017	\$12,857,287.51	\$5,353,094.71	\$4,495,082.80	\$3,009,110.00	<b>\$7,261,228.63</b>

### FY 2019 Individual Gifts or Pledge Payments of \$10,000 and More

- Mrs. Caroline A. Amplatz
- Mrs. Jean S. Brandt
- Anonymous (2)
- Mr. Ronald C. and Mrs. Joyanne K. Burdett
- Dr. Stephen Burstein
- Dr. Samuel K. Weisman and Dr. Nancy J. Crown
- Dr. Jack R. and Mrs. Rosalyn L. Gannon
- Mr. Timothy M. and Mrs. Kerry E. Hile
- Ms. Pamela Young-Holmes
- Mr. James J. and Mrs. Frances M. Maguire
- Mr. Kenneth C. Mikos
- Miss Jacqueline A. Muller
- Mr. Jarrod Musano
- Dr. Betty J. Schuchman
- Mrs. C. Ann Tennis
- M. Joni L. Henderson and Ms. Patricia A. Underbrink
- Mr. Slemo D. and Mrs. Charity R. Warigon
- Mr. Paul H. Williams

### FY 2019 Corporate and Foundation Gifts or Pledge Payments of \$10,000 and More

- Academy Express, LLC
- Class of 1968
- Community Foundation of Southern Arizona
- Google, Inc.
- Hattie M. Strong Foundation
- International Alumnae of Delta Epsilon Sorority (IADES)
- Kantor Foundation, Inc.
- Anonymous
- Mitsubishi Electric America Foundation
- National Collegiate Athletic Association (NCAA)
- Northrop Grumman Foundation
- Norton Avenue Trust
- Raytheon Company (MG)
- Rotary International District 7620
- Samuel Burtoff Foundation, Inc.
- Schwab Charitable Fund
- Sorenson Communications, Inc.
- The Charlotte W. Newcombe Foundation
- The Coca-Cola Company
- The Hilda E. Bretzlaff Foundation
- The Maguire Foundation
- The Rales Roundation
- The Theodore R. & Vivian M. Johnson Scholarship Foundation
- TS Startup, LLC
- Vanguard Charitable
- Zenith Insurance Company

## FY 2019 Bequest Gifts or Pledge Payments of \$10,000 and More

- Estate of Dr. John D. Bonvillian
- Estate of Dr. Gerald “Bummy” Burstein
- Estate of Mrs. Kwok-Chi G. Cheng
- Estate of Mr. George J. Demetre
- Estate of Miss Marie L. Hesselbach
- Estate of Mr. Valentine and Mrs. Rose Kempf
- Estate of Mr. Russell E. Perkins
- Estate of Mr. David Prescott
- Estate of Mrs. Marthada Reed
- Estate of Dr. Norman L. Tully

## FY 2019 Abraham Lincoln Legacy Society New Members With Planned Gift

- Ms. Terry E. Bittker\*
- Ms. Charna Moulton Barret
- Mr. John William Groth, Jr.\*
- Mr. Herbert and Mrs. June Akers\*
- Miss Marie L. Hesselbach\*
- Ms. Evelyn I. Kamuchey\*

\*deceased donor

## FY 2019 New Members of the Abraham Lincoln Legacy Society for Endowment

- Mr. Jeffrey and Mrs. Wendy S. Cossman
- Mr. Jarrod Musano
- Mr. Timothy M. and Mrs. Kerry E. Hile
- Ms. Dierdre R. Nealy-Perry

## 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 Employees by Type as of October 1, 2019

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG <sup>1</sup>	Total Per Category
Administrators	37	62	58	41	70	29	99
Faculty	69	117	99	87	132	54	186
Clerc Center teachers	19	37	49	7	42	14	56
Professional staff (academic/student support)	53	109	119	43	105	57	162
Professional staff (administrators/institutional support)	74	127	113	88	128	73	201
Secretary/Clerical	6	29	14	21	12	23	35
Technical	23	9	25	7	15	17	32
Service	78	33	43	68	33	78	111
Maintenance	15	18	4	29	2	31	33
<b>Total<sup>2</sup></b>	<b>374</b>	<b>541</b>	<b>524</b>	<b>391</b>	<b>539</b>	<b>376</b>	<b>915</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

<sup>2</sup>Totals include regular status, extended temporary, grant-funded, and auxiliary funded employees.

### Regular Status Employees as of October 1, 2019

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG <sup>1</sup>	Total Per Category
Administrators	35	57	55	37	65	27	92
Faculty	67	115	98	84	129	53	182
Clerc Center teachers	18	35	46	7	40	13	53
Professional staff (academic/student support)	48	104	112	40	99	53	152
Professional staff (administrators/institutional support)	70	115	103	82	117	68	185
Secretary/Clerical	6	25	14	17	12	19	31
Technical	20	9	23	6	14	15	29
Service	72	29	33	68	29	72	101
Maintenance	15	18	4	29	2	31	33
<b>Total</b>	<b>351</b>	<b>507</b>	<b>488</b>	<b>370</b>	<b>507</b>	<b>351</b>	<b>858</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

### Extended Temporary Employees as of October 1, 2019

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG <sup>1</sup>	Total Per Category
Administrators	0	0	0	0	0	0	0
Faculty	0	1	0	1	1	0	1
Clerc Center teachers	1	2	3	0	2	1	3
Professional staff (academic/student support)	0	0	0	0	0	0	0
Professional staff (administrators/institutional support)	3	5	8	0	5	3	8
Secretary/Clerical	0	0	0	0	0	0	0
Technical	1	0	1	0	0	1	1
Service	3	0	3	0	0	3	3
Maintenance	0	0	0	0	0	0	0
<b>Total<sup>2</sup></b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>1</b>	<b>8</b>	<b>8</b>	<b>16</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

<sup>2</sup>Three of the extended temporary employees have positions that are grant funded, one has a position that is income-funded, and the remaining are in positions that are federally funded.

**Grant-Funded Regular Status Employees as of October 1, 2019**

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG <sup>1</sup>	Total Per Category
Administrators	1	0	1	0	1	0	1
Faculty	0	0	0	0	0	0	0
Clerc Center teachers	0	0	0	0	0	0	0
Professional staff (academic/student support)	3	0	0	3	3	0	3
Professional staff (administrators/institutional support)	1	3	2	2	3	1	4
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
<b>Total</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>8</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

**Auxiliary-Funded Regular Status Employees as of October 1, 2019**

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG <sup>1</sup>	Total Per Category
Administrators	1	5	2	4	4	2	6
Faculty	2	1	1	2	2	1	3
Clerc Center teachers	0	0	0	0	0	0	0
Professional staff (academic/student support)	2	5	7	0	3	4	7
Professional staff (administrators/institutional support)	0	4	0	4	3	1	4
Secretary/Clerical	0	4	0	4	0	4	4
Technical	2	0	1	1	1	1	2
Service	3	4	7	0	4	3	7
Maintenance	0	0	0	0	0	0	0
<b>Total</b>	<b>10</b>	<b>23</b>	<b>18</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>33</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

**Deaf and Hard of Hearing Individuals in the Workforce by Percentage**

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2019	59	53	88	64	41	57

**Members of Traditionally Underrepresented Groups in the Workforce by Percentage**

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2019	29	29	25	36	71	41

FY 2019 Staff Hire Demographics by Grade for Regular Status Employees

Grade	# Pos.	# Appl.	White or Unknown Appl.	TUG <sup>1</sup> Appl.	Hearing or Unknown Appl.	Deaf or Hard of Hearing Appl.	White or Unknown Hired	TUG <sup>1</sup> Hired	Male Hired	Female Hired	Other Sex or Not Available Hired	Hearing or Unknown Hired	Deaf or Hard of Hearing Hired
Union	4	121	38	83	104	17	0	4	4	0	0	2	2
1-3 <sup>2</sup>	7	135	46	89	90	45	3	6	5	4	0	3	6
4	5	145	52	93	112	33	2	4	3	3	0	3	3
5	4	59	28	31	15	44	2	2	2	2	0	0	4
6	7	63	27	36	23	40	5	3	3	5	0	2	6
7	12	119	57	62	41	78	7	5	6	6	0	5	7
8	5	41	26	15	13	28	3	3	2	4	0	3	3
9	4	121	38	83	104	17	0	4	4	0	0	2	2
10	7	135	46	89	90	45	3	6	5	4	0	3	6
11-14 <sup>2, 3</sup>	5	145	52	93	112	33	2	4	3	3	0	3	3
Subtotal	4	59	28	31	15	44	2	2	2	2	0	0	4
Open positions <sup>4</sup>	51	-	-	-	-	-	-	-	-	-	-	-	-
Canceled positions <sup>5</sup>	18	-	-	-	-	-	-	-	-	-	-	-	-
Temporary positions	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Positions</b>	<b>134</b>	-	-	-	-	-	-	-	-	-	-	-	-

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

<sup>2</sup>Data are combined due to the small number of positions.

<sup>3</sup>Data does not include applicant data for positions filled through external hiring process.

<sup>4</sup>Final data are not available because these positions were opened or on hold at the end of the year.

<sup>5</sup>Hiring data are not available because these positions were canceled during the year.

# VII. COMMUNICATION ACCESS: GALLAUDET INTERPRETING SERVICE

Gallaudet Interpreting Service (GIS) provides services to support communication access between deaf, DeafBlind, hard of hearing, and hearing individuals both on campus and for Gallaudet-related off-campus events

## Services Provided

### GIS Primary Services

- ASL-to-English and English-to-ASL interpreting.
- DeafBlind interpreting (Tactile, Pro-Tactile, Close-Vision, Low-Vision).
- Captioning: Communication Access Realtime Translation (CART) for academic courses.

### GIS Services

- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- 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 service, made available to students in academic settings depending on their communication needs.
- Comprehensive after-hours emergency response program for on-campus emergencies.
- Interpreter coordination and liaison activities supporting large and/or complex University interpreting requests.
- Results! Mentoring Program, providing mentoring, training, consultation, and supervision to GIS staff, intern interpreting students, and GIS freelance interpreters.
- Professional development, offering workshops on a variety of topics related to interpreting. Additionally, GIS is the entity identified by the Registry of Interpreters for the Deaf (RID) to process CEUs for Gallaudet University.

## Service Provider Staffing

GIS employs 42 permanent staff employees, including the GIS director. There are six members of the scheduling team who communicate between service requestors and service providers, receiving and reviewing requests and assigning interpreters. Two operations team members manage billing and payroll processes. GIS employs 33 staff interpreters. Three staff interpreters are currently in interim management positions and one is staffing a special project in another department. Approximately 130 additional part-time, long-term temporary interpreters (freelance) work on an hourly basis for GIS. Additionally, GIS has negotiated contracts with local agencies in order to secure additional interpreting support during high-volume periods. GIS employs one extended temporary captioning technical lead to support captioning services for academic captioning requests.

## Service Requests

Content, setting, size, and scope of interpreting requests vary widely across administrative, operational, and educational areas, including:

- Legal and law enforcement
- Medical/mental health
- Large conferences and international events
- College classrooms, from college preparation through the doctoral level
- Pre-K to grade 12 school events and classrooms
- Campus administrative and operational activities

- Employment processes
- Campus visits
- Campus wide presentations and dissertation defenses
- Student activities
- Student internships
- Government relations

## Service Programs Emerging Signer Program

While GIS is a service unit that supports communication access needs in educational, employment, and administrative functions, it also collaborates with the Office of Student Success to provide sufficient communication access and cultural inclusion for deaf and hard of hearing undergraduate students who are learning American Sign Language (ASL). To accomplish this goal, GIS modifies how interpreting services are provided to support students' ASL acquisition and trains interpreters in this unique approach. This unit has a high level of interaction with students regarding their communication needs. Students set goals and are encouraged to develop ASL skills through immediate or gradual immersion experiences whenever it is possible without compromising access to classroom communication.

## Results! Mentoring Program

GIS administers the Results! Mentoring Program, a nationally recognized program that provides structured support to interpreting students and to professional working interpreters who desire skills refinement or specialization. It also provides training in mentoring techniques and processes. The mentoring

program supports cutting-edge ongoing professional development of staff interpreters and the development of a pipeline to the profession for senior interns and graduates of the Gallaudet Department of Interpretation and Translation.

## Emergency Response Program

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). GIS works closely with the Department of Public Safety (DPS), Residential Life staff, and external emergency support personnel in assessing

communication requirements and providing support. This model program is staffed with interpreters who are nationally certified, with many holding additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

## Event Coordination and Department Liaison Support

GIS staff interpreters and schedulers provide interpreter coordination and department liaison services to foster cost-effective, high-quality, and coordinated interpreter service coverage to meet unique, complex, and/or high-

volume requests such as the career fair, where students engage through interpreted interactions with a large number of potential employers.

## Service Quality Assurance

Interpreters who apply to work for GIS must be nationally certified and have at least five years of professional experience. GIS staff have developed a robust, in-house, research-based screening system for screening freelance and staff interpreters to ensure their skills meet campus needs. A GIS screening committee evaluates the interpreting, ethical, and professional skills of all interpreters.





MSSD students take part in creating notes and discussing them during Literature Circle with English teacher Arathy Manoharan.

# LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, 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 curricula, 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. These partnerships are the cornerstone of activities designed to have national impact. The 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 as well as the professionals who work with them.

MSSD's new residence hall, with DeafSpace design elements, is a favorite place for students to congregate and socialize.



## FY 2019 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 2019. The Clerc Center's demonstration schools implemented refinements in instructional support, teacher training,

and curricular and technology advances to continue enhancing teacher instructional skills and, ultimately, student achievement. The Clerc Center also continued planning and implementing initiatives in national and demonstration school priority areas that comprise the Clerc Center Strategic Plan 2020 (CCSP 2020).

## Highlights from KDES and MSSD

FY 2019 highlights from the Clerc Center’s demonstration schools included:

- Strengthening support for teachers’ skills in the areas of assessment, curriculum development and coordination, and teaching and learning instruction (through the creation of a new position—director of instruction—to coordinate oversight of all instruction).
- Testing and incorporating new online instructional tools such as IXL and MAP Skills to support student learning and progress. These tools facilitate formative assessment in order to see students’ progress towards mastery of specific skills and empower teachers to better address student needs.
- Refining approaches to providing support for instructional planning by combining embedded professional learning opportunities for teachers with ongoing consultation assistance from instructional personnel, coordinating efforts under the leadership of a new director of instruction, and continuing to focus on using research- and data-based approaches to instructional planning.
- Completing initial steps to clarify and define goal areas in order to facilitate the development of seven-year action plans following accreditation using the Excellence By Design protocol from the Middle States Association and the Conference of Educational Administrators of Schools and Programs for the Deaf.
- Developing protocol, policy, and professional development options with a team of administrators, teachers, and staff members to support the rollout of a Technology for All initiative. This initiative resulted in all students, teachers, and some student services staff at the Clerc Center receiving iPads and training in their use for instructional purposes.
- Identifying and purchasing Second Step, a social-emotional learning curriculum. The selection of this curriculum followed a rigorous vetting process oriented toward increasing the capacity of our elementary school team to respond, intervene, and support students in learning about and improving behavioral and affective goals.

## Highlights from the Clerc Center’s National Service

During FY 2019, 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 had one deaf or hard of hearing student in their career. The public input work focused on learning more about barriers identified by respondents generally and in regards to specific groups.

Outreach efforts to collect public input ended in September 2018. Overall, the outreach efforts have resulted in an increase in the number of parents responding to the survey, particularly among parents who are of color and those with young deaf or hard of hearing children in early intervention programs. The demographics of teachers and professionals who responded to the survey remained fairly consistent over time. Quantitative results indicated that some of the most frequently selected barriers, depending on group membership, were curriculum, instruction,

and assessment; family involvement and support; literacy; lack of understanding; language and communication; qualified direct service personnel; and resources. Seven barriers were identified for focused analyses of comments: 1) early hearing detection and intervention, 2) family involvement and support, 3) lack of understanding, 4) language and communication, 5) literacy, 6) resources, and 7) students with disabilities.

Other highlights included:

- Hosting the first online book club—Debunking the Myth of “Just” Being an Educational Interpreter II: Book Club on Dr. Melissa Smith’s *More Than Meets the Eye: Revealing the Complexities of an Interpreted Education*—as a part of professional learning opportunities for educational interpreters. This event included working with the author via an online experience that accommodated educational interpreters’ work schedules and giving out CEUs from the Registry of Interpreters for the Deaf.

- Releasing the 2019 issue of *Odyssey: New Directions in Deaf Education* with the theme of “Parent-School Advocacy.” This issue includes 18 articles written by a total of 25 professional and parent authors. The role of advocacy, which is a necessary component for success in educating deaf and hard of hearing students, emerged as a recurrent theme.
- Creating and disseminating three new resources: 1) the Parent Advocacy app, a free app designed to assist families of children who are deaf or hard of hearing when attending school meetings, including IEP meetings, 504 plan meetings, or other school meetings, and help them navigate the process of advocating for their child; 2) three newly created learning videos about early accessible language

acquisition specially designed for families with newly identified deaf or hard of hearing babies; and 3) a 12-minute learning video, *Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing*, which shares the updated educational service guidelines as created by the National Association of State Directors of Special Education. This resource on optimizing educational opportunities for deaf or hard of hearing students is designed for school or special education administrators and other professionals.

- Continuing to provide relevant information to stakeholders through archived webcasts. During FY 2019, 13 archived webcasts were viewed a combined total of 73,712 times.

A parent participates in Birth-3 activities with her daughter while another student in the program and Gallaudet speech-language intern Chloe Ratchford (left) look on as part of the Early Childhood Education program’s Parent-Infant Program.



## 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 the primary responsibilities of the Clerc Center and the demonstration schools, as well as 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 (Education of the Deaf Act of 1986, 2015).<sup>1</sup>

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 or hard of hearing in order 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 or hard of hearing in order 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.)

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 implement such standards and assessments for such programs by no later than the beginning of the 2009–2010 academic year;

<sup>1</sup> Education of the Deaf Act of 1986 (2015), Pub. L. 99-371, 100 Stat. 781.

- 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.)

- Additionally, the EDA mandates Gallaudet University, through the Clerc Center, to establish and disseminate priorities for 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. (See section III.)

## 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 who enrolled during the preceding academic year and whether these were first-time enrollments, as well as the number of students who graduated, who found employment, and who left without completing a program of study (i.e., elementary, secondary), all reported under each of the University's programs .... (See sections VIII and IX.)

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

The number of students enrolled full-time and part-time (see sections VII, VIII, and IX).

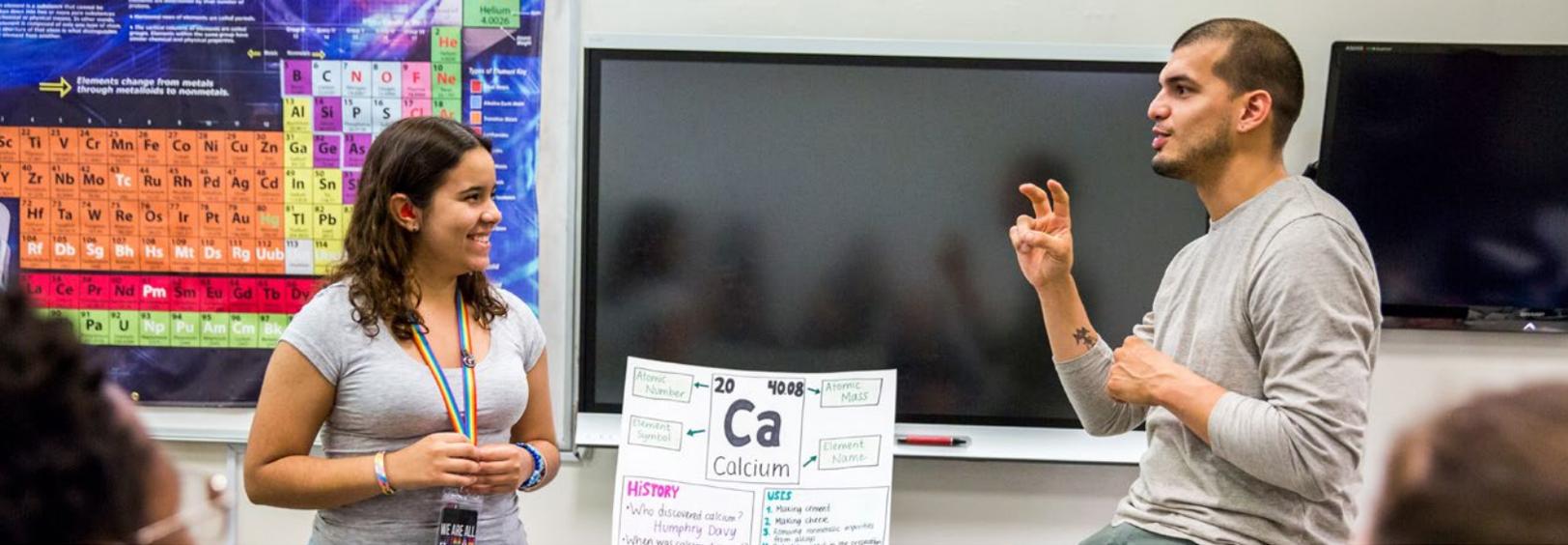
The number of these students who completed or graduated from each of the educational programs (see sections VII and IX).

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 or counseling) at all educational levels (see section VIII and IX).

Strategies 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 (e.g., parent groups and training classes in the development of individualized education programs), as well as the number of parents who have been served as a result of these activities (see section VII).

*Note: this annual report satisfies these requirements.*



MSSD earth science and chemistry teacher John Van Wey shares feedback on a student's presentation related to the element calcium.

### III. PUBLIC INPUT

Through the EDA, the Clerc Center is required by the United States Congress to “establish and disseminate priorities for their 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 104”

#### Priority Setting

The Clerc Center convened a National Priority-Setting Meeting in February 2013 to establish its priorities. Participants included 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. The process resulted in the identification of three priorities that serve as the foundation for the CCSP 2020:

**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

(2015).<sup>2</sup> 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 (CCSPs).

children (birth through high school) who are deaf or hard of hearing.

**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.

**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.

<sup>2</sup> Education of the Deaf Act of 1986 (2015), Pub. L. 99-371, 100 Stat. 781.

The Clerc Center has developed resources to address each of the CCSP 2020 priority areas, which are described in more detail later in this chapter. The

resource development phase of the CCSP 2020 is coming to a close.

The second public input and strategic plan cycle, which will lead to the development of the 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, as well as 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 because members of ethnic and racial groups are one of the traditionally underserved groups identified by the U.S. Department of Education. Under-representation of

these groups may be due to several factors, 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. Modifications to the public input process were made to address these concerns:

1. Refining data-collection strategies to work more closely with organizations and with schools and programs for deaf and hard of hearing students 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.

Outreach efforts to disseminate the survey ended in September 2018. Overall, the outreach efforts have resulted in an increase in the number of parents responding to the survey; results for other groups remained relatively consistent.

## Respondents' Parental and Professional Roles: 2017 and 2018 Comparison

Nov 2017 Count	Nov 2017 Role	% of Nov 2017	Oct 2018 <sup>1</sup> Count	Oct 2018 Role	% of Oct 2018
140	Parents	16%	289	Parents	20%
546	Teachers and professionals	61%	846	Professionals	59%
105	Both	12%	165	Both	11%
100	Either none of the above or unknown	11%	138	Either none of the above or unknown	10%
891	Respondents		1,438	Respondents	

<sup>1</sup>The 2018 numbers represent the final count of the public input survey respondents.

Outreach efforts to parents in relation to ethnicity and race have produced mixed results. They have resulted in an increase of parents who are people of color from 23 percent in November 2017 to 30 percent in October

2018. The biggest increase is seen for Hispanic or Latino parents; also, the number of racial and ethnic groups represented by survey respondents increased.

## Ethnicity/Race of Parent Respondents: 2017 and 2018 Comparison

Ethnicity/Race	November 2017 (N=140)	October 2018 <sup>1</sup> (N=289)
White	77%	69%
Hispanic/Latino	9%	17%
Black/African American	8%	5%
2 Two or more races	3%	3%
American Indian/Alaskan Native	3%	2%
Asian	<1%	2%
Native Hawaiian/Other Pacific Islander	-	1%
No response	-	<1%

<sup>1</sup>The 2018 numbers represent the final count of the public input survey respondents.

Outreach gains made in relation to educational setting reported by parents are also mixed. The largest increase is observed for parents with children in early intervention settings. Public schools (including programs for deaf students in this setting) represented 47 percent of the 140 respondents in 2017 and 34 percent of the 289 parent respondents in 2018, although results also showed that the number of public

schools increased. In 2017, 48 parents reported their children's setting as public school (34 percent) and 18 as programs for deaf students in a public school setting (13 percent); in 2018, 73 reported public schools (25 percent) and 27 reported programs for deaf students in a public school setting (9 percent). Sustained efforts to improve outreach to parents in these settings will be important for future public input activities.

**Parents' Reports of Their Children's Educational Setting: 2017 and 2018 Comparison**

Educational Setting	November 2017 (N=140)	October 2018 (N=289)
School for the deaf	36%	35%
Public school	34%	25%
Program for deaf students/public school	13%	9%
Private school	4%	6%
College/technical training program	4%	3%
Early intervention	3%	13%
Nontraditional educational program	<1%	<1%
Private practice, hospital, or community-based practice	<1%	<1%
Other	6%	5%
No response	0%	3%

While ethnicity and race of parents were the primary focus for outreach efforts, there was also general interest in the ethnicity and race of respondents who identified themselves as professionals. The percentage of respondents identifying themselves as a person of color was relatively similar between years, with 10 percent in 2017 and 11 percent in 2018.

**Ethnicity/Race of Professional Respondents: 2017 and 2018 Comparison**

Ethnicity/Race	November 2017 (N=546)	October 2018 (N=846) <sup>1</sup>
White	88%	86%
Black/African American	3%	3%
Hispanic/Latino	3%	4%
2 or more races	3%	3%
American Indian/Alaskan Native	1%	<1%
Asian	<1%	1%
Native Hawaiian/Other Pacific Islander	-	<1%
No response	-	2%

<sup>1</sup>The 2018 numbers represent the final count of the public input survey respondents.

Among professionals, a comparison of results based on outreach efforts shows little change in representation of work settings. The 2018 results indicate that 53 percent of professionals reported working in public schools, including programs for deaf students within this setting, followed by schools for the deaf (26 percent) and early intervention programs (6 percent).

## Professionals Respondents' Work Settings: 2017 and 2018 Comparison

Work Setting	November 2017 (N=546)	October 2018 (N=846)
School for the deaf	25%	26%
Public school	34%	35%
Program for deaf students/public school	18%	18%
Private school	1%	1%
College/technical training program	4%	4%
Early intervention	5%	6%
Nontraditional educational program	<1%	<1%
Private practice, hospital, or community-based practice	3%	3%
Other	8%	7%
No response	<1%	<1%

## 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 2017 primarily focused on data analysis of quantitative and qualitative data.

The public input survey asked respondents this question, which was from the first public input cycle: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” The survey also asked 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. The survey was available in four languages: American Sign Language (ASL), English, Spanish, and Chinese.

The 2017 public input survey was taken by 1,438 people. Of the total number of respondents, 289 identified themselves as parents (including caregivers) only.

They did not have a role working with deaf and hard of hearing students.

### Parent Demographics

Sixty-eight percent of parents identified themselves as hearing and 19 percent as deaf; 11 percent identified themselves as hard of hearing. The race and ethnicity of parent respondents are:

#### Parent Respondents by Ethnicity/Race (N=289)<sup>1</sup>

Race/Ethnicity	Percentage
White	69%
Hispanic	17%
Black/African American	5%
Two or more races	3%
Asian	2%
American Indian/Alaskan Native	2%
Native Hawaiian/Other Pacific Islander	1%
No response	<1%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Parents were also asked to indicate whether or not they were members of traditionally underserved groups. Thirty-five percent of parents reported they were not. Thirty-one percent of parents reported that they have a deaf or hard of hearing child with disabilities, and 25 percent reported that they have a deaf or hard of hearing child who is lower achieving academically.

#### Parent Self-Identification as Members of Traditionally Underserved Groups (N=289)<sup>1</sup>

Traditionally Underserved Groups	Percentage
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%
Speak a language other than English	17%
Are members of a racial or ethnically diverse group <sup>2</sup>	9%
None of the above	35%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

<sup>2</sup> Percentages may not reflect the Race/Ethnicity percentages. This may be due to respondents completing the race and ethnicity question and not completing the question referring generally to membership in a racial or ethnic group.

Most parent respondents (65 percent) reported that their deaf or hard of hearing children were currently enrolled in an early childhood program through high school.

#### Child’s Educational Status as Reported by Parent Respondents (N=289)<sup>1</sup>

Child’s Current Educational Status	Percentage
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%
No response	<1%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

Responses related to educational settings showed some variation. *Schools for the deaf* was most frequently selected (35 percent), followed by *public schools* (25 percent), *early intervention programs* (13 percent), *programs for deaf students within public school settings* (9 percent), and *private schools* (6 percent).

#### Child’s Educational Setting as Reported by Parent Respondents (N=289)<sup>1</sup>

Child’s Current Educational Setting	Percentage
Schools for the deaf	35%
Public schools	25%
Early intervention programs	13%
Programs for deaf students within public school settings	9%
Private schools	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%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

The public input survey included the question: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? Please *select specific topics* that you think are *most critical*.” Fourteen barriers were provided for survey respondents to select, including:

- Collaboration
- Curriculum, instruction and assessment
- Early hearing detection and intervention
- Expectations
- Family involvement and support
- Lack of understanding
- Language and communication
- Literacy
- Policy and legislation
- Qualified direct service personnel
- Resources
- Social concerns
- Students with Disabilities
- Technology
- Other

Respondents had the option to choose more than one barrier, and all 14 barriers were selected by some respondents. The ranking of the barriers is based on frequency of respondents’ selection. Additionally, survey data is based on outreach and dissemination efforts as described in the previous annual report. Due

to the nonrandom sampling of survey data collected and differences in Ns among groups, results may not be representative for all groups. As a result of this variation in number of responses based on group membership, with none of the barriers reaching 100 percent selection, barriers identified by at least 50 percent of the respondents are indicated in tables with an asterisk

(\*), and barriers identified by 40–49 percent of the respondents are indicated in tables with a dagger (†). This was done to identify the most frequently selected barriers to support the priority-setting effort for the CCSP 2025. Identified barriers based on quantitative data are reported for parents and for teachers and professionals. Results follow below.

### Barriers Identified by Parents/Caregivers: Quantitative Results

Results are reported for parents based on race/ethnicity, their children’s educational setting, membership in one or more traditionally underserved groups, and whether their children are currently receiving early intervention services and/or too young to attend school. The breakdown of results based on group membership was to identify patterns in identification of barriers across parent groups.

#### Barriers Reported by Parent Respondents Based on Race/Ethnicity

*Language and communication, family involvement and support, and lack of understanding* were among the most frequently selected barriers reported by parents from racial/ethnic groups and white parents. *Resources* ranks second (51 percent) for respondents from racial and ethnically diverse groups, whereas for white parents, other barriers such as *qualified direct service personnel and curriculum, instruction, and assessment* were selected more frequently than *resources*.

#### Barriers Reported by Parent Respondents Based on Race/Ethnicity

Parents from Racial/Ethnic Groups (N=89) <sup>1</sup>	%	White Parents (N=198)	%
Language and communication*	52%	Language and communication*	60%
Resources*	51%	Qualified direct service personnel*	55%
Family involvement and support <sup>†</sup>	45%	Family involvement and support <sup>†</sup>	46%
Lack of understanding <sup>†</sup>	44%	Curriculum, instruction, and assessment <sup>†</sup>	43%
Early hearing detection and intervention	35%	Lack of understanding <sup>†</sup>	43%
Qualified direct service personnel	33%	Resources <sup>†</sup>	42%
Social concerns	29%	Early hearing detection and intervention	32%
Curriculum, instruction, and assessment	27%	Literacy	30%
Literacy	25%	Social concerns	27%
Policy and legislation	25%	Expectations	26%
Collaboration	24%	Policy and legislation	25%
Expectations	20%	Collaboration	24%
Students with disabilities	18%	Technology	20%
Technology	10%	Students with disabilities	15%
Other	9%	Other	6%

<sup>1</sup>White parents are excluded from this group.

\* Barriers identified by at least 50 percent of respondents.

<sup>†</sup> Barriers identified by 40–49 percent of respondents.

## Barriers Reported by Parent Respondents Based on Race/Ethnicity and Their Children’s Educational Settings

Data was further analyzed to identify patterns in parents’ selection of barriers related to their children’s educational settings. Forty-five percent of parents from racial/ethnic groups reported schools for the deaf as their children’s school settings compared to 30 percent of white parents. Conversely, 41 percent of white parents reported public schools as their children’s school setting in contrast to 20 percent of parents from racial/ethnic groups.

### Children’s Educational Setting by Race/Ethnicity of Parent Respondents

Parents from Racial/Ethnic Groups (N=89) <sup>1</sup>	%	White Parents (N=198)	%
School for the deaf	45%	Public school	31%
Public school	11%	Program for deaf students within a public school setting	10%
Program for deaf students within a public school setting	9%	School for the deaf	30%
Early intervention	17%	Early intervention	12%
Private school	6%	Private school	6%
Other	6%	Other	5%
College/technical training program	1%	College/technical training program	4%
Private practice, hospital, or community-based practice	1%	Private practice, hospital, or community-based practice	<1%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	0%	Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%

<sup>1</sup>White parents are excluded from this group.

Barriers reported by parents from racial/ethnic groups and white parents whose deaf or hard of hearing children attended public schools are shown below. It should be noted that the number of parents of color is very small compared to the number of white parents.

*Resources* was the most frequently selected barrier by parents of color, followed by *qualified direct service personnel* and *literacy*. *Curriculum, instruction, and assessment* was identified as a barrier by 40 percent of parents from racial/ethnic groups.

White parents most frequently identified *qualified direct service personnel* as a barrier, followed by *language and communication; curriculum, instruction, and assessment; and lack of understanding*.

**Barriers Reported by Parent Respondents Based on Race/Ethnicity and Their Child’s Enrollment in Public School Settings**

Parents from Racial/Ethnic Groups <sup>1</sup> with Children in Public Schools (N=10)	%	White Parents with Children in Public Schools (N=62)	%
Resources*	60%	Qualified direct service personnel*	68%
Qualified direct service personnel*	50%	Language and communication*	53%
Literacy*	50%	Curriculum, instruction, and assessment*	53%
Curriculum, instruction, and assessment <sup>†</sup>	40%	Lack of understanding*	50%
Family involvement and support	30%	Resources <sup>†</sup>	45%
Early hearing detection and intervention	30%	Social concerns	31%
Social concerns	30%	Early hearing detection and intervention	29%
Technology	30%	Family involvement and support	27%
Expectations	30%	Technology	26%
Language and communication	20%	Collaboration	24%
Lack of understanding	20%	Expectations	23%
Students with disabilities	20%	Literacy	23%
Policy and legislation	20%	Policy and legislation	19%
Other	20%	Students with disabilities	13%
Collaboration	10%	Other	7%

<sup>1</sup>White parents are excluded from this group.

\* Barriers identified by at least 50 percent of respondents.

<sup>†</sup> Barriers identified by 40–49 percent of respondents.

Both groups of parents with children in schools for the deaf most frequently report *language and communication* as a barrier. Fifty to 55 percent of parents of color identified *resources, family involvement and support, and lack of understanding* as barriers, followed by *early hearing detection and intervention* (45 percent).

Sixty-two percent of white parents identified *family involvement and support* as a barrier, followed by *literacy* (47 percent); *qualified direct service personnel* (47 percent); *resources* (43 percent); and *curriculum, instruction, and assessment* (42 percent).

#### Barriers Reported by Parent Respondents Based on Race/Ethnicity and Their Child’s Enrollment in Deaf School Settings

Parents from Racial/Ethnic Groups <sup>1</sup> with Children in Schools for the Deaf (N=40)	%	White Parents with Children in Schools for the Deaf (N=60)	%
Language and communication*	63%	Language and communication*	70%
Resources*	55%	Family involvement and support*	62%
Family involvement and support*	53%	Literacy <sup>†</sup>	47%
Lack of understanding*	50%	Qualified direct service personnel <sup>†</sup>	47%
Early hearing detection and intervention <sup>†</sup>	45%	Resources <sup>†</sup>	43%
Literacy	30%	Curriculum, instruction, and assessment <sup>†</sup>	42%
Social concerns	28%	Early hearing detection and intervention	37%
Policy and legislation	28%	Lack of understanding	35%
Collaboration	28%	Expectations	30%
Qualified direct service personnel	25%	Policy and legislation	28%
Expectations	25%	Collaboration	27%
Curriculum, instruction, and assessment	25%	Technology	20%
Students with disabilities	18%	Social concerns	18%
Technology	10%	Students with disabilities	13%
Other	0%	Other	5%

<sup>1</sup>White parents are excluded from this group.

\* Barriers identified by at least 50 percent of respondents.

<sup>†</sup> Barriers identified by 40–49 percent of respondents.

## Barriers Reported by Parents Who Are Members of Traditionally Underserved Groups

Traditionally underserved groups refer to parents who:

- Are members of ethnic and racially diverse groups
- Live in rural areas
- Speak a language other than English
- Have a deaf or hard of hearing child with disabilities
- Have a deaf or hard of hearing child who is lower achieving academically

Respondents had the option to select more than one of the five traditionally underserved groups if applicable.

Barriers for parents who are members of ethnically and racially diverse groups were reported in earlier sections in this report. This section focuses on barriers identified by the remaining four traditionally underserved groups.

## Barriers Reported by Parent Respondents Who Live in Rural Areas

Sixty-three parents indicated that they lived in rural areas. Fifty-four to 57 percent of these respondents reported the following barriers: *qualified direct service personnel, language and communication, and resources*. Three other barriers identified by 43–46 percent of respondents include *family involvement and support; lack of understanding; and curriculum, instruction, and assessment*.

### Barriers Reported by Parent Respondents Who Live in Rural Areas

Barrier	Percentage
Qualified direct service personnel*	57%
Language and communication*	56%
Resources*	54%
Family involvement and support†	46%
Lack of understanding†	43%
Curriculum, instruction, and assessment†	43%
Literacy	29%
Early hearing detection and intervention	27%
Social concerns	27%
Expectations	22%
Policy and legislation	21%
Collaboration	19%
Students with disabilities	18%
Technology	18%
Other	8%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

## Barriers Reported by Parent Respondents Who Speak a Language Other Than English

### Barriers Reported by Parent Respondents Who Speak a Language Other Than English

Barrier	Percentage
Family involvement and support*	58%
Language and communication*	54%
Resources*	52%
Lack of understanding†	48%
Qualified direct service personnel†	42%
Early hearing detection and intervention	38%
Curriculum, instruction, and assessment	30%
Policy and legislation	28%
Expectations	28%
Collaboration	24%
Literacy	22%
Social concerns	18%
Students with disabilities	16%
Technology	10%
Other	8%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

Fifty parent respondents reported using a language other than English. Between 52 and 58 percent reported the following barriers: *family involvement and support*, *language and communication*, and *resources*. *Lack of understanding and qualified direct service personnel* were identified as barriers by 48 percent and 42 percent, respectively.

## Barriers Reported by Parent Respondents Who Have a Deaf or Hard of Hearing Child with Disabilities

Ninety parents reported they have a deaf or hard of hearing child with disabilities. Sixty percent of the respondents reported *language and communication* as a barrier, 50 percent reported *family involvement and support* and *resources* as barriers, and 48–49 percent identified *qualified direct service personnel* and *lack of understanding* as barriers.

### Barriers Reported by Parent Respondents Who Have a Deaf or Hard of Hearing Child with Disabilities

Barrier	Percentage
Language and communication*	60%
Family involvement and support*	50%
Resources*	50%
Qualified direct service personnel†	49%
Lack of understanding†	48%
Curriculum, instruction, and assessment	39%
Early hearing detection and intervention	33%
Students with disabilities	31%
Social concerns	29%
Literacy	27%
Collaboration	27%
Expectations	26%
Policy and legislation	24%
Technology	23%
Other	8%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

### Barriers Reported by Parents Who Have a Deaf or Hard of Hearing Child Who is Lower Achieving Academically

Seventy-two parent respondents reported having a deaf or hard of hearing child who is lower achieving academically. Sixty percent of these parents reported *qualified direct service personnel* as a barrier, followed by *language and communication* (56 percent); *resources* (56 percent); and *curriculum, instruction, and assessment* (54 percent). *Lack of understanding and family involvement and support* were reported as barriers by 44 percent and 42 percent, respectively, of parents in this traditionally underserved group.

### Barriers Reported by Parents Who Have a Deaf or Hard of Hearing Child Who is Lower Achieving Academically

Barrier	Percentage
Qualified direct service personnel*	60%
Language and communication*	56%
Resources*	56%
Curriculum, instruction, and assessment*	54%
Lack of understanding†	44%
Family involvement and support†	42%
Early hearing detection and intervention	35%
Literacy	35%
Technology	29%
Expectations	28%
Social concerns	26%
Students with disabilities	25%
Policy and legislation	24%
Collaboration	19%
Other	6%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

### Barriers Reported by Parent Respondents with Children Receiving Early Intervention Services and/or Who Are Too Young to Attend School

Fifty of the 289 parent respondents indicated that their children were currently receiving early intervention services and/or were too young to go to school. Sixty percent of these parent respondents were white and 40 percent were people of color. The table below provides the race and ethnicity of parent respondents.

### Parent Respondents with Children Receiving Early Intervention Services and/or Who Are Too Young to Attend School by Ethnicity/Race (N=289)<sup>1</sup>

Race and Ethnicity	Percentage
White	60%
Hispanic	24%
Two or more races	8%
Asian	4%
Black/African American	2%
American Indian/Alaskan Native	2%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Fifty percent of these parents reported *resources* as a barrier; 42–48 percent reported the following barriers: *family involvement and support*, *lack of understanding*, *language and communication*, and *qualified direct service personnel*.

**Barriers Reported by Parent Respondents with Children Receiving Early Intervention Services and/or Who Are Too Young to Attend School**

Barrier	Percentage
Resources*	50%
Family involvement and support†	48%
Lack of understanding†	46%
Language and communication†	46%
Qualified direct service personnel†	42%
Early hearing detection and intervention	30%
Curriculum, instruction, and assessment	30%
Social concerns	30%
Collaboration	22%
Policy and legislation	20%
Literacy	20%
Expectations	14%
Students with disabilities	10%
Technology	8%
Other	4%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

**Demographics of Teachers and Professionals**

Seventy-four percent of teachers and professionals identified themselves as hearing; 17 percent identified themselves as deaf; and 7 percent identified themselves as hard of hearing. Two percent of teachers and professionals did not identify their hearing status. The race and ethnicity of the teachers and professionals are:

**Teachers and Professionals by Ethnicity/Race (N=846)<sup>1</sup>**

Teachers' and Professionals' Race/Ethnicity	Percentage
White	86%
Hispanic	4%
Black/African American	3%
Two or more races	3%
Asian	1%
American Indian/Alaskan Native	<1%
Native Hawaiian/Other Pacific Islander	<1%
No response	2%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

The role of classroom teacher was most frequently selected (22 percent), followed by itinerant teacher (17 percent); audiologist or speech-language professional (13 percent); other roles, including deaf mentor, CART provider, and VR providers (11 percent); and interpreters (10 percent).

**Teachers' and Professionals' Roles (N=846)<sup>1</sup>**

Role	Percentage
Classroom teacher	22%
Itinerant teacher	17%
Audiologist/SLP	13%
Other (includes deaf mentor, transition coordinator, coach, CART provider, VR provider)	11%
Interpreter	10%
School/district administrator	8%
Early intervention professional	4%
Outreach service provider	4%
Social worker, psychologist, counselor, behavior specialist	4%
University faculty, staff member, researcher	3%
Classroom aide or other resource staff	2%
Allied medical professional (e.g., pediatrician, nurse, ENT)	<1%
Undergraduate or graduate student	<1%
No response	<1%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

Responses related to work settings indicated that public schools were most frequently selected (35 percent), followed by schools for the deaf (26 percent), and programs for deaf students within a public school setting (18 percent).

**Teachers' and Professionals' Work Settings (N=846)<sup>1</sup>**

Work setting	Percentage
Public school	35%
School for the deaf	26%
Program for deaf students within a public school setting	18%
Other (adult services programs, county office of education, government)	7%
Early intervention	6%
College/technical training program	4%
Private practice, hospital, community-based practice	3%
Private school	1%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%
No response	<1%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

## Barriers Identified by Teachers and Professionals: Quantitative Results

Results are reported for teachers and professionals as a group, as well as for groups based on race/ethnicity, work setting, and selected roles (e.g., classroom teacher, itinerant teacher). Results based on group membership were broken down to identify patterns in identification of barriers across groups.

### Barriers Reported by Teachers and Professionals as a Group

The two barriers most frequently selected by teachers and professionals were *family involvement and support* and *language and communication*.

#### Barriers Reported by Teachers and Professionals (N=846)

Barrier	Percentage
Family involvement and support*	73%
Language and communication*	70%
Literacy†	46%
Qualified direct service personnel†	40%
Curriculum, instruction, and assessment	38%
Early hearing detection and intervention	37%
Lack of understanding	31%
Expectations	26%
Resources	22%
Policy and legislation	21%
Collaboration	19%
Social concerns	18%
Students with disabilities	14%
Technology	10%
Other	5%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

## Barriers Reported by Teachers and Professionals Based on Race/Ethnicity

Family involvement and support and language and communication were two barriers most frequently selected across both groups. Curriculum, instruction, and assessment was a third barrier identified by half of the teachers and professionals from racial and ethnic groups.

### Barriers Reported by Teachers and Professionals Based on Race/Ethnicity

Teachers/Professionals from Racial/Ethnic Groups <sup>1</sup> (N=105)		White Teachers and Professionals (N=727)	
Family involvement and support*	70%	Family involvement and support*	74%
Language and communication*	70%	Language and communication*	70%
Curriculum, instruction, and assessment*	50%	Literacy <sup>†</sup>	47%
Literacy <sup>†</sup>	45%	Qualified direct service personnel <sup>†</sup>	41%
Early hearing detection and intervention <sup>†</sup>	43%	Curriculum, instruction, and assessment	37%
Qualified direct service personnel	37%	Early hearing detection and intervention	37%
Lack of understanding	27%	Lack of understanding	31%
Policy and legislation	27%	Expectations	26%
Expectations	27%	Resources	23%
Collaboration	25%	Policy and legislation	21%
Social concerns	20%	Collaboration	19%
Resources	16%	Social concerns	18%
Students with disabilities	15%	Students with disabilities	14%
Technology	8%	Technology	10%
Other	8%	Other	5%

White teachers and professionals are excluded from this group.

\* Barriers identified by at least 50 percent of respondents.

<sup>†</sup> Barriers identified by 40–49 percent of respondents.

## Barriers Reported by Teachers and Professionals Based on Race/Ethnicity and Their Work Settings

Data was further analyzed to determine if there were any patterns in teachers' and professionals' selection of barriers related to their work settings. It should be noted that the number of teachers and professionals from racial and ethnic groups (other than white) in public schools are few in number; therefore, differences in Ns between barriers impact the percentages reported for each barrier.

### Public School Settings

Public school settings include two types of settings: 1) a public school setting, and 2) a classroom for deaf and hard of hearing students within a public school setting. Barriers are reported based on these two settings included as one setting.

Fifty to 74 percent of teachers and professionals of color identified five barriers most frequently: *language and communication* (n=25); *family involvement and support* (n=22); *literacy* (n=19); *curriculum, instruction, and assessment* (n=18); and *qualified direct service personnel* (n=17).

White teachers and professionals in public school settings selected *family involvement and support* (n=172) and *language and communication* (n=163) most frequently. Two additional barriers were identified by 48 percent and 40 percent, respectively, by white teachers: *literacy* (n=121) and *qualified direct service personnel* (n=101).

### Barriers Reported by Teachers and Professionals Based on Race/Ethnicity and Public School Settings

Teachers/Professionals from Racial/Ethnic Groups in Public School Work Settings (N=34)		White Teachers/Professionals in Public School Work Settings (N=255)	
Language and communication*	74%	Family involvement and support*	68%
Family involvement and support*	65%	Language and communication*	64%
Literacy*	56%	Literacy†	48%
Curriculum, instruction, and assessment*	53%	Qualified direct service personnel†	40%
Qualified direct service personnel*	50%	Curriculum, instruction, and assessment	38%
Early hearing detection and intervention	35%	Early hearing detection and intervention	38%
Policy and legislation	29%	Lack of understanding	36%
Lack of understanding	29%	Expectations	21%
Expectations	27%	Resources	22%
Collaboration	27%	Collaboration	19%
Social concerns	27%	Social concerns	20%
Resources	24%	Policy and legislation	12%
Technology	9%	Technology	15%
Students with disabilities	15%	Students with disabilities	11%
Other	9%	Other	5%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

## Schools for the Deaf

Twenty-five teachers and professionals from racial and ethnic groups (excluding those who identified as white) and 194 white teachers and professionals reported working in schools for the deaf. Both groups of teachers and professionals identified the same two barriers most frequently: *family involvement and support* and *language and communication*. Fifty-two percent of teachers and professionals from racial and ethnic groups selected *curriculum, instruction, and assessment*. Fifty percent of white teachers and professionals identified *literacy* as a barrier.

### Barriers Reported by Teachers and Professionals Based on Race/Ethnicity and Deaf School Setting

Teachers/Professionals from Racial/Ethnic Groups <sup>1</sup> in School for the Deaf Work Settings (N=25)		White Teachers/Professionals in School for the Deaf Work Settings (N=194)	
Family involvement and support*	76%	Language and communication*	83%
Language and communication*	68%	Family involvement and support*	80%
Curriculum, instruction, and assessment*	52%	Literacy*	50%
Literacy	36%	Curriculum, instruction, and assessment	37%
Early hearing detection and intervention	32%	Early hearing detection and intervention	39%
Expectations	24%	Qualified direct service personnel	35%
Lack of understanding	24%	Expectations	29%
Policy and legislation	20%	Lack of understanding	27%
Qualified direct service personnel	16%	Policy and legislation	24%
Students with disabilities	16%	Resources	24%
Resources	8%	Students with disabilities	20%
Social concerns	8%	Social concerns	14%
Collaboration	8%	Collaboration	11%
Technology	4%	Technology	5%
Other	4%	Other	3%

White teachers and professionals are excluded from this group.

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

### Barriers Reported by Classroom Teachers

One hundred eighty-six respondents identified their role as that of classroom teacher. Fifty-one percent identified schools for the deaf as their work setting, followed by 34 percent identifying programs for deaf students within a public school setting and 11 percent identifying public schools.

### Work Settings Reported by Classroom Teachers (N=186)

Work Setting	Percentage
School for the deaf	51%
Program for deaf students within a public school setting	34%
Public school	11%
Private school	2%
Early intervention	1%
College/technical training program	1%
Other	<1%

Seventy-nine percent and 78 percent of classroom teachers, respectively, selected *language and communication* and *family involvement and support* as barriers. Fifty percent selected *literacy* as a barrier.

#### Barriers Identified by Classroom Teachers (N=186)

Barrier	Percentage
Language and communication*	79%
Family involvement and support*	78%
Literacy*	50%
Curriculum, instruction, and assessment†	41%
Early hearing detection and intervention†	40%
Lack of understanding	31%
Qualified direct service personnel	27%
Expectations	24%
Resources	24%
Students with disabilities	20%
Policy and legislation	19%
Social concerns	15%
Collaboration	13%
Other	5%
Technology	4%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

#### Barriers Reported by Itinerant Teachers

One hundred forty-one respondents identified their role as that of itinerant teacher. Eighty-seven percent worked in a public school, and 9 percent worked in programs for deaf students in a public school setting.

#### Work Settings Reported by Itinerant Teachers (N=141)

Work Setting	Percentage
Public school	87%
Program for deaf students within a public school setting	9%
Other	2%
Private school	<1%
Early intervention	<1%
School for the deaf	<1%

*Family involvement and support* was most frequently selected as a barrier (70 percent), followed by *language and communication* (65 percent) and *literacy* (52 percent). Forty percent of itinerant teachers identified *curriculum, instruction, and assessment* as a barrier.

#### Barriers Identified by Itinerant Teachers (N=141)

Barrier	Percentage
Family involvement and support*	70%
Language and communication*	65%
Literacy*	52%
Curriculum, instruction, and assessment†	40%
Lack of understanding	38%
Early hearing detection and intervention	38%
Qualified direct service personnel	31%
Expectations	23%
Collaboration	23%
Social concerns	21%
Resources	20%
Policy and legislation	14%
Students with disabilities	14%
Technology	13%
Other	5%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

#### Barriers Reported by Audiologists or Speech-Language Providers (N=109)

One hundred and nine respondents identified audiologist or speech-language provider as their professional role. Sixty-five percent of audiologists and speech-language providers reported working in public school settings, including programs for deaf students in public school settings.

#### Work Settings Reported by Audiologist/Speech-Language Providers (N=109)

Work Setting	Percentage
Public school	45%
Program for deaf students within a public school setting	20%
Private practice, hospital, community-based practice	11%
School for the deaf	9%
Early intervention	6%
Other	5%
College/technical training program	3%
Private school	<1%

*Family involvement and support* was selected as a barrier by 74 percent of audiologists and speech-language providers, followed by *language and communication* (62 percent). Forty-eight percent identified *literacy* and *qualified direct service personnel* as barriers.

### Barriers Reported by Early Intervention Providers

Thirty-seven respondents reported their role as that of early intervention provider. Eighty-one percent of early intervention providers worked in early intervention settings, 14 percent worked in schools for the deaf, and others worked in public schools (3 percent) and nontraditional educational programs (3 percent).

It needs to be noted that the number of early intervention providers is small, which will impact the percentage change in either direction. The two most frequently selected barriers were *family involvement and support* (68 percent) and *qualified direct service personnel* (51 percent). *Language and communication* was identified as a barrier by 49 percent of early intervention providers.

### Barriers Reported by Early Intervention Providers (N=37)

### Barriers Reported by Audiologists or Speech-Language Providers (N=109)

Barrier	Percentage
Family involvement and support*	74%
Language and communication*	62%
Literacy†	48%
Qualified direct service personnel†	48%
Early hearing detection and intervention	39%
Expectations	38%
Lack of understanding	36%
Curriculum, instruction, and assessment	34%
Resources	34%
Collaboration	26%
Social concerns	23%
Technology	19%
Policy and legislation	17%
Students with disabilities	16%
Other	3%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

Barrier	Percentage
Family involvement and support*	68%
Qualified direct service personnel*	51%
Language and communication†	49%
Early hearing detection and intervention	35%
Lack of understanding	32%
Collaboration	30%
Policy and legislation	27%
Resources	24%
Curriculum, instruction, and assessment	24%
Expectations	22%
Students with disabilities	8%
Literacy	8%
Social concerns	5%
Technology	5%
Other	3%

\* Barriers identified by at least 50 percent of respondents.

† Barriers identified by 40–49 percent of respondents.

## Using Quantitative Results for Focused Analysis Efforts

Internal review and discussion of the quantitative results by Clerc Center leaders resulted in the identification of seven barriers on which to focus analysis in preparation for the priority-setting process. The seven barriers (in alphabetic order) are:

- Early hearing detection and intervention
- Family involvement and support
- Lack of understanding
- Language and communication
- Literacy
- Resources
- Students with disabilities

Public input activities during FY 2020 will focus on sharing information about the public input process, reporting quantitative data, gathering qualitative findings for the seven barriers, and analyzing additional barriers as resources become available.



The KDES middle school program hosted a half-day activity with students to learn about climate change and ways they can contribute to a healthier environment. Students made posters to support the youth-led Climate Strike protest that was largely sparked by Swedish teen climate activist Greta Thunberg and helped spread awareness about climate change.

## 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](http://www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html); evaluation feedback on select trainings and products; and current research,

practices, and resources in the priority areas. The strategies were carefully selected based on their potential impact in each priority area and 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 compliance with the EDA and alignment with its strategies, as well as alignment with the Clerc Center mission, the national service goal, and other related objectives.

### 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.

## 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.

- 
- FY 2019 Major Activities**
- Developed a workshop series to increase awareness and understanding among general education professionals.
  - Published the 2019 issue of *Odyssey: New Directions in Deaf Education* on the theme of “Parent-School Advocacy.”
- 

### 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 2019**
- Held three focus groups to learn about the needs and experiences of families of color. This will lead to new resources for professionals who work with these families.
  - Developed an action plan to support K–12 ASL Content Standards implementation and dissemination.
- 

- FY 2019 Major Activities**
- Hosted the educational interpreters online professional book club.
  - Published the 2019 issue of *Odyssey: New Directions in Deaf Education* (see Professional Development Objective 1).
- 

### 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 2019**
- Continued implementing the comprehensive multi-year dissemination plan.
-

## 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 so they can effectively advocate for the needs of their children who are deaf or hard of hearing when interacting with school or agency professionals.

- 
- FY 2019 Major Activities** • Published the 2019 issue of *Odyssey: New Directions in Deaf Education* on the theme of “Parent-School Advocacy.”
- 

### 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.

- 
- FY 2019 Major Activities** • Published the 2019 issue of *Odyssey: New Directions in Deaf Education* on the theme of “Parent-School Advocacy.”
- 

### Collaboration

The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential for meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

### Objective 1

Increase the internal capacity of the Clerc Center professionals to identify and carry out activities that will promote meaningful dialogue in order to identify areas for potential partnerships with 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 2019 Major Activities** • Continued to collaborate with Hands & Voices for the Family Leadership in Language and Learning (FL3) federal grant.
- Developed a video for parents/caregivers titled *Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies*.
  - Hosted a Family Online Learning Community featuring the *Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies* video.
-

# 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 disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities. These activities reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs (Education of the Deaf Act of 1986, 2015).<sup>3</sup>

Knowledge 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 by the U.S. Congress and the EDA 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. 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. It 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.
- The limited resources (e.g., information, training and education, services) available for parents, teachers,

<sup>3</sup> Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

and professionals as well as for students who are deaf or hard of hearing.

- The need to address deaf and hard of hearing students' social-emotional needs and development.
- The 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:

- The need for knowledge and education among caregivers, professionals, and the general public.
- The need for collaborative efforts.
- The need for qualified professionals and services.

## 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](http://www3.gallaudet.edu/clerc-center/research/research-agenda.html).

Each area of focus is described below.

### 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, which 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.

### 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

- Meeting the needs of the student within a given school system.
- A 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 suggests 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](http://www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html).

The Clerc Center's focus on family engagement offers opportunities to contribute to the expansion of research, 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.

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 (see, e.g., Ferrell, Bruce, & Luckner, 2014). This limited experience, coupled with the ever-evolving demands on professionals, creates further challenges to effectively planning for and meeting 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 toward data-based decision making.

### Area of Focus #3: Social and Emotional Well-Being

Furthering knowledge about 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 (see, 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

### 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

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.

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).

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. 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. Furthermore, 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.

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:

- (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.

## Project Types, Defined

Subsequent to the following sections, which summarize projects and activities in the three areas of focus, is a data table that includes the names of the projects, each project's type and 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:

- Internal: projects conducted solely by Clerc Center personnel.
- Internal and collaborative: projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution.
- External: projects funded and led by researchers outside of the Clerc Center but that involve Clerc Center personnel.

## 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. In FY 2019, five research and evaluation staff members and five research 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 2019 were \$121,285 in payroll and \$29,000 in non-payroll expenses.

During FY 2019, the Clerc Center continued the implementation of its Research Agenda, which is aligned with the CCSP 2020. It engaged in a major internal research project and supported a limited number of external research projects. The Clerc Center also focused research and evaluation resources to support the planning and development of selected CCSP 2020 national service projects. Staff worked with CCSP project leaders and Clerc Center leaders

More specifically, internal funding refers to a project with fiscal resources allocated primarily by the Clerc Center. Where appropriate, the project budget—the internal fiscal allocation for FY 2019—is provided. External funding sources are those that were provided by outside researchers, collaborators, or organizations. As such, no budget information is provided. External projects often require Clerc Center personnel to participate in the research study or to facilitate logistics or data collection, but they 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.

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.
- Implementation 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.

During FY 2019, the Clerc Center continued toward enhancing its ability to better measure its impact and reach across the nation. 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 between Clerc Center and Gallaudet personnel continue to be held to review and discuss the redesign of the electronic surveys in order to better align them with the new design of Gallaudet's website and collect information more effectively.

## Summary of FY 2019 Research Projects and Activities

### Area of Focus #1: Family Engagement

#### 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. 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. 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. Plans included completion of a draft report for internal discussion regarding the next steps for dissemination during FY 2019. The draft report was not completed due to the need to focus resources on the implementation of the Families of Color Advocacy Study.

#### 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 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 for their advocacy efforts. Exploration of these families' challenges and needs relates to the overall question asked in the public input survey, which addresses some of the limitations associated with the survey methodology of collecting public input.

provided input regarding barriers that prevented deaf and of hearing children from achieving their academic, linguistic, and social-emotional potential. An article describing the ways multiple perspectives from diverse community members guided the study process before its implementation was published in the 2019 issue of *Odyssey: New Directions in Deaf Education*.

Additionally, the work to establish a data system for analyzing focus-group data has begun during FY 2019 and will continue into FY 2020. Other research activities in FY 2020 include coordinating and conducting a fifth focus group and beginning analysis of focus-group data.

In FY 2019, three focus groups were conducted in different locations in the United States. Homogeneous groups of African American and Latino families shared their advocacy experiences of supporting their deaf and hard of hearing children's education. They also

## 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, as well as specifically for families of deaf and/

or hard of hearing children. It also explored challenges diverse families face with their advocacy efforts and the implications of this research for consideration of future work. The foundational document has been edited to become an informational resource; the work to prepare it as a web-based resource will continue into FY 2020.

## Area of Focus #2: Educational Best Practices

### 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 in 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 efficacy study has not yet been completed; once it has been, the principal investigators will share findings with the Clerc Center community.

### Let's Text at School: Visual Connections Across Cultures

(External Research Project. Principal Investigator: Colleen Smith, Claremont Graduate University)

The purpose of this study was to examine the relationship between children's text-talking (conversation in text) and their writing skills. The study adopts an ASL/English bilingual pedagogy framework. Findings from the study will contribute

to a better understanding of best practices in ASL/English bilingual instruction, thus expanding educators' instructional tools to improve students' academic writing skills. The study was completed during FY 2019.

## 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 will take place once appropriate web pages are established to support this effort.

## FY 2019 Research Projects Summary Information

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2019	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	\$62,685	2 Staff, 2 Research assistants
Literature Review on Family/Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved	Internal	Internal	N/A	1 Staff
Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development	External	External	N/A	N/A
Let's Text at School: Visual Connections Across Cultures	External	External	N/A	1 Staff
Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills	External	External	N/A	N/A

Cawthon, S. W., Schoffstall, S. J., & Garberoglio, C. L. (2014). How ready are institutions for students who are deaf or hard of hearing? *Education Policy Analysis Archives*, 22(13). doi: <http://dx.doi.org/10.14507/epaa.v22n13.2014>.

Fellinger, J., Holzinger, D., Dobner, U., Gerich, J., Lehner, R., Lenz, G., et al. (2005). Mental distress and quality of life in a deaf population. *Social Psychiatry and Psychiatric Epidemiology*, 40(9), 737–742.

Fellinger, J., Holzinger, D., Gerich, J., & Goldberg, D. (2007). Mental distress and quality of life in the hard of hearing. *Acta Psychiatrica Scandinavica*, 115(3), 243–245.

Fellinger, J., Holzinger, D., Sattel, H., Laucht, M., & Goldberg, D. (2009). Correlates of mental health disorders among children with hearing impairments.

*Developmental Medicine & Child Neurology*, 51(8), 635–641.

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments* (Document No. IC-4). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

Luft, P. (2013). Independent living services for deaf and hard of hearing students: Results of a nationwide survey of school programs. *Journal of Applied Rehabilitation Counseling*, 44(1), 18–27.

Luft, P., & Huff, K. (2011). How prepared are transition-age deaf and hard of hearing students for adult living? Results of the Transition Competence Battery. *American Annals of the Deaf*, 155(5), 569–579.

## VI. TRAINING AND TECHNICAL ASSISTANCE

There are approximately 76,000 deaf and hard of hearing students in the U.S., and 87 percent are placed in general education settings across the country. Due to the low incidence of being deaf, some school districts, schools, and teachers may not have the knowledge, expertise, or training to provide the best education to the deaf and/or 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.

During FY 2019, the Clerc Center 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 to 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 App, Web-Based Video Resources, and Publications

New products created and disseminated in FY 2019 included one app, two web-based resources, and three publications.

### Parent Advocacy App

The Parent Advocacy app is a free app designed to assist families of children who are deaf or hard of hearing when attending school meetings, including IEP meetings, 504 plan meetings, or other school meetings. The app includes introductory information for each meeting type, fillable checklists and notes to help families navigate the process of advocating for their child, common questions associated with each type of meeting, six strategies that can be used for advocating, linked resources and information regarding parent

advocates at the state level, and videos introducing users to the app.

The app is the result of a collaboration between the Clerc Center, the American Society for Deaf Children, Hands & Voices, and the National Association of the Deaf. It is available from the Google Play Store and the Apple App store. Additional information is available on the Clerc Center website at [www.gallaudet.edu/parent-advocacy-app](http://www.gallaudet.edu/parent-advocacy-app).

### Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies

This web-based resource is a part of the Clerc Center's online learning opportunities for families who want to learn more about early accessible language for babies who are deaf or hard of hearing. It includes one 27-minute instructional video, one 45-minute recorded family panel discussion, one 28-minute recorded professional panel discussion, and a resource list.

The instructional video has information for families interested in learning more about supporting their deaf or hard of hearing child's language and communication development as early as possible. It addresses the following three areas: 1) what we know about language access for deaf and hard of hearing children, 2) what we know about language access for all children, and 3) recommended opportunities to support your child's language acquisition.

### Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing: Educational Service Guidelines

*Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing: Educational Service Guidelines* is the 3rd edition of the *Educational Services Guidelines* available from the National Association of State Directors of Special Education. The Clerc Center's 12-minute video provides an engaging and accessible way for deaf education and special education administrators and educational professionals to understand key concepts in this recently updated set of guidelines.

share important considerations for the educational needs of deaf and hard of hearing students, the steps schools and programs need to take in order to serve them well, and available resources to support those efforts. This comprehensive set of guidelines, inclusive of many useful tools and resources, can be utilized by stakeholders, deaf education and special education administrators, and educational professionals involved in the education of students who are deaf or hard of hearing.

A team of experts from a broad range of backgrounds and communication approaches worked together to

In this video created by the Clerc Center, presenters and project writing-team members provide a closer look

at the new guidelines, explaining in greater detail what the guidelines recommend. By watching this video, stakeholders who are responsible for the education of deaf and hard of hearing students will gain the following benefits:

- Increased knowledge on the part of educators and parents regarding how they can contribute to improving outcomes for deaf and hard of hearing students.

## Tips to Go Publications: Supporting Students Who Are Hard of Hearing

*Tips to Go* is a resource designed to support teachers, related service providers, and family members (coming soon) of school-aged deaf and hard of hearing students (K–12). Handouts outline critical information to consider in promoting a positive educational experience for these students.

Two new *Tips to Go* publications were created to expand on the existing *Tips to Go* materials. The first

- A clearer understanding of key principles in deaf education, including early language acquisition, access to peer support and qualified personnel, and high expectations/principles that have been identified as breaking down barriers to better outcomes for deaf and hard of hearing students.
- An opportunity for state and local special education directors to implement policies and procedures designed to help ensure successful outcomes for deaf and hard of hearing children and youth.

publication includes five tips designed for related service providers regarding recommended practices that support students who are deaf or hard of hearing. The second publication includes five tips designed for teachers and related service providers to promote a positive educational experience for students who are hard of hearing. Both publications are available online and in print.

## 2019 Odyssey: New Directions in Deaf Education Magazine

*Odyssey: New Directions in Deaf Education* magazine's 2019 issue focused on the theme of "Parent-School Advocacy"—a critical component necessary to support the education of students who are deaf or hard of hearing. The issue explores how families, professionals, and schools are working together to encourage parent advocacy as well as the strategies they have used, the challenges they have faced, and the outcomes they have achieved in their quest to gain necessary services and supports for their deaf or hard of hearing children or students.

This issue includes 18 articles written by a total of 25 professional and parent authors on such topics as:

- Supporting families in program transition and the hard truths of early language.
- Parents learning to work within the educational system and advocate for their child's educational needs.
- Importance of deaf and hard of hearing students learning to self-advocate.
- Impact of family advocacy on deaf and hard of hearing students' lives.

- How best to support families and caregivers who are disconnected, alienated, and underserved so they can become involved and effective advocates.
- The Parent Advocacy app, a new tool to assist families of K–12 deaf and hard of hearing children in navigating IEP meetings, 504 meetings, and other meetings.
- How a parent of a Deaf Plus child challenged the system to get her son needed services.
- Learning about the advocacy experiences of families of color and the multiple perspectives guiding the Clerc Center's research process.
- Reflections of a VR counselor—tips for families whose children are transitioning out of high school.
- One parent's journey of advocating for a deaf child who identifies as transgender.
- Educators empowering families to advocate—how a Total Communication program and a Listening and Spoken Language program joined in a TEAM approach for student success.
- Hands & Voices Advocacy, Support, and Training (ASTra) Program.

*Odyssey: New Directions in Deaf Education* has a subscription list of 35,472, which includes schools, individual educators, libraries, parents, and other

## Target Audience Bookmarks

Five marketing bookmarks full of resources for specific target audiences—general education professionals, educators, families, speech and hearing professionals, and early intervention professionals—were updated

## Distribution of Publications and Resources

During FY 2019, resources and publications were distributed at conferences and exhibits as well as through downloads from the website, e-mail distributions, social media, and sales. The number of materials distributed at conferences and through sales, at no cost in response to requests, are as follows:

## Conferences and Exhibits

In order to expand outreach efforts, the Clerc Center sent materials for sharing and dissemination to various events. Clerc Center staff provided 11 showcase presentations and poster sessions, and they attended caucuses, board meetings, and other small group events at select conferences. Through these events, the Clerc Center shared print materials, online resources, and technical support to thousands of participants.

Representatives also attended 17 events and conferences to make presentations, distribute and showcase materials, and provide information and support to event attendees. Events are carefully selected to ensure attendees are representing 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. Through these outreach efforts, the Clerc Center provided 59,000 stakeholders at conferences and training events with 29,061 print materials, including 3,400 copies of *Odyssey: New Directions in Deaf Education* (copies disseminated outside of mailing and e-mailing).

Events included the following national and state conferences:

stakeholders. The issue can also be downloaded at no cost from the Clerc Center website.

and professionalized to provide a quick reference to the Clerc Center's resources. Additionally, a sixth bookmark was created for educational interpreters.

- Material distribution: over 30,000 resources and products were distributed to over 59,000 participants at conferences, exhibits, and training presentations.
- Conferences and exhibits: Clerc Center staff exhibited at 15 conferences and events to showcase materials and provide information on educating deaf and hard of hearing students.

- Hands & Voices Leadership Conference
- Conference of Educational Administrators of Schools and Programs for the Deaf
- American Society for Deaf Children
- Midwest Conference on Deaf Education
- American Speech-Language-Hearing Association
- Early Hearing Detection and Intervention Annual Meeting
- Association of College Educators
- National Outreach Conference
- National Black Deaf Advocates Conference
- National Deaf Education Conference
- Council of Administrators of Special Education
- Conference for Interpreters in Training
- Coalition of Private Schools for the Deaf Conference
- Midwest Elevating and Celebrating Teachers and Teaching (ECET<sup>2</sup>)
- Statewide events: Virginia's Statewide Opening Doors-Unlocking Potential, California's CAL-ED, and Alaska's Statewide Conference on Special Education

## Creation of Videos

As a result of an increased need for training videos for presentations and video resources for the purpose of ASL-English bilingual communications, video production has significantly increased. During FY 2019, a total of 71 videos were produced, including videos for internal communication at the Clerc Center's demonstration schools and videos for national resources. Some videos involved more than one clip, so the total footage count was 228 clips. Video topics included: debunking the myth of "just" being an educational interpreter, MSSD's Individualized Education Program instructional video,

educational interpreting in K–12 settings, *Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies*, and required state assessment training. There were also videos produced for the Clerc Center's Online Community. 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 2019, the Clerc Center provided 102 presentations and workshops (both in person and virtual) to 4,226 individuals who work with students who are deaf or hard of hearing. Those presentations and workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Weekends, community programs for families, and small group meetings. The total number of individuals includes visitors to the Clerc Center from different schools and programs. The Clerc Center is now in charge of professional visits, and this year we conducted 30 different professional training visits that included 408 individuals. The goal of the Clerc Center training was to provide skills and knowledge to educators, service providers, and families who work with students who are deaf or hard of hearing with a range of abilities and needs.

During FY 2019, the Clerc Center provided a wide variety of training, including training on site, eLearning events, and hybrid training opportunities. Trainings included two Visual Phonics workshops, two workshops on language planning, one social-emotional presentation, five social justice workshops, and three book clubs in our Online Community for educational interpreters series.

Clerc Center representatives provided 13 presentations at 10 different state, regional, and national conferences. Examples include: the Early Hearing Detection and Intervention Conference, the Early Childhood Education Summit, the National Deaf Education Conference, the American Academy of Audiology Conference, the

National Deaf Schools Student Life Conference, the Association of College Educators-Deaf and Hard of Hearing Conference, the Elevating and Celebrating Effective Teaching and Teachers Conference, and the Conference of Interpreter Trainers.

The Clerc Center provided over 21 hours of on-site training to parents of deaf and hard of hearing children at seven different family learning events in Tennessee, Ohio, Pennsylvania, New York, and Michigan.

**SKI-HI Deaf Mentor Program Training** – Through a working partnership, the Clerc Center provided a trainer to join a national team of trainers sharing the SKI-HI Deaf Mentor Program curriculum, which was offered to approximately 38 Deaf Mentors in two different states in FY 2019. The typically three-day training focused on creating new mentors using the Deaf Mentor Program curriculum. During training, the new Deaf Mentors were also given a presentation on Clerc Center national resources. The demand for this training continues to grow across the United States.

**Families with Babies Who Are Deaf or Hard of Hearing** – In FY 2019, the Clerc Center launched the first video with families as the primary stakeholders. This video, *Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies*, was a part of our Family Leadership in Language & Literacy (FL3) partnership efforts for Year Two. The video was first launched through the Online Community site, where families had the opportunity to view the video at their convenience during the first three days. A total of 503 individuals

registered for the Online Community event. Participants had an opportunity to watch a panel of professionals sharing their perspectives on early accessible language, after which they were able to observe and learn from three different families on a live panel. They were also given opportunities to interact in the Ning Online Community. After the event, the Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies webcast and panels were accessible on the website. They have since garnered 1,568 new viewers.

**General Education Modules** – *Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings* is our online, three-module resource. It continues to support K–12 educators by providing the knowledge and skills they need for working with deaf and hard of hearing students in the classroom or school environment. This course continues to make an impact, with 236 new educators registered in FY 2019.

**Educational Interpreters** – In FY 2019, the Clerc Center hosted “Debunking the Myth of ‘Just’ Being an Educational Interpreter” in its Online Community. In FY 2019, educational interpreters had the opportunity to participate in the professional development series through a book club. Participants read chapters in Dr. Melissa Smith’s book and discussed them online for three consecutive months (October, November, and December). There were 369 people registered for the three book club events. There were also two other training opportunities offered in person to educational interpreters, particularly those local to the D.C. metropolitan area. This sort of engagement is

## Webcasts as a Tool for Online Learning

In FY 2019, the Clerc Center continued to offer eLearning opportunities in the form of webcasts for professionals and educators in general education settings.

Once a webcast is produced, it becomes archived. Webcasts become static resources that can be repurposed for various trainings and presentations and made available for group or individual viewings. In FY 2019, there was a net gain of 26,449 new views of Clerc Center webcasts and videos on YouTube, bringing up the lifetime total for Clerc Center webcasts and videos

an area for considerable growth in the next few years due to increasing demand to support the learning of educational interpreters across the country.

**K–12 ASL Content Standards** – Since the release of the K–12 ASL Content Standards in FY 2018, we have had over 18,610 YouTube views to date, which doubled from last year’s 9,194. There were 42 different videos explaining the content standards with glossary and explanations. As resources are scarce in this content area, there has been a demand for more presentations on the ASL K–12 Content Standards. In response, we developed a workshop to support educators in understanding how they can unpack the content standards. We offered this workshop four times, helping 327 individuals understand how they can apply the content standards in their work in FY 2019. This will be a continued area of growth for FY 2020, with possible online learning opportunities to support ASL specialists and other educators in understanding how they can apply the content standards in their work practice.

**Outreach Providers Learning Opportunity** – The Clerc Center hosted the second biennial National Outreach Conference, which was held online with 155 outreach professionals and early interventionists from various states. The conference attendees viewed the *Optimizing Outcomes for Deaf and Hard of Hearing Students* video as well as the archived webcast *Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies*. They then had access to learning from several experts on the subject and participated in online discussions.

to 73,712 views. The number of viewers, as listed below, implies that the Clerc Center’s archived webcasts continue to be relevant and utilized by stakeholders. It shows that people are still relying on Clerc Center resources as their one-stop center for information.

## Views of Clerc Center Webcast Videos by Fiscal Year

	FY 2019 YouTube Views (as of 9/12/19)	FY 2018 YouTube Views (by 9/12/18)	Net Gain in FY 2019	FY 2018 CRM*	FY 2018 Ning
Families panel after Focusing on Accessible Language event	127	N/A	127	N/A	N/A
Professionals panel after Focusing on Accessible Language event	93	N/A	93	N/A	N/A
Focusing on Early Accessible Language (Nussbaum/Abrams)	1,348	N/A	1,348	503	184 new
NASDSE (Naeem/Santini)	1,104	N/A	1,104	147	N/A
K–12 ASL Content Standards	18,429	9,193	9,416	N/A	N/A
Educational Interpreting (Schick)	7,545	4,916	2,629	1,267	1,118
Language Learning Through the Eye and Ear (Chen Pichler)	2,547/1,077	1,716/755	831/322	N/A	N/A
Dispelling Myths of Language Acquisition (Cordano/Stern)	2,547	1,801	746	N/A	N/A
Cochlear Implant Educational Guide (Kinsella-Meier/Schatz)	3,878	2,884	994	N/A	N/A
Maximizing Language Acquisition (Simms et al.)	16,165	12,034	4,131	N/A	N/A
What the Eyes Reveal About the Brain (Petitto)	14,525	13,134	1,391	N/A	N/A
Visual Split-Attention (Mather)	2,519	1,914	605	N/A	N/A
Early Intervention (Benedict)	1,808	1,548	260	N/A	N/A
<b>Totals</b>	<b>73,712</b>	<b>47,263</b>	<b>26,449</b>	<b>709</b>	<b>546</b>

\* CRM is an acronym for “customer relationship management,” the system that the Clerc Center uses to manage subscription data.

## Online Community Series

The Clerc Center Online Community and National Outreach Community supported active learning for participants and acted as portals for spiraled learning events. The Online Community hosted events focused on four stakeholder groups: 1) families who have deaf or hard of hearing children, 2) professionals working with deaf and hard of hearing students, 3) K–12 educational interpreters, and 4) outreach providers. Activities included a four-day event— “Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies”—oriented toward families, a one-day national online conference focused on outreach professionals, and a scholarly book discussion held one week per month for three months discussing Dr. Melissa Smith’s research regarding K–12 educational interpreting. The Online Community has a combined membership of 2,876.

Online Community events offered pre-recorded presentations by national-level experts discussing current issues, followed by in-depth peer-to-peer discussions and live panel discussions. This tiered approach to learning created spiraled content, with

participants revisiting concepts in multiple ways and in varying degrees of depth.

Because the educational interpreters book club event was a concentrated deep look at K–12 educational interpreting, it was designed for a smaller audience. There was a total of 127 registrants for this event. Both a certificate of attendance and Registry of Interpreters for the Deaf CEUs (0.9) were provided for those who met learning qualifications.

Zoom videoconferencing was used for the live panel discussions. There was a total of 232 unique live viewers for the online National Outreach Conference and the family-centered event, “Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies.” Note that the unique viewers represented both individuals who viewed the session alone and small and large groups viewing the sessions collectively. The archived version of the family-centered session is available on the Clerc Center website and provides additional opportunities for viewing.

## Collaboration, Consultation, and Other Technical Assistance

In FY 2019, the types of programs requesting Clerc Center services varied considerably. Those making requests 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 2019, the Clerc Center hosted the second Education and Advocacy Summit for professionals. Various presenters were on the program, including administrators from the U.S. Department of Education's Office of Special Education Programs and the Health Resources and Services Administration's Maternal and Child Health Bureau. This event was co-sponsored with the Conference of Educational Administrators

of Schools and Programs for the Deaf (CEASD) and included the involvement of the National Association of the Deaf and Gallaudet's Deaf Studies and Government Affairs departments. Approximately 100 people, including administrators from schools for the deaf and special education, registered and attended the summit. Also, a Clerc Center representative served on the CEASD board.

### 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 that will be published in the new fiscal year.

### Hands & Voices

The Clerc Center has partnered with Hands & Voices on their collective agreement with the Health Resources and Services Administration for the Family Leadership in Language and Learning (FL3) project. Through this partnership, the Clerc Center provides support for family language and literacy in the state-level Early Hearing Detection and Intervention (EHDI) system. The Clerc Center provided an online learning opportunity for families with children ages 0–5, with Hands & Voices

marketing the event to their chapter leaders throughout the nation. In turn, chapter leaders shared the event with families with newly identified deaf or hard of hearing babies. One representative from VL2 and two from the Clerc Center served on Hands & Voices' two advisory boards: the Deaf and Hard of Hearing Advisory Board and the Scientific Language and Literacy Advisory Board.

### VL2: Science of Learning Center on Visual Language and Visual Learning

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 it partners with VL2 in providing language and literacy expertise for Family Leadership in Language and Learning (FL3) efforts.

### Southeastern Early Language Acquisition Project Partnering with the Alabama Institute for Deaf and Blind

Gallaudet University has received federal funding to create a regional partnership with the Alabama Institute for Deaf and Blind (AIDB): the Southeast Early Language Acquisition Project (ELAP). This program will focus on identifying strategies that positively impact early language acquisition for children who are deaf or hard of hearing. Gallaudet will provide training and

technical assistance to early educators, families, and early interventionists that work with infants and children who are deaf or hard of hearing in nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

## ASL Connect

Technical assistance was provided to ASL Connect 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 Early Hearing Detection and Intervention (EDHI) advisory council overseeing the state's EHDI services in Maryland.

## American Society for Deaf Children, the National Association of the Deaf, and Hands & Voices for the Parent Advocacy App

The Parent Advocacy app project was a group partnership with the American Society for Deaf Children, the National Association of the Deaf, and Hands & Voices. It included the release of the new Parent Advocacy app in FY 2019.

## 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 four directors working at their respective Gallaudet University Regional Centers (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. As of August 2019, the management of the GURCs has moved from the University to the Clerc Center.

## National Deaf Education Conference

A Clerc Center representative has served on the National Deaf Education Conference board in an advisory role, providing responses to presentation proposals. In June 2019, this annual conference

provided professional learning opportunities to 400 participants, including school district and school for the deaf teachers and other professionals.

## Utah State University's SKI-HI

The Clerc Center continues to partner with Utah State University to provide Deaf Mentor training as a part of early intervention services to families with young deaf or hard of hearing children. This program includes mentors utilizing ASL curriculum for one-to-one services to families.

## Michigan School for the Deaf

The Clerc Center provided a series of workshops on instructional planning for students who are deaf or hard of hearing to both the educational and residential staff at the Michigan School for the Deaf. These workshops were also attended by the state's Department of Education administrators. Topics included access to language and early language learning as a part

## ASL Curriculum, Instruction, and Assessment

The Clerc Center filmed experts from ASL Curriculum, Instruction, and Assessment who are developing teaching resources for teachers who teach ASL in schools. There is a new collection of raw footage for

## Outreach Efforts

Outreach efforts in FY 2019 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.

## Dissemination via Social Media

### Facebook

We have seen an increase in the number of our Facebook followers, which now numbers 6,045 followers. We launched each of our new resources in FY 2019 concurrently on our website and our Facebook page. Our top post was the February 7, 2019, advertisement for "Focusing on Accessible Language with Deaf and Hard of Hearing Babies," our new online training for families developed for the Family Leadership in Language and Learning (FL3) collaboration with Hands & Voices. Our top three posts for the year marketed the following resources:

- "Debunking the Myth of 'Just' Being an Educational Interpreter" (originally posted on September 5, 2018,

### Twitter

We launched many of our new resources via Twitter this year. Our top tweets marketed our newest resources for

of family education, bilingual literacy instructional techniques, and K–12 ASL Content Standards for teachers and administrators. The Clerc Center's chief academic officer and chief operating officer met with the state's Department of Education administrators to offer partnership in supporting the statewide deaf education effort.

editing and delivery in FY 2020. The purpose of this footage is to support the K–12 ASL Content Standards by introducing ASL's fundamental role in schools and for students.

In addition, the Clerc Center has developed several knowledge-building products to reach stakeholders via distance learning formats, including webcasts, the development of the Online Community, and web-based resources and materials for professionals across the country.

with 13,190 people reached as well as 617 reactions, comments, and shares).

- "Focusing on Accessible Language with Deaf and Hard of Hearing Babies" (posted on February 7, 2019, with 23,389 people reached as well as 485 reactions, comments, and shares).
- "Parent Advocacy app" (posted on June 14, 2019, with 10,534 people reached as well as 314 reactions, comments, and shares).

In total, our posts on Facebook reached nearly 19,000 people this year.

parents. The tweet advertising the new Parent Advocacy app reached 6,136 people. The tweet

advertising our new parent training through the Family Leadership in Language and Learning (FL3) grant with

## E-newsletters

Four e-newsletters featuring the Clerc Center's free resources were sent to all e-mail subscribers. Hands & Voices was instrumental in sharing our resources

## Subscribers

We gained a total of 1,950 new subscribers this year. Currently, we have 34,446 subscribers representing our key stakeholder groups: parent/family members, educators, itinerant teachers, related service providers, outreach and early interventionists, and administrators.

Hands & Voices reached 5,733 people. Currently, 1,033 people follow us.

via their e-newsletters, as well. The Council of Administrators of Special Education has also shared our resources and events through their e-newsletters.

The Clerc Center will continue to expand its outreach efforts to reach the identified audiences as a part of its strategic planning effort, and it will actively participate in the development of new strategic plans for FY 2020–2025.

MSSD Math teacher Jie Ma uses a SMART Board®, an interactive white board, to empower a student who is learning how to solve Algebra equations.



## 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 objectives continue to guide our thinking and planning:

- Planning a long-range strategy to implement change following the above model progression.
- Continuing ongoing focus on the Maryland-adopted Next Generation Science Standards for science and the Common Core State Standards (CCSS) for English/language arts (ELA) and mathematics. These serve as the foundation for curriculum and instruction by implementing newly-developed curricular units aligned with these standards for all classes from grades K–12.
- Continuing integration of the K–12 ASL Content Standards.
- 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 connections to external opportunities, allocated planning time on professional development days and other times throughout the year, and a variety of job-embedded professional learning opportunities (e.g., weekly meetings, PLCs, mini-workshops, and individual consultation with instructional support personnel including master teachers and coordinators of instructional support/differentiation and inclusion).
- Planning for multi-year allocation of resources.
- Planning and training for all teachers in using bilingual education strategies.
- Planning and training for all teachers in the use of technology and data.
- Revamping the leadership teams for both schools to include a manager of instructional programs, coordinators of teaching and learning, and a coordinator of instructional support.
- Incorporating new training for support staff (e.g., teacher aides, long-term substitutes).

### Instruction

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2018–2019 school year witnessed ongoing focus on understanding and implementing the key instructional shifts. In science, teachers began to explore the Next Generation Science

Standards that were adopted by our state partner, Maryland, and to identify needed curricular alterations that this change in standards will necessitate. Activities and highlights included:

### Reading and Writing

- Opened the school year with a focus on diverse student needs and team building to develop the skills necessary to meet the students of today.
- Added an all-day technology training to familiarize teachers with the requirements of new Clerc Center technology.
- Provided training on transition, new assessments, classroom management, equity in the curriculum, and PBIS.
- Implemented the Leveled Literacy Intervention (LLI) program to promote growth in reading comprehension.
- Added the Measures of Academic Progress (MAP) Skills formative assessment in order to track student growth throughout the academic year in a way that is aligned with the MAP Growth standardized exam; began training teachers in the use of this system.

- Incorporated a new Bilingual Language Arts (BLA) curriculum for K–2 based on the bilingual grammar curriculum and the Calkins Writing Workshop.
- Continued flexible grouping of 3–8 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 coordinator of bilingual education position and began training the first cohort of high school teachers.

Raising the reading and writing achievement levels of the deaf and hard of hearing students attending

## Mathematics

- Attended professional learning sessions on incorporation of IXL in mathematics courses and incorporated IXL generally as a support tool for intervening and refining student learning.
- 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., MCAP).
- Provided students with additional opportunities to take CCSS practice mathematics assessments online.
- Implemented a new hybrid math textbook/online series for K–8 and evaluated the online curriculum.
- Added the MAP Skills formative assessment in order to track student growth at any time of the year. This assessment will supplement and contextualize the summative end-point assessments.

The schools have followed a similar path as described in the previous “Reading and Writing” 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

## Flexible Grouping

The KDES language arts program has been using a flexible grouping model for the past five years. This

our programs remains a significant challenge. Two years ago, we adopted the MAP assessment, which allows us to track student growth and provide specific interventions. We also began incorporating IXL as a support system for struggling students. Finally, we incorporated visually supported symbol writing for students with cognitive difficulties. We saw some improvement in reading skills but mixed results for language-use skill development. We have used the skills-specific data provided by MAP to help guide our next steps. This intentional, data-driven approach to raising student achievement levels will continue to guide instruction and professional learning in the schools.

training and support to teachers for planning and implementing the new curriculum. New instructional support positions have been created to work directly with teachers, coaching them on planning and implementing research-based instructional strategies.

This year, the schools’ focus remained on teaching math concepts that incorporate a continuum of skills, from concrete to representational to abstract. With younger students, training and coaching focused on the 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. We also obtained manipulable teaching tools to help integrate various math concepts for younger students and students with cognitive challenges. During the course of the previous year, we saw a significant rise in achievement in mathematics across the board after the incorporation of these systems. During the coming year, we plan to more closely integrate the different aspects of our system—using the CCSS as a guide—to connect our math curriculum, intervention approach, and choice of manipulable/visual support.

strategy aligns with best practices in bilingual language instruction and in 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. Assessment data is drawn from a variety of sources, incorporating test data as well as observations and contributions from teachers and parents. 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 in order 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:

## 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 in which communication can be a challenge. HOD recognizes that students often arrive at school carrying experiences that can interfere with their ability to attend to classroom academics. HOD provides 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,

- 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 Skills and MAP Growth assessment

The focus in FY 2019 turned to refining the instructional approach behind flexible grouping. This included the K–2 team exploring the bilingual grammar curriculum as an addition to our bilingual curriculum, with the goal of refining our approach to teaching bilingual skills. Their efforts added to our ability to use data to make instructional and grouping decisions.

Due to rolling enrollment, KDES constantly experiences an influx of students during the school year. This necessitates more frequent changes in grouping to accommodate different learning needs and to provide appropriate accessibility to the curriculum. FY 2019 priorities included the continued expansion of the LLI program throughout K–8, as well as paying closer attention to interpreting assessment results to inform teaching and instructional decision making. The team incorporated the MAP assessment from NWEA and the MAP Skills formative assessment to ensure decisions are based on a full picture of student learning.

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 about their feelings before and after HOD indicated an increase in positive feelings after HOD in the mornings.

In FY 2019, we saw HOD expand to include volunteer students from MSSD and incorporate Makerspace activities. Plans for FY 2020 include developing

more student-led activities, using older students to support younger students, more collection of data,

## 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 are falling behind in learning how to read. This intervention was selected for its accessibility to 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

## 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 the action plans, the improvement objectives, all student achievement data since accreditation, and our context, planning process, and accreditation standards. During this review 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

and assessing the sustainability of the intervention and results.

attended a training session on 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 toward 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 more structured data collection will be implemented to better assess the impact of the intervention. Three classes at MSSD have also begun using LLI. In FY 2019, we saw the continued implementation and expansion of this system, with teachers at every grade level implementing the system and noting progress with various students.

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. In addition, 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 our organizational capacity goal area.

Using the results of the student achievement report, the planning committee has also identified the following two areas for student achievement goals for the next accreditation plan: 1) ASL and ELA, and 2) mathematics.

In FY 2020, we will focus on the implementation of our new 2025 EBD plans. The goals outlined in the 2025 EBD plans include school climate, math, and reading, writing, and ASL. Each goal area has several objectives

## 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. Providing interpreting support until the student is able to function in class independently, the ESP provides a process for an emerging signer to make a smooth transition into a visual learning environment. Additionally, the ESP seeks to create an environment that supports social development and emotional intelligence.

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 services are gradually reduced in direct correlation to their expanding skills and independence.

## 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 they align so closely 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

and an action plan to achieve yearly success, with the target of full mastery by 2025. We also developed an EBD Dashboard to track our progress toward success in all areas.

As part of the ESP, direct ASL instruction and social-emotional support are put in place for a full academic year. The emerging signer's teachers and the interpreters working with them 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 IEP team for decisions on whether to continue, decrease, or terminate services. The focus of the ESP in FY 2020 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 they are able to share diverse perspectives to strengthen the work of the entire ESP team.

administered the following state assessments this year: the MCAP for ELA and math; the MISA, the MISA-Alt, and HSA in science; and the Multi-State Alternate Assessment (MSAA) for ELA and math for students with significant cognitive disabilities.

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. Included in the Partnership for Assessment of Readiness for College and Careers (PARCC), these assessments tested writing skills at every grade level, as well as 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

## Assessments in Language Arts and Math

### Maryland Comprehensive Assessment Program (MCAP)

The MCAP 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. They measure 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

### 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

## Assessments in Science

### Maryland Integrated Science Assessment (MISA) and High School Assessment–Biology (HSA)

Students in grades 5 and 8 participate in taking the MISA, and students in grades 10–12 take the HSA in biology. This assessment is delivered online. Since the FY 2016 MISA administration was considered a field test

### 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

significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments. The online format was relatively new to most of our students, if not all, and they will require a few years to adjust to the change.

arguments. These skills are critically important for students in college and in the workplace. The MCAP measures writing at every grade because it is key to showing readiness for the next academic level and, in high school, readiness for college and career.

- Mathematics – Students solve multi-step math problems that require students to reason mathematically and to make sense of quantities and their relationships in order to solve real-world problems and show their understanding. Many previous assessments focused mostly on rote procedure only.

unable to participate in the PARCC assessment, even with accommodations. The alternate assessment is based on alternate achievement standards in ELA and mathematics. It is administered online.

of a new assessment (replacing the Maryland School Assessment-Science), there will be no individual score reports generated.

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 nine “testlets” for each grade level assessed. Each testlet is completed in one sitting 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.

## 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 each year on school performance and progress, the information regarding the 2018–2019 school year will not be included in this *Annual Report of Achievements* for FY 2019. As per guidance from the Department of Education, report cards must be posted annually on

SEA and LEA websites on or before December 31 for the preceding school year, beginning with information from the 2018–2019 school year. The Clerc Center will have its report card for the 2018–2019 school year posted by December 21, 2019, and will, subsequently, include information from this report card—including academic achievement and disaggregation tables—in the *Annual Report of Achievements* for FY 2020 next year.

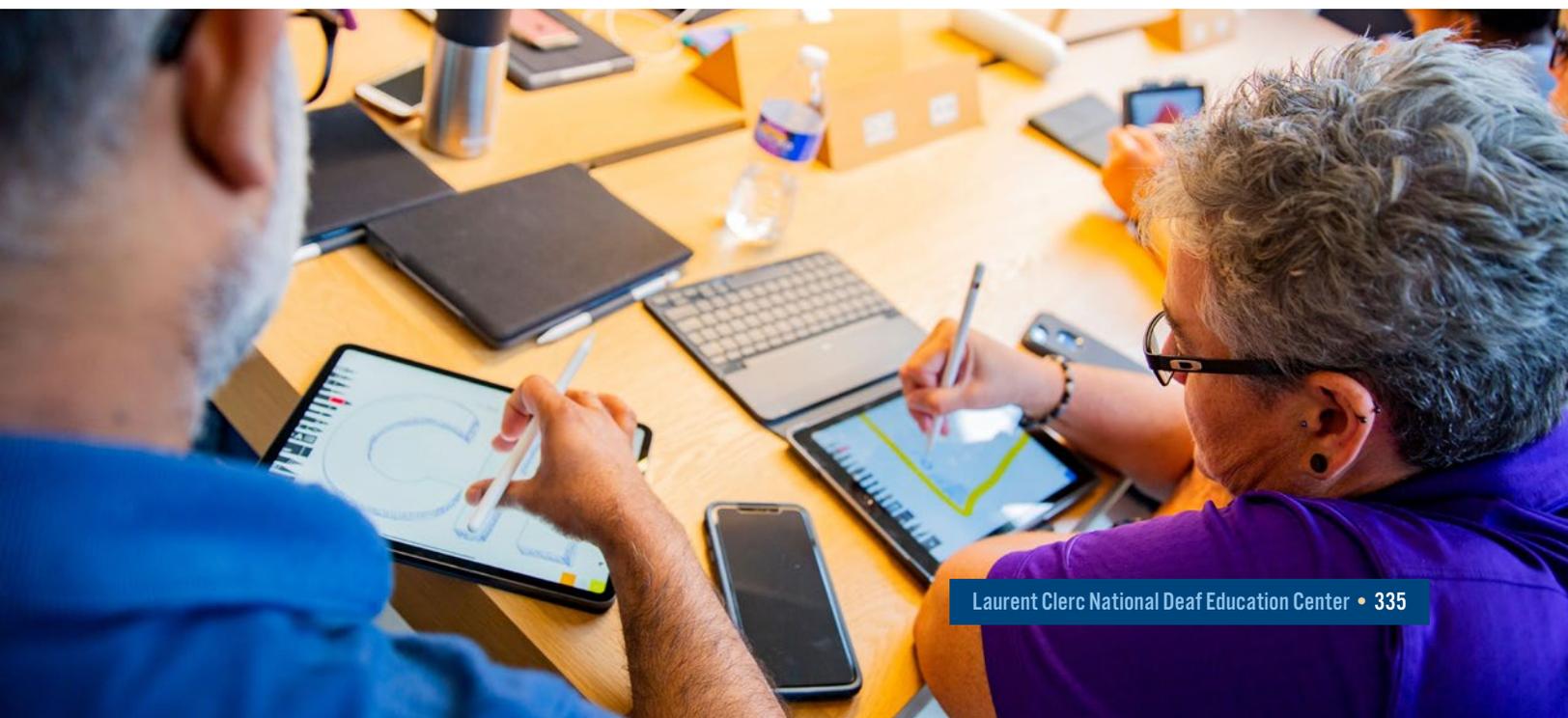
## Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure that 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. With an online report now operational, the Clerc Center has fulfilled this requirement in the following ways:

- Reported MCAP, MISA/HSA/Alt-MISA, and 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 2018–2019 school year are available online at [www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html](http://www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html).

MSSD and KDES teachers and staff receive training at the Apple Carnegie Library on how to better utilize their iPads to create more innovative approaches to bilingual teaching and learning.



# 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, 2018, 111 students were enrolled at KDES. Eleven eighth grade students completed the KDES program in June 2019.

### AY 2018–2019 Enrollment at KDES: ECE, Elementary (1–5), and Middle (6–8)

Enrollment	All Students	ECE <sup>1</sup>	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2018	111	44	6	7	8	9	7	10	11	9
First-time enrollments	30	15	1	2	3	3	1	3	0	2
Completed program	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11
Left before completing program	9	6	0	0	0	0	0	1	2	0

<sup>1</sup>Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

## Student Characteristics

### Hearing Levels of KDES Students

Fifty-two percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2018–2019, the number of KDES students with cochlear implants was 20, or 18 percent of the school population. Thirteen of those students were still using their implants.

### KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students <sup>1</sup>	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal <sup>2</sup> (<27dB)	1	1%	0	0%	0	0%	1	4%
Mild (27–40 dB)	7	7%	1	3%	3	8%	3	11%
Moderate (41–55 dB)	7	7%	5	15%	2	6%	0	0%
Moderately severe (56–70 dB)	12	12%	4	12%	4	11%	4	14%
Severe (71–90 dB)	20	20%	8	24%	7	19%	5	18%
Profound (91 dB & above)	51	52%	16	47%	20	56%	15	54%
All levels	98	100%	34	100%	36	100%	28	100%

Note: hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Current test data available for 13 students.

<sup>2</sup>One student had unilateral hearing loss.

## Traditionally Underserved Racial/Ethnic Groups

Sixty-seven percent of KDES students were members of traditionally underserved racial/ethnic groups.

### KDES Students by Race/Ethnicity and Instructional Grouping

Racial/Ethnic Group	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	37	33%	15	34%	10	27%	12	40%
Traditionally underserved racial/ethnic groups	74	67%	29	66%	27	73%	18	60%
Black/African American	32	29%	7	16%	14	38%	11	37%
Hispanic of any race	17	15%	8	18%	6	16%	3	10%
Asian	13	12%	6	14%	4	11%	3	10%
Two or more or other racial/ethnic groups	12	11%	8	18%	3	8%	1	3%
All groups	111	100%	44	100%	37	100%	30	100%

Note: percentages may not sum to 100 percent due to rounding.

## Additional Disabilities

Twenty-five percent of KDES students were identified as having additional physical or cognitive disabilities.

### KDES Students with Disabilities by Instructional Grouping

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	83	75%	40	91%	28	76%	15	50%
Deaf students with 1 or more additional disabilities <sup>1</sup>	28	25%	4	9%	9	24%	15	50%
All conditions	111	100%	44	100%	37	100%	30	100%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Specific disabilities are not listed due to the small numbers of students in some groups.

## Support Services

Eighty-one 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

Support Services	All Students (N=111)	% of All	ECE (N=44)	% of ECE	Elem. (N=37)	% of Elem.	Middle (N=30)	% of Middle
No support services	21	19%	13	30%	3	8%	5	17%
1 or more support services	90	81%	31	70%	34	92%	25	83%
Speech-language	80	72%	26	59%	33	89%	21	70%
Other services <sup>1</sup>	63	57%	23	52%	25	68%	15	50%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Includes audiology, ASL, counseling, home visits, behavioral support, and transition.

### KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=111)	% of All	White (N=37)	% of White	Traditionally Underserved <sup>1</sup> (N=74)	% of Traditionally Underserved
No support services	21	19%	11	30%	10	14%
1 or more support services	90	81%	26	70%	64	87%
Speech-language	80	72%	20	54%	60	81%
Other services <sup>2</sup>	63	57%	21	57%	42	57%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

<sup>2</sup>Includes audiology, ASL, counseling, home visits, behavioral support, and transition.

## Student Outcomes

### Maryland Comprehensive Assessment Program Performance

The Maryland Comprehensive Assessment Program is used to measure KDES students' English language arts/literacy and math skills. Sixty-two percent of KDES students did not meet expectations for English language arts/literacy, and 54 percent of KDES students did not meet expectations for math.

#### KDES MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students <sup>1</sup>	% Scoring Did Not Yet Meet Expectations	% Scoring Partially Met Expectations	% Scoring Approached Expectations	% Scoring Met Expectations	% Scoring Exceeded Expectations
ELA	50	62%	-- <sup>2</sup>	--	--	--
Math	50	54%	24%	--	--	--

Note: no information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.

<sup>1</sup>Includes students in grades 3–8 enrolled at the time of testing.

<sup>2</sup>Dashes represent instances when reporting data is for fewer than 10 students.

## 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, 2018, 160 students were enrolled at MSSD. Forty-nine seniors graduated in June 2019.

#### AY 2018–2019 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2018	160	31	28	46	55
First-time enrollments	54	31	7	8	8
Left before completing program	8	1	3	2	2
Completed program	49	N/A	N/A	N/A	49

## Student Characteristics

### Hearing Levels of MSSD Students

Eighty-five percent of MSSD students had hearing losses measured at the severe or profound levels. In 2018–2019, 30 MSSD students—19 percent of the school population—had cochlear implants. Fifteen of those students were currently using their implants.

#### MSSD Students by Hearing Level and Grade

Hearing Level	All Students <sup>1</sup>	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
Normal <sup>2</sup> (<27 dB)	2	1%	1	3%	0	0%	1	2%	0	0%
Mild (27–40 dB)	2	1%	0	0%	0	0%	0	0%	2	4%
Moderate (41–55 dB)	4	3%	1	3%	1	4%	1	2%	1	2%
Moderately severe (56–70 dB)	15	9%	3	10%	3	11%	7	16%	2	4%
Severe (71–90 dB)	37	23%	6	19%	8	29%	10	22%	13	24%
Profound (91 dB & above)	99	62%	20	65%	16	57%	26	58%	37	67%
All levels	159	100%	31	100%	28	100%	45	100%	55	100%

Note: hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Current test data not available for 1 student.

<sup>2</sup>Two students had unilateral hearing loss.

### Traditionally Underserved Racial/Ethnic Groups

Fifty-six percent of MSSD students were members of traditionally underserved racial/ethnic groups.

#### MSSD Students by Race/Ethnicity and Grade

Racial/Ethnic Group	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
White	71	44%	20	65%	9	32%	21	46%	21	38%
Traditionally underserved racial/ethnic groups	89	56%	11	35%	19	68%	25	54%	34	62%
Black/African American	34	21%	4	13%	10	36%	9	20%	11	20%
Hispanic of any race	24	15%	1	3%	4	14%	7	15%	12	22%
2 or more and other racial/ethnic groups	31	19%	6	19%	5	18%	9	20%	11	20%
All groups	160	100%	31	100%	28	100%	46	100%	55	100%

Note: percentages may not sum to 100 percent due to rounding.

## Additional Disabilities

Twenty-eight percent of MSSD students were identified as having additional physical or cognitive disabilities.

### MSSD Students with Disabilities by Grade

Disability Status	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
No disabilities	115	72%	23	74%	20	71%	33	72%	39	71%
Deaf students with 1 or more additional disabilities <sup>1</sup>	45	28%	8	26%	8	29%	13	28%	16	29%
All conditions	160	100%	31	100%	28	100%	46	100%	55	100%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Specific disabilities are not listed due to the small numbers of students in some groups.

## Support Services

Fifty-eight percent of all MSSD students received one or more support services. At MSSD, 75 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 37 percent of white students.

### MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=160)	% All	Grade 9 (N=31)	% 9	Grade 10 (N=28)	% 10	Grade 11 (N=46)	% 11	Grade 12 (N=55)	% 12
No support services	67	42%	17	55%	8	29%	18	39%	24	44%
1 or more support services	93	58%	14	45%	20	71%	28	61%	31	56%
Speech-language	77	48%	13	42%	18	64%	23	50%	23	42%
Other services <sup>1</sup>	27	17%	3	10%	4	14%	6	13%	14	26%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Includes audiology, OT/PT, counseling, one-to-one aide, and transition.

### MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

Support Services	All Traditionally Underserved (N=89)	%	Black/African American (N=34)	%	Hispanic of Any Race (N=24)	%	Two or More & Other (N=31)	%
No support services	22	25%	4	12%	7	29%	11	35%
1 or more support services	67	75%	30	88%	17	71%	20	65%
Speech-language	62	70%	28	82%	17	71%	17	55%
Other services <sup>1</sup>	12	14%	4	12%	3	13%	5	16%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Includes audiology, OT/PT, counseling, one-to-one aide, and transition.

### MSSD Students Receiving Support Services by Race/Ethnicity

Support Services	All (N=160)	% All	White (N=71)	% White	Traditionally Underserved (N=89)	% Under-served
No support services	67	42%	45	63%	22	25%
1 or more support services	93	58%	26	37%	67	75%
Speech-language	77	48%	15	21%	62	70%
Other services <sup>1</sup>	27	17%	15	21%	12	14%

Note: percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Includes audiology, OT/ PT, ASL, counseling, 1:1 aide, and transition

## Student Outcomes

### Maryland Comprehensive Assessment Program Performance

The Maryland Comprehensive Assessment Program is used to measure MSSD students' English language arts/ literacy and math skills. Fifty-four percent of MSSD students did not meet expectations for English language arts/ literacy, and 47 percent of MSSD students did not meet expectations for math.

#### MSSD MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students <sup>1</sup>	% Scoring Did Not Yet Meet Expectations	% Scoring Partially Met Expectations	% Scoring Approached Expectations	% Scoring Met Expectations	% Scoring Exceeded Expectations
ELA	102	54%	28%	15%	-- <sup>2</sup>	-- <sup>2</sup>
Math	89	47%	34%	16%	-- <sup>2</sup>	-- <sup>2</sup>

Note: no information is reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.

<sup>1</sup>Freshmen do not participate in MCAP testing. Once a student has met the expectation for the ELA test and/or math test, they are not required to take the test(s) in subsequent years.

<sup>2</sup>Dashes represent instances when reporting data is for fewer than 10 students.

## Disposition of 2018 MSSD Graduates

A one-year follow-up was conducted for the 41 students who graduated from MSSD in 2018. Thirty-two graduates responded to the survey, for a response rate of 78 percent.

Forty-six percent of graduates who responded to the one-year survey reported that they were enrolled in a postsecondary program. Fifteen percent were working, 2 percent were enrolled in a postsecondary program and working, and 15 percent were neither enrolled in a postsecondary program nor working. Twenty-two percent indicated an unwillingness to share information.

### MSSD 2018 Graduates' One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	19	46%	9	53%	10	42%
Working	6	15%	3	18%	3	13%
Working and enrolled in a postsecondary program	1	2%	1	6%	0	0%
Neither working nor enrolled in a postsecondary program	6	15%	1	6%	5	21%
*Unknown	9	22%	3	18%	6	25%
All outcomes	41	100%	17	100%	24	100%

\*Parental contact indicated an unwillingness to share information or no information on the graduates' work or postsecondary status.

Three MSSD student performers take part in the MSSD Performing Arts Program's spring showcase, *Robin Hood*.





Kendall Demonstration Elementary School kindergarten students engage in collaborative and respectful dialogue while discussing a story during the Kendall after-school program.  
*Photo credit: Matthew Vita*

